

The Effectiveness of Scrabble Games Towards Students' English Vocabulary Mastery at Junior High School Number 2 Jambi City

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ABSTRACT

The purpose of this study was to find out the effectiveness of the scrabble game on students' vocabulary mastery Junior High School Number 2 Jambi City. This research was conducted at Junior High School Number 2 Jambi City. In this research, the researcher use scrabble game as a media to increase students' vocabulary mastery. The research aims to determine whether or not the scrabble game is effective in improving students' vocabulary mastery and to learn about the students' responses to the scrabble game. The experimental design was used in this study. The study's subjects were ninth-grade students at Jambi City Junior High School Number 2. As a sample, the researcher attended two classes with 30 students each. The first class served as an experimental class with a scrabble game, while the second served as a control class without a scrabble game. A pretest and a posttest were used to collect the data. The scores before treatment were determined by the pretest score, and the scores after treatment were determined by the posttest score. The results of the pretest and posttest scores were analyzed using the t-test formula to determine whether or not the scrabble game is effective. The t-test was used to analyze data in this study using the Statistical Package for the Social Sciences (SPSS) for Windows version 25 program. The findings of this study revealed that the T-test was greater than the T-table ($7.224 > 2.045$) and the sig (2 tailed) result was less than the level of significance ($0.00 < 0.05$), implying that H_1 was accepted while H_0 was rejected. According to the results of the students, there was a significant improvement from the pre-test to the post-test, which was analyzed using SPSS. According to the explanation above, it is possible to conclude that scrabble games improve students' English vocabulary at Junior High School Number 2 Jambi City.

Keywords: *Vocabulary Mastery, Scraabble Game.*

INTRODUCTION

Vocabulary is one of the language components that students must acquire when learning English. Without a sufficient vocabulary, students will struggle to understand what they hear and read, as well as to communicate their communication goals. (Kusumaningrum and Cahyono, 2011). Furthermore, vocabulary is an essential aspect that students must acquire while learning English as a foreign language. Vocabulary is essential in acquiring a language. It is well known that having a limited vocabulary limits students' ability to use

English abilities such as listening, writing, speaking, and reading.

One of the most essential aspects of language is vocabulary. It is necessary to master the language in order to communicate it well. Teaching vocabulary to junior high school students is a difficult job that necessitates a great deal of creativity. It is critical to pique students' interest in vocabulary acquisition. There are several approaches that pupils can take to learn vocabulary of an unfamiliar language. Teachers should employ a variety of tactics or strategies, as well as media, to motivate students to

acquire vocabulary, particularly young learners.

The researcher in this instance chose to use a game as a learning medium. According to Al Zaabi (2007), developing vocabulary through games gives students more chances to learn from one another. It implies that incorporating games into the classroom can assist students enjoy their English classes. As noted by Amaal Al Masri and Majeda Al Najjar (2014), games have been shown to benefit and be successful in vocabulary learning in several ways: For starters, games provide students with enjoyment and pleasure, allowing them to quickly grasp and remember new words. Second, games are typically competitive and keep students excited. Third, vocabulary games urge students to use English in a communicative, flexible way. Fourth, students are urged to participate in games. More chances for them to express their ideas and feelings. Fifth, games aren't just for entertainment. They are used to "break the ice" between regular classroom activities, as well as to introduce new ideas.

Based on the reseacher observation, students are too lazy to memorize new vocabulary, so they have a limited vocabulary, and many students do not pay attention when the teacher explains materials. The students are lazy because the teacher doesn't employ appropriate motivational techniques. The students then believe that learning English is unimportant. It is due to the fact that English is a foreign language in Indonesia. It implies that English differs greatly from Indonesian in terms of spelling, pronunciation, and grammar. It is a major issue for students who want to learn English.

According to the researcher interviews, another issue that students face is boredom. Students become bored while learning English because they are unable to follow their teacher's method of explaining the lesson in class. As a result, they are unable to comprehend the lesson. As a result, it has an impact on vocabulary mastery. As a result, the researcher would like to conduct an experimental study using media to teach vocabulary. Scrabble Game is the name of the media. Scrabble is a simple game that can assist teachers in teaching vocabulary by assisting students in memorizing, spelling, and comprehending the meaning of words. According to Lee (2012), scrabble is a fun way for students to improve their vocabulary, reading, and overall grammar skills by playing a popular board game. The reason for selecting this strategy is that it can help students memorize new words as well as manipulate new words. There are three types of speech: nouns, verbs, and adjectives.

REVIEW OF RELATED LITERATURE

Vocabulary

According to Richards and Renandya (2002) vocabulary is a core of language proficiency and provides much of the basic for how well learners speak, read and write. Neuman and Drawyer quoted in Bintz (2011) said that vocabulary can be defined as terms that a person must know to communicate effectively: spoken terms (expressive vocabulary) and listening terms (receptive vocabulary). Hornby (2006) defines vocabulary as all the words a person knows or uses when talking about a specific topic in a specific language.

According to the definitions of vocabulary provided above, vocabulary is the fundamental element of language that someone requires when learning a language, particularly in order to communicate effectively with others. Furthermore, based on all of definitions of vocabulary presented above, the researcher concludes that vocabulary is all of the words in a specific language that an individual knows or uses to effectively communicate.

The Importance of Vocabulary

Vocabulary occupies an important position in English learning. It's an element linking the four skills of speaking, listening, reading, and writing (Huye and Nga, 7 2003). In order to master all these skills, student need to have a good vocabulary. A sufficient number of words that student has mastered will enable them to easily master English skills. If students have a good vocabulary, they will easily communicate their ideas in written or verbal form and understand what people are saying. However, if someone learns more words and expressions, they can see a significant improvement. Some people can say very little in grammar, but if there are no words, some people can't say anything.

These statements show that vocabulary is an important element of language learning. In this case, the role of vocabulary is no less than that of grammar. The lack of vocabulary will bring a lot of trouble to student English learning, because if they do not master the vocabulary well, it will be difficult for them to convey their ideas. Therefore, the role of vocabulary in English learning is

very important, because vocabulary will support student to master English skills.

Kinds Of Vocabulary

Thornbury (2002) divided content word into four types, there are concrete noun, verbs, adjective, verb, adjectives and adverb.

1. Noun

Noun is a word that refers to a person, place, or thing, as well as a quality or activity.

2. Verb

A verb is a word or phrase that expresses an action, an event, or a state.

3. Adverb

Adverb is a word that explain about how, where a thing happen. It means that adverb related with the how the process, time, and the thing happen. Examples: now, tomorrow, cwertainly, maybee and others.

4. Adjective

Adjectives are grammatical modifiers with the grammatical property of comprison. Special derivational ndings or special adverbial modifiers that precede it are frequently used to identify it.

Teaching Vocabulary

According to Harmer, the following aids can assist in the teaching of vocabulary, as follows:

1. Relia

This is the term used to describe the use of real-world objects in the classroom. Thus, showing students a book, a ruler, or a chalk can easily explain the words "book," "pencil," or "chair." This is clearly adequate for certain single words, but the use of realia is restricted to things that can be easily taken from the classroom.

2. Pictures

Because they can be used in so many different ways, pictures are clearly indispensable for language teachers. To explain the meaning of vocabulary items, pictures can be used: the teacher can draw pens, rulers, pencils, and books on the blackboard/whiteboard, or have magazines print pictures of trucks, bicycles, trains, and buses onto cardboard. The teacher could bring in a wall picture of three people in a room to introduce the meaning of the sentence, such as: there are three people in the classroom.

3. Mime, action, and gesture

It is frequently impossible to explain the meaning of words and grammar using realia or pictures. Mime, in particular, is likely to better explain an action. Gesture is useful for explaining words like "from," "to," and so on, or for indicating that the past is being discussed (the teacher gestures backwards over his shoulder)

4. Contrast

A visual element is insufficient to explain meaning, contrast can be used. Thus, "full" is better understood in the context of "empty," "big" in the context of "small," and so on.

5. Enumeration

The word "vegetable" is difficult to explain. The meaning will become clear if the teacher quickly lists (or enumerates) a number of vegetables. The same can be said for a word like "clothes."

6. Explanation

Explaining the meaning of vocabulary items, like grammatical explanations, can be extremely difficult. It will be critical to include information about when the item can be used in such explanations. For example, it would be insufficient to simply state that "mate" is a word for "friend" unless you also stated

that it is colloquial informal English and should only be used in specific contexts.

7. Translation

Translation fell out of favor for many years and was regarded as sinful. Clearly, if the teacher is constantly translating, the students will be hampered in their learning because they want to hear and use the target language, not their own. Nonetheless, it seems silly not to translate if doing so can save a significant amount of time. If a word is not understood by the students and the teacher is unable to explain it, he can quickly translate it. Translation appears to be a useful measure if used sparingly, but it is hoped that it will be used with caution. These aids and measurements may be helpful in explaining the meaning of a word or sentence.

Problems in Learning Vocabulary

According to Scott Thornbury, students may encounter difficulties when learning vocabulary. The following are some of the most common causes of this problem:

1. Pronunciation

Words that are difficult to pronounce are more difficult to learn, according to research. Words that contain sounds that are unfamiliar to some groups of learners, such as regular and lorry for Japanese speakers, are likely to be difficult.

2. Spelling

Words with silent letters, such as foreign, listen, climbing, honest, and so on, are particularly problematic.

3. Length and complexity

Long words do not appear to be more difficult to learn than short ones. However, as a general rule, high frequency words in English are short, so

the learner is more likely to encounter them, which benefits their "learn ability."

4. Grammar

The grammar associated with the word is also problematic, especially if it differs from that of its first language equivalent.

5. Meaning

When the meanings of two words overlap, students are likely to mix them up. Make and do are two examples: You *make breakfast* and *make an appointment*, but you *do the housework* and *do a questionnaire*.

6. Range, connotation, and idiomatic

Words that can be used in a variety of contexts are perceived to be easier to use than synonyms with a narrower range.

Learning vocabulary appears to be one of the simplest aspects of learning a language, but it is also one of the most difficult. This is due to the fact that learning vocabulary entails more than just learning the definition of a word. When students learn vocabulary, they will also learn about other aspects of the word such as usage, pronunciation, grammatical structure, and so on. As a result, it frequently makes it difficult for students to understand the vocabulary.

Scrabble Game

Scrabble is a board game in which players attempt to create words out of letters printed on small plastic blocks and connect them to words already on the board. Scrabble game is a board game for two or more players (or teams) to make words from printed letters for a point score, and a good game may help students in spelling word in order to make them easy to write well. Warner and Brown define Scrabble as a proprietary board game that involves the construction of words for a point score for two or more players (or team). Scrabble is a fun way for students to improve

their vocabulary, reading, and overall grammar skills.

Elliot (2009) attributed the invention of scrabble to the creative genius of Alfred Mosher Butts, who came up with the concept in 1938. It was a brilliant combination of anagrams and crossword puzzles, to which he added a competitive edge by devising a point numbering system for the letters based on how frequently they are used in word formation.

Advantages and Disadvantages of Scrabble Game

The advantages of using scrabble include:

1. Making vocabulary learning more enjoyable for students.
2. Students will be more enthusiastic about learning vocabulary.

The disadvantages of playing scrabble are as follows:

1. The class will be crowded
2. The teacher will be preoccupied with managing the class.

However, scrabble is a fun game that is appropriate for almost all ages to help students learn vocabulary.

METHODOLOGY

The researcher employs an experimental design in this study to determine the effect of the variable research. In this case there are two variables. Independent Variable and dependent variable. Independent variable is Scrabble game technique and dependent variable is vocabulary mastery. The purpose of this study is to determine whether scrabble is effective in improving students' vocabulary at Junior High School 2 in Jambi City. In this study, the researcher used two classes and then

compared them, as shown in the table below:

Students in the experimental class were taught using scrabble, while students in the control class were not. This study involved six meetings per class and included a pre-test, treatment, and post-test. The pre-test was used to collect data by measuring students' performance before treatment, while the post-test was used to measure students' performance after treatment.

This study's population consisted of class IX students from junior high school number 2 Jambi City for the 2021/2022 academic year. This study's population consisted of 354 people divided into 8 classes, and the sample consisted of two classes. At junior high school number 2 Jambi City, all students in class 9E with a total of 30 students as an experimental class and class 9F with a total of 30 students as a control class. The researcher chose the sample using a simple random sampling technique.

In this study, the instrument used to collect data is a test. This test is designed to assess students' vocabulary mastery. In this case, the researcher used three types of tests to assess the students in the class. The researcher asked students to fill in the blank word on the text with the correct answer, part B consisted of translation and classification words items, and part C consisted of translation words items.

The procedure of data collection used the following steps :

A. Pretest

This test is given to determine students' basic competencies in mastery vocabulary before they are treated with scrabble as a learning media.

B. Treatment

a. Treatment for Experimental class

The experimental class is given treatment in some meetings which teacher will teach them with scrabble game as learning media.

C. Posttest

After doing treatments, the researcher administered a posttest to determine and identify the students' vocabulary achievement.

After collecting the data, the researcher analyzed the data to determine the formula for scoring students' work. The steps under take in quantitative analysis employing the following formula:

1. Using the formula, score the students' pre-test and post-test answer

$$\text{Score} = \frac{\text{total students' correct answer}}{\text{total number of item}} \times 100$$

(Sudjana, 2008)

2. The data then classified referring to the scoring system

There are several levels of classification, including excellent, very good, good, fair, poor, and very poor.

3. Computing the frequency of the rate percentage of the students' score

$$P = \frac{F \times 100\%}{N}$$

Where:

P: Percentage

F: Frequency

N: Amount of sample

(Donbul, 2012)

4. Calculating the mean score, Standard Deviation, Normality Test, Homogeneity Test and T-test by using SPSS.

FINDINGS AND DISCUSSIONS

Experimental Class

The researcher grouped all scores in this experimental class based on the results. The researcher presents the frequency and percentage of the experimental class's students' pretest and posttest results. This is used to see if there is an increase or decrease in the experimental class students before and after treatment with the scrabble game. It is described in the table as follows:

Table 1
Frequency and Percentage Pre-test and Post-test in Experimental class

No	Classification	Score	Pre-test	
			Frequency	Percentage
1	Excellent	90-100	0	-
2	Good	80-89	0	-
3	Fair	70-79	2	6%
4	Poor	60-69	8	27%
5	Very poor	0-59	20	67%
Total			30	100%

No	Classification	Score	Post-test	
			Frequency	Percentage
1	Excellent	90-100	12	40%
2	Good	80-89	13	43%
3	Fair	70-79	4	13%
4	Poor	60-69	0	-
5	Very poor	0-59	1	3%
Total			30	100%

Table 1. shows that most of students in the experimental class are classified as very poor prior to treatment. 6% had fair classification, and 27% had poor classification. After giving the treatment there 40% were in excellent classification, 43 % were in good classification, 13% were in fair classification and 3% were in very poor classification. It shows the improvement of the students in the experimental class before and after the treatment by using the scrabble game.

Control Class

The researcher grouped all scores in this control class based on the results. The researcher presents the frequency and percentage of the control class's students' pretest and posttest results. This is used to see if there is an increase or decrease in the control class students before and after treatment without the scrabble game (Conventional method). It is described in the table as follows:

Table 2
Frequency and Percentage of Students' Pre-test and Post-test in Control class

No	Classification	Score	Pre-test	
			Frequency	Percentage
1	Excellent	90-100	0	-
2	Good	80-89	3	10%
3	Fair	70-79	4	13%
4	Poor	60-69	12	40%
5	Very poor	0-59	11	37%
Total			30	100%

No	Classification	Score	Post-test	
			Frequency	Percentage
1	Excellent	90-100	4	13%
2	Good	80-89	8	27%
3	Fair	70-79	10	33%
4	Poor	60-69	6	20%
5	Very poor	0-59	2	7%
Total			30	100%

Table 2 shows that most of students in the control class are classified as poor. 10% had good classification, 13% had fair classification, and 37% had very poor classification. After giving the treatment without scrabble there 13% were in excellent classification, 27% were in good classification, 33% were in fair classification, 20% were in poor classification, 7% were in very poor classification. It shows the improvement of the students in the control class before

and after the treatment without scrabble game.

Figure 1
Diagram of Pre-test and Post-test in Experimental and Control Class



The figure above shows that the mean score of the students in the class control and experiment is different. The mean post-test score of the students in the experiment class was higher than the mean pre-test score of the students. The mean pre-test score for experimental students was 51,70, while the mean post-test score for students was 85,07. While the mean students' pre-test score in control was 61,37, the students' mean post-test score was 75,23.

Furthermore, the goal of this research is to investigate the effectiveness Scrabble games towards student vocabulary mastery at junior high school number 2 Jambi City during the 2021/2022 academic year. The researcher conducted an experimental study with a two-group pretest-posttest design to achieve the research objectives. The research process is divided into three steps. Part A consists of preliminary research in which the researcher determines students' vocabulary abilities by administering a pre-test to fill in the blanks in the text, Part B consists of word translation and classification items, and Part C consists of translated word items. Second, giving treatment to class IX E

students as an experimental class, students were treated with scrabble game media. In this research, students were asked to assemble letters into vocabulary. The teacher invites students to play scrabble games as part of the game. The treatment was carried out by the researcher over several meetings. The final step is to administer a post-test at the final meeting. Students were given a post-test consisting of filling in the blank words in the text with the correct answers, part B consisting of word translation and classification items, and part C consisting of word translation items to determine their vocabulary abilities after treatment.

Based on the researchers' findings, the Scabble Game has an impact on improving the vocabulary skills of class IX students at junior high school number 2 Jambi City. The gap analysis of the average scores between the control class and the experimental class in the post test to determine whether the technique is effective demonstrates this. The experimental group received an average score of 85.07, while the control group received a score of 75.23. This translates to a 9.84 points difference in student scores between the experimental and control class. The difference between the two classes was explained by revealing that the experimental class improved more than the control class.

The researcher discovered a significant difference in the students' vocabulary mastery before and after implementing the Scrabble game in the treatment class in this study. Based on these findings, it is possible to conclude that students improved after being taught using the Scrabble Game. This is demonstrated by comparing the average

scores of the pretest and the posttest, where the average score of the posttest is higher than the average score of the pretest. Furthermore, if the sig (2 tailed) is less than the significance level (0.05) or the t-test is greater than the t-table, the alternative hypothesis of this study would be accepted. The t-test calculation yielded a t-test value of 7.224 and a t-table value of 2.040, both with a significant level ($P = 0.05$ and $df = 29$). The t-test value exceeds the t-table value ($7.224 > 2.045$). $H_1 > H_0$ is the hypothesis. If the results show that H_1 is approved, then the hypothesis shows that the mean value of the two is significantly different. With this interpretation, teaching students to use scrabble games is better to using scrabble games previously. Thus, using scrabble games to teach is an efficient way of enhancing vocabulary skills and students' motivation to learn.

The findings of this study back up the findings of prior studies. First, Gangan Ganda Somantri and Siti Nurhayati from the English Department of Bale Bandung University performed this study, which was titled "The Effectiveness of the Scrabble Game in Improving Students' Vocabulary Mastery." Second, "Using Scrabble Game in Improving Students' Vocabulary Mastery of SMP Negeri 1 Jawa" by Yuli Lidiasari, Sofian, and Iwan Supardi. Finally, there is a paper by Nadezda Kobzeva titled "Scrabble as a tool for developing engineering students' critical thinking skills." Because prior studies' findings are effective, the researcher adopts several previous studies. The findings of this study, as well as those of several earlier studies, show that using scrabble games increases student scores. As a result of this, it can be stated that the Scrabble Game has an

impact on the vocabulary mastery of Junior High School Number 2 Jambi City.

CONCLUSIONS

The researcher can conclude the following based on data analysis and findings in the previous chapter:

1. According to data gathering, the average posttest score in the experimental was greater than the mean pretest score ($85.07 > 51.70$), and the mean posttest score in the control group was higher than the pretest score ($75.23 > 61.37$). It was also improved by comparing the mean pretest and posttest scores of both classes.
2. The researcher computed the data using the T-test, which revealed that the mean score of the experiment and control classes differed. $T_t = 2,045$ was greater than $T_0 = 7,224$. It is possible to conclude that the effect of playing Scrabble was accepted.

As a result, it is possible to conclude that the scrabble game has a positive effect on the English vocabulary of ninth grade students at Junior High School Number 2 Jambi City.

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