

The Effect of Scrabble Game To Students' Vocabulary Mastery at the Eighth Grade Students' of Mts Daarul Ulum Cihara Lebak

Herawati¹, Rizdki Elang Gumelar², Ari Fazria Novari³

^{1,2,3}English Education Department, University of Mathla'ul Anwar, Banten, Indonesia

*e-mail: puputpermatasari69@email.com

Abstract: This study aims to determine the effect of the Scrabble game on the vocabulary mastery of class VIII students at Mts Daarul' Ulum Cihara Lebak. This research was conducted at the Daarul'Ulum Cihara school. The population of this study were students of class VIII Mts Darul Ulum Cihara which consisted of two parallel classes. They are class VIII A & VIII B. Each class consists of 25 students. This means that the total population of 50 students is taken as a sample. The data was obtained by giving the text to the students in the experimental and control groups. The data in this study were processed using Microsoft Excel and SPSS 25. The data was analyzed using the t-test formula. This analysis showed that t-count (-24.515) and two-sided significant = 0.000 <0.05. Therefore, the researcher concluded that the scramble game had a significant effect on students' mastery of English vocabulary.

Keyword: *Scrabble Game, Vocabulary Mastery*

INTRODUCTION

A language is a system of arbitrary conventionalized, vocal, written, and gestural symbols that enable members of the community to communicate intelligibly with one another. English is one international language that is used in many countries over the world including Indonesia. English is an international language used to communicate around the world. In Indonesia, English is the first foreign language that has played important role in the development of Indonesia it is used as a means of communication when Indonesia wants to cooperate with other countries. Education in Indonesia is required to learn the English language from Elementary school until University.

Human is social creatures. Human does interact, cooperates, and braids social contact in society. In doing that actions humans mentioned require a communication means in the form of language. Conductive Language of human being unionizesocial, as the accomplishment of its requirement to live together. We are not feeling proud of our language. We feel proud of others' language. We will feel more esteem if in every discussion of us slipped between foreign words or possible new words among our speeches" (Novari and Dayat 2018).

In teaching and learning activities, English has four language skills to learn; those are listening, speaking, reading, and writing (Bailey, 2003; Banditvilai, 2016; Bozorgian, 2012; Khamkhien, 2010). The most important English learning component is comprehending the vocabulary (Anjomshoa & Zamanian, 2014; Jun Zhang & Bin Anual, 2008). vocabulary is the prior element in English that the students need to comprehend and it should be taught to them because it has a key role in every language in the whole world, in which without vocabulary we can not understand each other. According to Handayani (Kusumawati, 2018) vocabulary is knowledge of words and meanings. Based on the statement, vocabulary is all the words in a language..that are familiar and used by someone to communicate..with each other.

Vocabulary is a major concern in Junior High School materials because vocabulary is a collection of several words is combining, so that meaning or meaning. Successful

communication or saying what you mean is dependent upon a good vocabulary base. Vocabulary is an important point in learning a language because it is the main part of our writing, speaking, reading, and listening. It makes it the students easy to translate some words into English or Indonesia and also the more we can speak with others.

Vocabulary is necessary to give students something to hang on to when learning in class. Students need to learn to memorize easily vocabulary because the students can feel comfortable when they are speaking, writing, etc. The researcher was did the research in Mts Daarul' Ulum Cihara. Before doing the research, the researcher did an observation. From the observation, the researcher gets primary data that the students' ability and vocabulary were low. There are many problems in learning vocabulary. For examples, the students are bored, afraid to learn, and still passive in the class. It makes the students achievement in learning vocabulary low. many students very difficult to pronounce English words. When the researcher asked the students to repeat the English word, the students were very difficult to pronounce. The students feel difficulty in reading and translating words, for example when the researcher ask the students to read the text, then re-explains what do you mean by the text they could not explain it. Difficulty remembering words that have been memorized when students are given a passage with words that are supposed to have been taught earlier, they still find it difficult to understand the meaning. "in line with the teacher said, there are many students who find it difficult to learn English".

To make students motivated and enjoyable to study vocabulary, one of the strategies that can be used by the teacher is using media to support the teaching-learning process. There are something media available now. So, the researcher uses scrabble games to improve students' vocabulary. Scrabble game is a game that is often played by all people regardless of age and culture. The games arrange words on the board, played by 2 or 4 people to get a score, based on the value of words formed by 15 rows and 15 columns long. One of the available games that can teach vocabulary is the scrabble game. Scrabble game is proven to improve student's vocabulary mastery.

From the background of the problem above, the researcher's interest to conduct research with the title "The Effect of Scrabble Games To Students Vocabulary Mastery at the Eighth Grade Students of Mts Daarul' Ulum Cihara Lebak in Academic Year 2021/2022."

METHOD

This research used a quantitative approach, while the method used is quasi experimental with pre-test, post-test experimental control group design. Quantitative research design is to control the connotation between an independent variable and a population dependent variable or outcome variable. Quantitative research is interested in investigating how and why phenomena, Quantitative research often use statistical models and statistics for research, producing more objective analytical data. The researcher collects mainly quantitative data for quantitative analysis. (Barnham, at Abuhamda (2021).

This research was conducted in MTs Daarul'Ulum Cihara which is located on Jl. Raya Malingping - Bayah Kp. Cihara Ds. Cihara Kec. Cihara Kab. Lebak Prov. Banten Post Code 42392. The researcher carried out his research to eighth grade students of MTs Daarul'Ulum Cihara in the academic year 2021/2022. The researcher chooses this place for conducting this research to find many problems in students' vocabulary skills, the researcher also did a little investigation by the finding that the student's vocabulary mastery is relatively very low. The

population of this research is all of the eighth-grade students of Mts Daarul' Ulum Cihara. There are three classes of 74 students.

In this section, the researcher used all cluster random sampling techniques to collect the data. The class both experimental or control are chosen randomly through a lottery system. After the system lottery is done, the researcher acquires class VIII A and VIII B as samples with total number 50 students. The researcher was taken two classes to investigate this study, because the researcher used the experimental group used to scrabble game and control group used to puzzle game in this study.

A Research Instrument is a tool used to collect, measure, and analyze data related to research interests. The types of research instruments are a test and non-test. In this research, the research instrument used is a test. The researcher used a test that was constructed into multiple choices. The question was taken around 50 questions which consist of nouns, verbs, and adjectives.

RESULTS AND DISCUSSION

In processing the data, firstly, the researcher tried to collect the data of their vocabulary achievement through pre-test and post-test. The students divided into two groups: VIII-A (Scrabble Game) as Experimental Group and VIII-B (Puzzle Game) as control group. The result of pre-test and post-test each group can be shown in following table.

Table 1. Descriptions Data Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre test experiment	25	36	52	42.40	5.164
post test experiment	25	70	88	78.88	4.936
pre test control	25	28	64	42.80	7.433
post test control	25	52	76	58.12	6.287
Valid N (listwise)	25				

Based on the result of the pre-test at experimental class, the total students are 25, the highest score is 52, the lowest score is 36, and the total score 42.40 total 5.164. Meanwhile the result of the pre-test at control class, the total students are 25 the highest score is 88, the lowest score is 70, and total score 78.88 total 4.936. The result of pre test control class the total students are 25, the highest score 64, the lowest score is 28, and the total score 42.80 total 7.433. the result of post test control class, the total students are 25, the highest total score is 76, and the lowest score is 52, and the total score 58.12 total 6.287.

To analyze the data, the researcher used SPSS 25 in statistical calculations to test the normality, homogeneity of the data, and hypothesis test. For the hypothesis test in this study, the researcher used the analysis of a t-test.

Table 7. Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
has il	Equal variances assumed	0.639	0.428	-24.515	48	0.000	-36.480	1.488
	Equal variances not assumed			-24.515	47.319	0.000	-36.480	1.488

Based on the data above, so it could be concluded that :

Is there any significant The Effect of Scrabble Games Towards Students Vocabulary Mastery at the Eighth Grade Students of Mts Daarul' Ulum Cihara?

The statistical hypothesis as follow

H_a : There is a significant Effect of Using Scrabble Game Towards Students' Vocabulary Mastery at the Eighth Grade Students of Mts Daarul' Ulum Cihara.

H_o : There is no significant effect of using Scrabble Game towards students' vocabulary mastery at the Eighth Grade Students of Mts Daarul' Ulum Cihara.

The estimations are:

If $p\text{-value} > \alpha = 0.05$, (H_0 is accepted and H_a is rejected).

If $p\text{-value} < \alpha = 0.05$, (H_a is accepted and H_0 is rejected).

Based on the output spss on table 4.7. it could be seen that t-count (-24.515) a significant and signification p-value ($0.000 < 0.05$), so H_a is accepted and H_0 is rejected. On the other word there is significant effect of using scrabble game towards student's vocabulary mastery.

The research questions are whether there is a significant effect of using Scrabble Game towards students' vocabulary mastery. The result showed that there is a significant effect of using Scrabble Game towards students' vocabulary mastery on the calculation, the students who had been taught by using scrabble game than the students who had not been taught by scrabble game.

In this section, the discussion deals with scrabble game and without scrabble game in teaching vocabulary. Although both strategies, scrabble game and without scrabble game could be applied in teaching vocabulary mastery, the application of scrabble game in teaching vocabulary improved student's vocabulary significantly. mean score of post test and standard deviation were analyzed in this case. in experimental class, the mean score of posttest was higher than the mean score of pre test ($42.4 > 78.88$) and the difference the was statistically significant because of t-test of post test where probability value was lower than alpha ($0.00 < 0.05$).

While in control class, the mean score of post test was also higher than the mean score of pre test ($42.80 > 58.12$) but the difference was not statistically significant because p-value was higher than alpha ($0.80 > 0.05$). It was also strengthened by comparing the mean score post test of both classes and then by calculating t-test of post test. The mean of post test in experimental was 36.28. While the mean score of students post test in control class 15.32. The t-test of the post test shown that there was a significant difference where probability value was lower than alpha ($0.00 < 0.05$). Thus, if both strategies were compared in the implementation of teaching vocabulary, the scrabble game was better than without scrabble game.

Based on students' scores in pre test, both experimental and control class had the same ability in English vocabularies before giving treatment. Nevertheless, students scores of both classes in post test were significant difference. The students scores achievement taught vocabulary by using scrabble game was higher than without scrabble game.

In chapter II, the previous studies showed that the studies that have been conducted Sa'ad(2018) and Chairani (2021), both of them claimed that the using of Scrabble Game in teaching English improved the students vocabulary mastery. The results of those studies have endorsed the finding on what the researcher found in this study. Scrabble game are significantly improved the students vocabulary mastery. Therefore, The result of this study shows that There is a significant effect of using Scrabble Game towards students' vocabulary mastery. This is because scrabble game is appropriate media in teaching vocabulary. Furthermore, from The number of students in both classes (VIII A and VIII B), There are 50 students. They are 25 students in class VIII A and 25 class VIII B. Both of classes are given treatment. Class VIII A as Experimental class was given The Scrabble game in teaching process, while class VIII B as control class was given puzzle game. The pre-test and post-test were given to both classes. From testing with t-test obtained The t-count = 0.428 and signification value (p-value) = $0.00 < \alpha = 0.05$, so H_a is accepted

and H_0 is rejected. On The other word There is a significant effect of using scrabble game towards students vocabulary mastery.

During The research, The researcher found many problems. The students are bored with learning The English learning, The students feel still passively in The English class, The students are difficult to pronounce in English words, lack reading and translating in English words and feel difficulty remembering words that have been memorized. So, The researcher used scrabble game to solve The students problems.

The researcher also observed that scrabble game was good medium to apply. The researcher recommended this medium because scrabble game interested The students to get vocabulary more. So, They be more actively and enjoy in learning process. They were given more opportunities to explore ideas of their ability. So, it has proved that scrabble game can be used as an alternatively medium to learn vocabulary.

The questions in pretest and posttest were about vocabulary noun, verb and adjective and The result of The students work in most of students were easy to answer question in number 1,3,5,6,7, and 8. Because those were common word that they heard in daily life.

The research was line with previous researches by Ariel Wijaya Hajar and Liftin Karisma who found that The scrabbled game was effective to improve students vocabulary. The students who were taught through scrabble game could achieve a better and The students motivated and are interested in learning process.

Based on the result of data analysis, researcher concluded that scrabbled game was enough recommended as one of media to improve students' vocabulary because in teaching vocabulary by using scrabbled game had great benefits that may serve a variety of learning purpose. Through scrabbled game, The students could get integrated new knowledge, simulate them in using that knowledge, and interact with the spelling, pronunciation. It also can provide students with clear understanding about The definition of the words.

CONCLUSIONS

After implementing Quantitative research at the eighth grade of Mts Daarul Ulum Cihara and according to the result of pre-test and post test, it could be summarized that there was a positive and significant influence before and after implementing scrabble game in teaching vocabulary. It means that using scrabble game in teaching is helpful. It can be shown from the result of pre-test and post-test. There is significant The Effect of Scrabble Games Towards Students Vocabulary Mastery at the Eighth Grade Students of Mts Daarul' Ulum Cihara Lebak in Academic Year 2021/2022. It can be seen from the result of calculating statistic which indicates that $p\text{-value } 0.00 < 0.05$, the alternative hypothesis (H_a) is accepted. It means that is significant The Effect of Scrabble Games Towards Students Vocabulary Mastery at the Eighth Grade Students of Mts Daarul' Ulum Cihara Lebak in Academic Year 2021/2022. Meanwhile by using Scrabble Game in teaching vocabulary mastery in the class, it can be effective for the improvement of students' vocabulary mastery.

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