Increasing Students Vocabulary Through Scrabble Game At Eighth Grade Students In The Academic Year 2022/2023

Sintia Dwi Kurniawati [1]([✉]), Refi Ranto Rozak[2], Ayu Fitrianingsih[3]
[1,2,3]Pendidikan Bahasa Inggris, IKIP PGRI Bojonegoro, Indonesia
sintiadwikurniawati72@gmail.com

Abstract— Vocabulary is a collection of words that are owned by a language. Vocabulary is a basic requirement of language. Vocabulary mastery is very important for understanding in learning English. Through vocabulay we can communicate ideas, emotions, and desires. the objective of the study as follows: (1) To find out the use of scrabble game in increasing the vocabulary of eighth grade students (2) To find out the constraints of using the scrabble game in increasing the vocabulary of eighth grade students. The researcher used Classroom Action Research (CAR) design. The goal is increasing students vocabulary mastery of the eighth students in the academic year 2022/2023 and the treatment in this research is Scrabble Game. The subject of the research was the eighth students of MTS Hidayatul Mutaallimin Senori in the academic year 2022/2023. The number of students consist 35. Data collection techniques in this research are vocabulary test, questionnaire, and documentation. Based on the data which had been analyzed the use of scrabble game improve the eighth students' vocabulary of MTS Hidayatul Mutaallimin Senori in the academic year 2022/2023. Procedures showed that there were significant differences between before and after giving treatment by using scrabble game.
Keywords— vocabulary, scrabble game

Abstrak— Kosa kata adalah kumpulan kata yang dimiliki oleh suatu bahasa. Kosakata adalah kebutuhan dasar bahasa. Penguasaan kosakata sangat penting untuk pemahaman dalam belajar bahasa Inggris. Melalui kosakata kita dapat mengkomunikasikan ide, emosi, dan keinginan. tujuan penelitian sebagai berikut: (1) Untuk mengetahui penggunaan permainan scrabble dalam meningkatkan kosakata siswa kelas VIII (2) Untuk mengetahui kendala penggunaan permainan scrabble dalam meningkatkan kosakata siswa kelas VIII. Peneliti menggunakan desain Penelitian Tindakan Kelas (PTK). Tujuannya adalah meningkatkan penguasaan kosa kata siswa kelas VIII tahun pelajaran 2022/2023 dan perlakuan dalam penelitian ini adalah Permainan Scrabble. Subyek penelitian adalah siswa kedelapan MTS Hidayatul Mutaallimin Senori tahun pelajaran 2022/2023. Jumlah siswa terdiri dari 35 orang. Teknik pengumpulan data dalam penelitian ini adalah tes kosa kata, angket, dan dokumentasi. Berdasarkan data yang telah dianalisis penggunaan permainan scrabble meningkatkan kosakata siswa kedelapan MTS Hidayatul Mutaallimin Senori tahun pelajaran 2022/2023. Prosedur menunjukkan bahwa ada perbedaan yang signifikan antara sebelum dan sesudah diberikan perlakuan dengan menggunakan permainan scrabble.
Kata kunci— kosa kata, permainan scrabble

INTRODUCTION

The study at the school level refers to the existing cuiculum detemined by the government and has been stated in the education syllabus for each level of education, including at the junior high school level, where at the end of semester students are required to complete existing subjects as well as English subjects where students declared complete when sufficient (KKM) defined in each school. Students are declared poficient in English when they are able to master aspects of English language skills consisting of reading, writing, listening and speaking. In order to master these four aspects, it is necessary mastery of more vocabulary so that it can be easily learned English both written and spoken.

Vocabulary is a collection of words that are owned by a language. Vocabulary is a basic requirement of language. Vocabulary mastery is very important for understanding in learning English. Through vocabulay we can communicate ideas, emotions, and desires. Words are symbols for ideas, a means where people exchange ideas because they do not have enough vocabulary so they can not convey the sentences that are in their minds. And have difficulty understanding in reading texts because they do not have vocabulary in their minds. Vocabulary is a fundantion needs of language. through vocabulary we can communicate idea, emotion, and desire. Word is a sign of symbols for ideas, they are the means in which people exchange their thought because many students can not speak english and understand the text because they do not have vocabulary in their mind. Sometimes they worry to converse with each other,they are fear to make mistakes. Vocabulary is important point in learning a languange, because it is main part to begin our writting, speaking, reading, and listening. It makes the students easy to translate some words into English or Indonesia and also the more we can speak with other. Vocabulary is not a simple metter, because learning thousand of words and it can make the student bored.

Vocabulary is necessary to give students something to hang on when learning in the class. Student needs to learn how to easy memorize vocabulary because of the students can feel comportable when they are speaking,writing,etc. They are backed up by many vocabulary in their mind. Students must be able to use a lot of vocabularies of English, if they want to be successful in learning. Vocabulary is an important element in language beside pronunciation and grammar. We can not express ideas in English without learning English vocabulary. So that, when students are given a passage with word that are supposed to have been taught earlier, they still find difficult to understand the meaning. To make students motivate and enjoyable to study vocabulary, the teacher should be creatively in delivering material. We should use variative strategies in teaching vocabulary. One

of the strategies that can be used by teacher is using media to support the teaching learning process. There are some teaching medias available now, so the writer using scrabble games to improve students' vocabulary.

According to Col and Spector (Siddiq,2018:9) that there are forms of semantic mapping, such as: star diagram, spider diagram, fishbone map, cluster diagrams, tree diagram, chain diagrams, cycle diagrams, scrabble games and vocabulary map graphic organizer. One of techniques can be used by teacher in teaching vocabulary is through scrable games. By scrable game, the students are assemed to improve their vocabulary, relax in doing it, it also can not make them boring. By scrable game, the student must concentrate on the main topic, list the big ideas concerning the topic, and think of the attributes/qualities/functions associated with each of these ideas.

Scrabble game is one of game that can use in teaching vocabulary. It provided board contains of word that consisted of different score in every word, it can be played by two players or teams. The scrabble game is very useful, easy and entertaining game to practice any set of vocabulary. The students had to arrange the letters that they get and gives meaning to every word. Playing Scrabble Game enable students to apply their vocabularies to learn the spell and makes students memorize vocabularies easily.

By knowing the lack of vocabulary mastery in eighth grade students, the researcher wants to use scrabble game technique in order to increase vocabulary in these students. Scabble game is a game that is played by 2 to 4 people. Use a board with a box above it (15×15) and a large number of letters on a small tile each player, when their turn arrives they must put the word on the board. Their words must join what is already on the board. Based on the description above, the writer wants to tries using the scrabble game technique which aims to improve students vocabulary skills and make the material more interesting and enjoyable.

Considering the background above, the researcher formulated the research question (1) Does the scrabble game improve students' vocabulary to the eighth grade students?; (2) What are the obstacles to using scrabble game in increasing the eighth grade students' vocabulary? The researcher formulates the objective of study as follows: (1) To find out the use of scrabble game in increasing the vocabulary of eighth grade students; (2) To find out the constraints of using the scrabble game in increasing the vocabulary of eighth grade students.

RESEARCH METHODOLOGY

This research is classroom action research (CAR). The research design used in this study is the research model of Kemmis and Mc. Taggart (Suharsimi, 2010:17). Kemmis and Mc. Taggart has several layouts of which consist of many cycles each such as levels, planning, execution and statement, reflection. This level is repeated to

see if the students' vocabulary mastery is getting better or not after they get flashcards and until the researcher's wishes are fulfilled.

The subject of the research was the eighth students of MTS Hidayatul Mutaallimin Senori in the academic year 2022/2023. The number of students consist 35. They are 16 boys and 19 girls. It choosen based on the interview result with the English teacher that they have the low achievement of vocabulary scores.

Data collection techniques in this research are: (1) The test which consisted of vocabularies noun (animal), adjective, noun (transportation), and verb (daily activity). Before applied the treatment, both of class experimental and class control classes were given a pre-test which to know the students vocabulary mastery before treatment. After doing treatment, the experimental and control classes gave a post-test to know the students vocabulary improvement after treatment. There were some type's questions that the researcher used here the test consisted of 20 questions. In pre-test was a simple question about vocabulary that consisted of verb, noun, and adjective. In post-test was a matching vocabulary with its part of speech. (2) The questionnaire used to see the students response. The questionnaire is meant to find out whether the students are interested in learning by using scrabble game. (3) It refers to administrative documents, progress report and other internal document. The researcher used this method to obtain geographical location, the list of students name, and other document at MTS Hidayatul Mutaallimin Senori.

The records analysis used on these studies is descriptive qualitative and quantitative, particularly by way of comparing the effects of the preliminary capacity test earlier than students are given movement with the results of the scholar's capacity check after being given the motion. To know indicator success of students vocabulary in increasing by using scrabble game, the researcher use percentage grading based on classification in table above with criteria average, good, very good, and excellent.

FINDINGS AND DISCUSSION

1. The use of scrabble game in increasing the vocabulary of eighth grade students

In this section the discussion deals with argument and further interpretation of the research findings in students' score both pretest and posttest results of experimental and control class. 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. The application of scrabble game in teaching vocabulary improve students' vocabulary significantly. It was proven by the result of students' score of pretest and posttest of each class, the mean score of posttest and standard deviation were analyzed in this case. In experimental class, the mean score of posttest was higher than the mean score of pretest (82.44 > 54.60) and the difference was statistically significant because of t-test of posttest where probability value was lower than alpha (0.00 < 0.05). While

in control class, the mean score of posttest was also higher than the mean score of pretest (58.48 > 54.44) but the difference was not statistically significant because probability value was higher than alpha (.077 > 0.05). It was also strengthen by comparing the mean score of posttest of both classes and then by calculating t-test of posttest. The mean score of students' posttest in experimental was 82.44. While the mean score of students' posttest in control class were 58.48. The t-test of the posttest 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.

According on students' score in pretest, both experimental and control class have the same ability in English vocabularies before giving treatment. Nevertheless, students' score of both classes in posttest are significant difference. The students' score achievement taught vocabulary by using scrabble game was higher than without scrabble game. The comparison of the students' score both of class could be supported by analyzing the result posttest. In pretest result, no one of students either experimental class or control class was classified excellent classification (Table 4.7). After giving treatment in experimental class with scrabble game, the result of posttest was 16 students (48%) got very good classification, 15 students (44%) got good classification, 2 student (4%) got average classification, 2 student (4%) got fair classification, and none of them was in poor and very poor classification. Otherwise, no one of students got excellent in result of posttest in control class.

Based on the result of data analysis, researcher concluded that scrabble game was enough recommended as one of media to improve students' vocabulary because in teaching vocabulary by using scrabble game has great benefits that may serve a variety of learning purpose. Through the scrabble game, the students could get integrate 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.

2. The constraints of using the scrabble game in increasing the vocabulary of eighth grade students.

The questions in pretest and posttest were about vocabulary members of family, adverb of times, names of the days and the months, and names of thing in the classroom. And the result of the students' work in most of students were easy to answer question part A about adverb and noun in numbers 2, 3, 4, 5, 6, 7, 8, part B about noun in numbers 2, 3, 4, 7, 8 and part C about noun in numbers 1, 3 because that was common word that they hear in daily life and most of students were difficult to answer the other questions because the students never hear the words before for example the question in number 9 and 10 the students cannot choose the right one word to correct to the other word, but after treatment there was

significance progress to the students' score, because most of the students get very good classification. This research was line with previous researches by Sari Ratih Sriwulan and Syamsul Sulfia who found that the scrabble game was effective to improve students' vocabulary. The students who were taught through scrabble game could achieve a better and the students fell motivated and interested in learning process.

Based on the result of data analysis, researcher concluded that the constraints of using the scrabble game in increasing the vocabulary of eighth grade students are the students cannot choose the right one word to correct to the other word, and difficult to answer the other questions because the students never hear the words before.

CONCLUSION

Based on the data which had been analyzed that 1) the use of scrabble game improve the eighth students' vocabulary of MTS Hidayatul Mutaallimin Senori in the academic year 2022/2023. Procedures showed that there were significant differences between before and after giving treatment by using scrabble game. Based on data analysis in experimental class, the mean score of posttest was higher than the mean score of pretest (82.44 > 54.60) and there was statistically significant because of the t-test of posttest where probability value was lower than alpha (0.00 < 0.05). While in control class, the mean score of posttest was also higher than the mean score of pretest (58.48 > 54.44) and there was no statistically significant because probability value was higher than alpha (0.077 > 0.05). It was also strengthen by comparing the mean score of pretest and posttest of both classes and then by calculating t-test of pretest. 2) the constraints of using the scrabble game in increasing the vocabulary of eighth grade students are the students cannot choose the right one word to correct to the other word, and difficult to answer the other questions because the students never hear the words before. Thus, if both technique were compared in the implementation of improve the eighth students' vocabulary of MTS Hidayatul Mutaallimin Senori in the academic year 2022/2023 using scrabble game was better than without scrabble game.

ACKNOWLEDGEMENTS

PGRI Bojonegoro, for their instructions and help during her study in the institute; 6) The researcher would like also to express gratitude to the Headmaster of MTS Hidayatul Mutaallimin Senori, the English teacher, the staff of the school and the students of MTS Hidayatul Mutaallimin Senori.

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