The Effect of Using Scrabble Games towards Students' Achievement in Vocabulary

Dwi Purnama
dwipurnama@umnaw.ac.id

Rini Fadhillah Putri

rinifadhillah@umnaw.ac.id

English Education Study Program, Faculty of Teacher Training and Education,
Universitas Muslim Nusantara Al Washliyah

Abstract

The objective of this research was to find out the significant effect of using scrabble games towards students' achievement in vocabulary at the eighth grade of SMP Negeri 2 Deli Tua. The type of research was quantitative research, and it was conducted by using experimental design with two classes, in experimental class and control class consisted of 26 students. In technique of collecting data, the researcher conducted pre-test, treatment and post-test by vocabulary test. The data were analyzed by using mean, standard deviation and t-test formula. The result of the data showed that t-observe (12.19) value was higher than the t-table in which t-observe > t-table (12.19 >1.68). The finding showed that the hypothesis was accepted. It can be concluded that there was significant difference score in vocabulary achievement for the students who were taught by using scrabble games and who were not taught by using scrabble games. Based on the explanation above, the researcher concluded that scrabble games is effective for teaching vocabulary of the eighth grade students at SMP Negeri 2 Deli Tua Academic Year 2021/2022.
Keywords: Scrabble Games, Vocabulary Achievement. Quantitative Research

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh yang signifikan dari penggunaan permainan scrabble terhadap prestasi belajar kosakata siswa di kelas delapan SMP Negeri 2 Deli Tua. Jenis penelitian ini adalah penelitian kuantitatif, dan dilakukan dengan menggunakan desain eksperimen dengan dua kelas, yaitu kelas eksperimen dan kelas kontrol yang terdiri dari 26 siswa. Dalam teknik pengumpulan data, peneliti melakukan pre-test, treatment dan post-test dengan tes kosakata. Data dianalisis dengan menggunakan rumus mean, standar deviasi dan uji-t. Hasil data menunjukkan bahwa nilai t-hitung (12,19) lebih tinggi dari t-tabel dimana t-hitung > t-tabel (12,19 >1,68). Hasil penelitian menunjukkan bahwa hipotesis diterima. Dapat disimpulkan bahwa ada perbedaan skor yang signifikan dalam pencapaian kosakata untuk siswa yang diajar dengan menggunakan permainan scrabble dan yang tidak diajar dengan menggunakan permainan scrabble. Berdasarkan penjelasan di atas, peneliti menyimpulkan bahwa permainan scrabble efektif untuk pengajaran kosakata siswa kelas delapan di SMP Negeri 2 Deli Tua Tahun Ajaran 2021/2022.

Kata Kunci : Permaina Scrabble, Prestasi Kosakata, Penelitian Kuantitatif

1. Introduction

Vocabulary is a significant component in language to increase language skill. According to Cahyono and Kusumaningrum (2011) vocabulary is one of the language components that needs to be mastered when students are learning English. Mastering a lot of vocabularies could make it easier for someone to hear, talk, read, and write. Without mastery of vocabulary, students cannot talk effectively to express their ideas both in spoken and written communication. That is why the students should increase their vocabularies so that they can take control four language skills.

Teaching vocabulary is not easy, as a language teacher, we must be able to create creative, interesting and enjoyable learning, so that students' interest in learning is realized. If the teacher cannot create a fun learning

atmosphere, the students will have difficulty mastering the material presented. To get around this, teachers can use creative mastery strategies or methods. There are many vocabulary learning techniques that teachers can use, including using English songs that are popular with students, watching movies, and playing games.

In the learning process, the most important thing is not how many learning activities are carried out in class, but how students are active and enjoy the learning process. According to Lucas (2003) games are a great way to calm students down while giving them the opportunity to review and remember topic concepts. Nguyen & Khuat (2003) stated that games in vocabulary pedagogy will make teaching and learning fun, students will also become more active in class and the target language can be achieved. Games can create a classroom atmosphere that can increase interest in learning, especially in learning vocabulary, because when learning while playing students can increase the stimulus to learn target language vocabulary because they feel learning is not monotonous and more challenged. Therefore, games can be an alternative to new teaching methods that promise successful learning.

The game creates a learning atmosphere that is not boring. When games are used, the classroom situation will come alive and students will be more active. According to Simpson (2015), games can be used with all of the language skills; it can be focused on speaking, reading, listening, or writing. Often, games have an aspect that permits the players to produce information in a short time period. Games can be used at any stage of the class to provide creative and challenging responses in their English class. Thus, the game will consistent to the principle of language that accompanies action. Scrabble games are a game that can be a solution to the learning problems experienced by students in learning vocabulary.

According to the points had been explained above, this research aims to see the effect of using scrabble games towards students' achievement in vocabulary at eighth grade students of SMP Negeri 2 Deli Tua. The research question to be answered here is: "There is any significant effect of using scrabble games towards students' achievement in vocabulary?"

2. Literature Review

2.1. Vocabulary

Vocabulary is the foundation of language. Hiebert and Kamil (2005:3) define vocabulary into two forms namely oral vocabulary and printed vocabulary. Vocabulary is a collection of words in a sentence or language that is used to express ideas, feelings, and information to others. Richards & Schmidt (2010) stated vocabulary is one of the most apparent components of language and one of the matters implemented linguists want to take note of. Yopi Prasetya (2019) stated that vocabulary is one of the important language elements in language learning. In addition to grammar and pronunciation, vocabulary is a language component that needs to be learned when students learn a language.

2.2 Vocabulary Mastery

According to Thornbury (2002) the problem in learning vocabulary is remembering a long list of English words as the destination language. The students cannot do well in comprehension without a large vocabulary. When students learn a language, vocabulary is the most important thing to learn first. Mastery of valuable vocabulary is essential for anyone learning a language. According to Henry and Pongrantz (2006:246) points out that mastering a language means being able to comprehend the vocabulary and its phonological system both in speech and writing. So it is very clear that vocabulary is very important in increasing knowledge in learning languages, especially English because English vocabulary is very varied.

2.3 Game in Language Teaching

According to Wright, et al. (2006:1) game is an activity that is entertaining and interesting, often challenging and an activity where students play and usually interact with other people. From the explanation above, it can be concluded that the game is an interesting and challenging activity so that it can make students happy to learn and interact with other people. Games are activities with rules and goals. In the process of learning and teaching English the teacher can use games to get goals. Games are important teacher tools not only for language practice, but also for aesthetics because as we know that teaching using games is very challenging. By using games, they will be more creative, motivated and also very helpful for teachers as a tool to distribute their knowledge.

2.4 Scrabble Games

Scrabble is a board game in which players try to make words from letters printed on small plastic blocks and connect them to words that have already been placed on the board. According to some definitions above, it can be concluded that scrabble games is a board game for two or more players (or team) to make word from letters printed for point score, and a good game may help students in spelling word in order to make them easy to write well. The idea of scrabble games is found by Alfred Mosher Butts. Scrabble games was an inspired blending of anagrams and crossword puzzles to which he added a more competitive edge by devising a point numbering system for the letters based on how frequently they are used in forming words. A similar opinion is expressed by Lucas (2003: 60) who says that Scrabble games refer to board game and card game. Lucas (2003:61) stated that Scrabble Games can help to develop and enhance skills such as problem solving, decision making, strategic planning, and interpersonal communication. This statement means that a Scrabble Games is a multiple function game which helps learners to reinforce the material. In addition, the learners can make a communication among the players.

3.   Method

3.1 Design of Research

This research used the quantitative research with experimental design. This research is said to be quantitative research because this research used numbers as data in the form of scores from vocabulary tests.

3.2 The Subject of Research

The subject of the research is grade VIII students of SMP Negeri 2 Deli Tua. The researcher chose two classes as a subject namely class VIII-5 with 26 students as control class and class VIII-8 with 26 students as experimental class. Therefore, total samples are 52 students.

3.3 Instrument of the Research

According to Arikunto (2013:192) instrument is a tool when researcher used a method. The researcher gave test in the form of multiple choices; the test consists of 20 questions. In pre-test and post-test used a simple question about vocabulary that consists of verbs, nouns, and adjectives.

3.4 Technique of collecting Data

The data is collected by gave the test to the students. Several steps are used to collect the data.
1.   Gave pre-test to experimental and control class
2.   Gave treatment to experimental class by used scrabble games
3.   Gave post-test to experimental and control class
4.   Corrected the students' answer sheet

3.5 Technique of Analyzing Data
Data analysis technique is a component in scientific writing that described the ways in which researchers processed and analyze the data obtained. Data analysis techniques in this research are as follows. First, corrected the results of student answers on each predetermined indicator. Second, record the scores obtained by students on each indicator. The result of the data is analyzed by used statically procedure which of consist of mean, standard deviation (SD) and dependent test. The mean is used to find out the average of the sample.

4. Results and Discussion
Result
1.The result on pre-test and post-test of the experimental class

Table 1
The Students' Score Pre-test and Post-test of the Experimental Class

No	Students Initial Names	Score		D (x2-x1)	D^2
		Pre-test	Post-test		
1	AA	70	90	20	400
2	AP	70	95	25	625

3	ARAL	45	85	45	2025
4	AZ	50	90	40	1600
5	A	50	75	25	625
6	AL	25	75	50	2500
7	CS	75	85	10	100
8	CRT	50	75	25	625
9	DK	45	85	40	1600
10	DAR	60	100	40	1600
11	FP	70	85	15	225
12	FR	35	80	45	2025
13	FPR	65	95	30	900
14	FA	70	85	15	225
15	FD	50	85	35	1225
16	G	35	75	40	1600
17	IM	50	90	40	1600
18	LFSN	65	90	25	625
19	LSP	70	85	15	225
20	MFS	70	95	25	625
21	MNS	65	90	25	625
22	NSN	35	85	50	2500
23	NA	30	75	45	2025
24	RE	70	85	15	225
25	SS	70	80	10	100
26	WAK	45	75	30	900
	Total	**1435**	**2210**	**780**	**27350**
	Mean	**55.19**	**85**	**30**	**1051.92**

The table above shows of this research consists of the students' name (sample) and the total score of pre-test is 1435 and the mean is 55.19. In post-test, the total score is 2210 and the mean of the score is 85. Standard Deviation of experimental group is 12.56. The result of calculation showed that t-test is 12.19 and t-table is 1.68. The t-test is higher than t-table (12.19 > 1.68).

2.The result on pre-test and post-test of the control class

Table 2
The Students' Score Pre-test and Post-test of the Control Class

No	Students Initial Names	Score		D (y2-y1)	D²
		Pre-test	**Post-test**		
1	AEP	30	65	35	1225
2	AF	65	70	5	25
3	AQ	70	80	10	100
4	ADR	60	65	5	25
5	AP	60	85	25	625
6	ACA	25	60	35	1225
7	BC	40	65	25	625
8	CCS	35	65	30	900
9	CA	70	80	10	100
10	CIS	70	75	5	25
11	DHR	75	80	5	25
12	FAD	70	85	15	225
13	FP	45	65	20	400
14	FA	50	65	15	225
15	FAS	35	65	30	900
16	GD	35	60	25	625

17	MAP	85	90	5	25
18	MZHN	50	90	40	1600
19	NTD	45	65	20	400
20	NAS	40	65	25	625
21	RA	40	75	35	1225
22	RP	35	65	30	900
23	RR	50	65	15	225
24	RPR	55	80	25	625
25	RE	80	95	15	225
26	YD	55	70	15	225
	Total	**1370**	**1890**	**520**	**13350**
	Mean	**52.70**	**72.70**	**20**	**513.46**

Based on the table above, it can be concluded that the total score of pre-test is 1370 and the mean is 52.70. In post-test, the total score is 1890 and the mean of the score is 72.70. It means that, the total and mean score in post-test in the experimental group is higher than the total and mean score in post-test in the control group. Standard Deviation of control group is 10.86. The result of calculation showed that t-test is 9.43.

Discussion

After collecting the data, the researcher analyzed the data using t-test formula for comparing the difference means between pre-test and post-test. The research questions of this research are supposed to discover scrabble games as one of learning media to increase students' achievement in vocabulary especially English vocabulary. As presented by the results above, there was a significant difference before and after using scrabble games. The results of the post-test scores presented better than pre-test scores. This research showed that the value of t-observed is higher than the value of t-table or $12.39 > 1.68$. So, it can be concluded that students' scores were better after applying scrabble games media. The research is supported by Rahma Yanti Pohan (2018) entitled The Effect of Using Scrabble Media on Students' Vocabulary Achievement at SMPN 24 Medan. The result showed that there was improvement on students' vocabulary achievement. Sulaiman (2019) entitled The Impact of Teaching Vocabulary for Junior High School Students Using Scrabble Game. The result showed that there was significant effect of Using Scrabble Media towards Students' Achievement in vocabulary. Ari Wijaya Hajar (2019) entitled Improving Students' Vocabulary through Scrabble Game at the Second Grade of SMPN 1 Palopo. The result of this study showed that there was significant improvement from the pre-test to the post-test. So, it can be concluded that the students like to study about vocabulary through scrabble game technique.

5. Conclusion

Based on the data which had been analyzed, the effect of using scrabble games towards students' achievement in vocabulary got good responds from the respondents. This research showed that there is any significant effect of using Scrabble towards students' achievement in vocabulary at the eighth grade of SMP Negeri 2 Deli Tua academic year 2021/2022. In the use of Scrabble Games the students are more creative, and enjoy. So scrabble games more effective for the students to enrich their vocabulary and identify the word classes easily because they have fun in playing the game. It is proven by the result of pre-test and post-test. After the researcher applied scrabble games for treatment, the result showed the improvement of students' vocabulary mastery. Based on the previous result of the calculation, the result showed that Ha is accepted and Ho is rejected. The hypothesis can be accepted because the t-test is 12.19 and t-table is 1.68 at the significance level 0.05. Also from the result of average score of the students who taught by Scrabble Game is 55.19 in pre-test and 85 in post-test. Meanwhile, the result of average score of the students who taught without scrabble games is 52.70 in pre-test and 72.70 in post-test. It means that there is a significant different of influence Scrabble Games towards students' achievement in vocabulary at the eighth grade of SMP Negeri 2 Deli Tua. So it is clear that the hypothesis Ha is accepted. Based on the result and discussion above, the researcher concludes that Scrabble Game is effective towards students' achievement in vocabulary at the eighth grade of SMP Negeri 2 Deli Tua academic year 2021/2022.

REFERENCES

Arikunto. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta

Cahyono, B. & Kusumaningrum, S. 2011. *Practical Techniques for English Language Teaching.* Malang: State

University of Malang Press.

Henry and Pongrantz. 2006. *Some Effects of the Nature and Frequency of Vocabulary Instruction on the Knowledge and Use of Words.* Reading Research Quarterly, from https://jurnal.untan.ac.id/index.php.jpdpb/article/viewFile/7022/7215

Hiebert, E.H and Kamil, M.L. 2005. *Teaching and Learning Vocabulary: Bringing Research to Practice.* United States: Lawrence Erlbaum Associates, Inc.

Nguyen and Khuat, *Learning Vocabulary Through Games*. Asian EFL Journal. December 2003. http://www.asian-efl-journal.com//dec-03-sub.Vn.php.

Richards, J.C., &Schmidt, R. (2010). Longman Dictionary of Language Teaching & Applied Linguistics. Proceedings of the 21st Asian Pacific Weed Science Society (APWSS) Conference, 2-6 October 2007, Colombo, Sri Lanka.

Simpson, A. 2015. *Using Games in the Language Classroom.* Retrieved September 9, 2017, from http://myweb.sabanciuniv.edu/adams

Thornbury, S. 2002. *How to Teach Vocabulary. England: Longman.*

Wright, A. Betteridge, D. Buckby, M. 2006. *Games for Language Learner (3rd ED)*. Cambridge: Cambridge University Press

Yopi Prasetya. 2019. *The Influence of Using Scrabble Game towards Students' Vocabulary Mastery At The Eighth Grade of The First Semester of SMP Budaya Bandar Lampung In The Academic Year Of2018/2019.* Lampung: University Raden Intan Press