



Students' Vocabularies Learning through Scrabble Games

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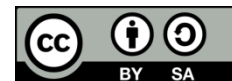
ABSTRAK

Masalah dalam belajar dan mengajar bahasa Inggris masih ada di sekolah. Kosakata bukanlah suatu keterampilan yang berkembang atau keterampilan yang dapat dianggap dikuasai sepenuhnya. Tujuan dari penelitian ini adalah menganalisis kosakata siswa melalui permainan scrabble. Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan dalam 2 siklus, dimana setiap siklus terdiri dari lima pertemuan. Instrumen pengumpulan data adalah lembar observasi, wawancara, tes dan dokumentasi. Data diperoleh dengan analisis kuantitatif untuk menghitung persentase ketuntasan. Berdasarkan analisis data ternyata kosakata siswa mengalami peningkatan pada setiap siklusnya. Dari hasil analisis data menunjukkan adanya peningkatan nilai siswa dari pre-test ke post-test I dan post-test II. Hal itu dibuktikan dengan data; nilai siswa pada post test I nilai terendah 65 dan nilai tertinggi 80; Nilai siswa pada post test II nilai terendah 66 dan nilai tertinggi 85. Pada pre-test terdapat 8% (2 dari 25 siswa) yang memperoleh nilai ≥ 75 . Pada post-test terdapat 52% (13 dari 25 siswa) yang memperoleh nilai ≥ 75 . Pada post-test II terdapat 84% (21 dari 25 siswa) yang memperoleh nilai ≥ 75 . Kesimpulan penelitian adalah 1 metode pembelajaran dengan menggunakan permainan scrabble pada siswa kelas VII lebih efektif dan aktif.

ABSTRACT

Problem in learning and teaching English still exist in school. Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The objective of the research was to analyze students' vocabularie through scrabble games. This was a classroom action research conducted in 2 cycles, where each cycle consisted of five meetings. The instrument of collecting the data was observation sheet, interview, test and documentation. The data was obtained with quantitative analysis to calculate the percentage of completeness. Based on the analysis of the data it turned out that the students' vocabularies had increased in each cycle. From the results of data analysis it showed an increase on students' scores from pre-test to post-test I and post-test II. That was proven by data; students' scores in the post-test I, the lowest score was 65 and the highest score was 80; Students' scores in post test II, the lowest score was 66 and the highest score was 85. In the pre-test, there were 8% (2 of 25 students) who scored ≥ 75 . In post-test, there were 52% (13 out of 25 students) who scored ≥ 75 . In post-test II, there were 84% (21 of 25 students) who scored ≥ 75 . The conclusion of the research was 1 the learning method by using scrabble games on grade VII was more effective and more active.

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1. INTRODUCTION

Vocabulary is one of the English components taught to the learners and it has primary role for all language skills. Vocabulary is important for adult's learners, since it is the one area of the language learning that does not appear to be showed down by age (Alizadeh, 2016; Huei et al., 2021; Wu & Huang, 2017). It is mean, without a proportional amount of vocabulary anyone will get trouble in speaking, reading, listening, and writing (Carrabba & Farmer, 2018; Stratton, 2022; Suprianti & Jayanta, 2020). Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies are something that for lifetime (Alisha et al., 2019; Barnyak & McNelly, 2016; Rouffet et al., 2023). It holds a special place among the components. In other hand, vocabulary was the first step for all learners to learn English. Vocabulary is not a single process, because many aspects of the language is related, such us the sound and the structure (Akmal et al., 2020; Qasim, 2021). All the aspects are related, they are attached one another. Problem in learning and teaching English still exist in school, because English language is completely different from Indonesian language. As people know, one of the important components languages is vocabulary (Bosica et al., 2021; Dewi, 2021; Lin, 2018). But now days, there are many technique and methods of language teaching that can be selected for teaching vocabulary (Jalali & Dousti, 2012; Quiroz et al., 2021). Game is one of suitable way to help the students learn more effectively. Besides that, game allows students to work more cooperatively, and allow the students to have fun (Rahayu & Fujiati, 2018; Ratminingsih et al., 2018). Game is a wonderful way to break

the routine of classroom drill, because it provides fun and relaxation (Aba, 2019; Maqsood & Chiasson, 2021). It means that the game is one of way to relax, make students enthusiastic to play, fun, enjoy in the classroom during the learning process. According to previous study scrabble game is very proprietary board game, which involves the building of words for point score, for two or more players (Purnama & Putri, 2022). Previous study stated that scrabble game is a board game that consists of two or more players (Khaira et al., 2021). In this game, the players arrange the word from the lettered tiles, and tries to forming words on a board. Therefore, after knowing those research results, the researcher analyze further information about whether or not Scrabble Game can improve students vocabulary for the seventh grade of SMP Swasta Dharma Karya Beringin.

2. METHOD

The design of this research is Classroom Action Research (CAR). Classroom Action Research (CAR) is a reflective process in which instructors gather empirical data, to improve their teaching practices. Classroom Action Research (CAR) is a method of finding out what works best in your own classroom so that you can improve student learning (Manfra, 2019). A systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives. The researcher will use Classroom Action Research Kemmis and Me Taggart's model design with consist of two cycles. Each cycle consist of four phases. These are planning, acting, observing and reflecting. The Sample of the research are students of Seventh (VII) Class of SMP Swasta Dharma Karya Beringin, where the total number are 25 students. The instrument of the research was vocabulary test which consisted of vocabularies members of family, adverb of time, names of days and months, and names of things in classroom. Before applied the treatment, both of class experimental and class control was given a pretest which to know the condition before treatment. After doing treatment, the experimental class and control class gave a posttest to know the condition after treatment. There were some type questions that the researcher used here; the test consisted of 15 questions. In pretest, part A was translation and classification words items, part B and part D was matching words items, part C was translation words items. In posttest, part A and part B was matching words items, part C was translation words items, and part D was translation and classification words items. Classification the students score based on the following classification as show in Table 1.

Table 1. Classification the Students Score

No.	Score	Classified
1	96 – 100	Excellent
2	86 – 95	Very Good
3	76 – 85	Good
4	66 – 75	Average
5	56 – 65	Fair
6	36 – 55	Poor
7	0 – 35	Very Poor

3. RESULT AND DISCUSSION

Result

Quantitative data was taken from the result of the tests given by the researcher in the class, which was carried out in two cycles that consisted of five meetings. The test was given to the students in the form of the pre-test, post-test. The result of the students' score could be seen in Table 2.

Table 2. The result of the Students' Score

No.	The Initials of The Students	Score		
		Pre-test	Post-test 1	Post-test 2
1.	AK	65	72	76
2.	AW	66	72	75
3.	DVS	62	70	72
4.	DL	60	65	66
5.	FF	72	78	78
6.	IP	67	75	77
7.	IPP	70	75	80
8.	MNT	68	78	79

No.	The Initials of The Students	Score		
		Pre-test	Post-test 1	Post-test 2
9.	MN	65	75	78
10.	MP	55	75	80
11.	MS	65	78	85
12.	MA	70	75	78
13.	N	75	78	78
14.	PR	70	80	80
15.	RS	70	76	76
16.	RW	66	75	76
17.	RB	67	70	77
18.	RF	60	70	76
19.	TA	60	70	80
20.	TW	76	77	78
21.	VR	69	72	79
22.	W	50	68	78
23.	WL	52	70	70
24.	YR	70	77	77
25.	ZA	67	72	73
Total ΣX		1637	1843	1947

Base on Table 2, the researcher gave test in the end of each cycle. It has been found that the means of students' score were increasing from pre-test until post-test. The data result students' score for pre-test was explained in Table 3.

Table 3. The Result Students' Score for Pre-Test

No.	The Initials of The Students	Pre-Test	
		Score	Successful Criteria (>75)
1.	AK	65	Unsuccessful
2.	AW	66	Unsuccessful
3.	DVS	62	Unsuccessful
4.	DL	60	Unsuccessful
5.	FF	72	Unsuccessful
6.	IP	67	Unsuccessful
7.	IPP	70	Unsuccessful
8.	MNT	68	Unsuccessful
9.	MN	65	Unsuccessful
10.	MP	55	Unsuccessful
11.	MS	65	Unsuccessful
12.	MA	70	Unsuccessful
13.	N	75	Successful
14.	PR	70	Unsuccessful
15.	RS	70	Unsuccessful
16.	RW	66	Unsuccessful
17.	RB	67	Unsuccessful
18.	RF	60	Unsuccessful
19.	TA	60	Unsuccessful
20.	TW	76	Successful
21.	VR	69	Unsuccessful
22.	W	50	Unsuccessful
23.	WL	52	Unsuccessful
24.	YR	70	Unsuccessful
25.	ZA	67	Unsuccessful
Total ΣX		1637	
Mean		65,48	

From Table 3 show of pre-test, the total score of students was 1637 and the number of students who took the test was 25 students'. From the table show students' vocabulary was still very low. The mean of students' was 65.48. Distribution of students' vocabulary mastery for pre-test is show in Table 4.

Table 4. Distribution of Students' Vocabulary Mastery for Pre-Test

Criteria		Total Student	Percentage
P1	Passed	2	8%
P2	Failed	23	92%
TOTAL		25	100%

From Table 4, the students' vocabulary was still low. From the criteria above, 2 students' got successful score or it was only 8% in other side, 23 Students got unsuccessful score or it was 92%. It could be concluded that the students' vocabulary was still low. Then post-test continued in cycle I. In the post-test of the cycle I, the data analysis can be seen in Table 5.

Table 5. The Result of Students' Score for Post-Test I

No.	The Initials of The Students	Pre-Test	
		Score	Successful Criteria (>75)
1.	AK	72	Unsuccessful
2.	AW	72	Unsuccessful
3.	DVS	70	Unsuccessful
4.	DL	65	Unsuccessful
5.	FF	78	Successful
6.	IP	75	Successful
7.	IPP	75	Successful
8.	MNT	78	Successful
9.	MN	75	Successful
10.	MP	75	Successful
11.	MS	78	Successful
12.	MA	75	Successful
13.	N	78	Successful
14.	PR	80	Successful
15.	RS	76	Successful
16.	RW	75	Successful
17.	RB	70	Unsuccessful
18.	RF	70	Unsuccessful
19.	TA	70	Unsuccessful
20.	TW	77	Unsuccessful
21.	VR	72	Unsuccessful
22.	W	68	Unsuccessful
23.	WL	70	Unsuccessful
24.	YR	77	Unsuccessful
25.	ZA	72	Unsuccessful
Total $\sum X$		1843	
Mean		73.72	

From Table 5 of post-test, the total score of students was 1843 and the number of students who took was 25 students. From the analysis above, students' vocabulary skills in English lesson got increasing, but I didn't reach the criteria of success which is 75. The mean of students was 73.72. Distribution of Students' Vocabulary for Post-Test I is show in Table 6.

Table 6. Distribution of Students' Vocabulary for Post-Test I

Criteria		Total Student	Percentage
P1	Passed	13	52%
P2	Failed	12	48%
TOTAL		25	100%

Base on Table 6, the mean of students were 73.72. 13 students got successful or it was 52%. On the other side 12 students got failed score or it was 48%. Post-test in cycle I is categorized unsuccessful. The result of standard of success criteria (SKM) minimum was >75 score. Based on the result of the students' vocabulary in the cycle I, there was an improvement of students' mean score from the students' vocabulary on the pre-test to the

students' vocabulary on post-test for the first cycle. It was from pre-test, the mean of the students were 65.48 and increased to the post test in cycle 1 which was 73.72. From 2 students' who passed the standard of success criteria to 13 students'. Based on the explanation above, the students' vocabulary was classified unsuccessful, so cycle II is needed to increase the score of students' in vocabulary, the following analysis for cycle II is show in Table 7.

Table 7. The Result of Students' Score for Post-Test II

No.	The Initials of The Students	Pre-Test	
		Score	Successful Criteria (>75)
1.	AK	76	Successful
2.	AW	75	Successful
3.	DVS	72	Unsuccessful
4.	DL	66	Unsuccessful
5.	FF	78	Successful
6.	IP	77	Successful
7.	IPP	80	Successful
8.	MNT	79	Successful
9.	MN	78	Successful
10.	MP	80	Successful
11.	MS	85	Successful
12.	MA	78	Unsuccessful
13.	N	78	Unsuccessful
14.	PR	80	Successful
15.	RS	76	Successful
16.	RW	76	Successful
17.	RB	77	Successful
18.	RF	76	Successful
19.	TA	80	Successful
20.	TW	78	Successful
21.	VR	79	Successful
22.	W	78	Successful
23.	WL	70	Unsuccessful
24.	YR	77	Successful
25.	ZA	73	Unsuccessful
Total $\sum X$		1947	
Mean		77.88	

From Table 7, the students' vocabulary was increased and improved through Scrabble technique. The standard of maximum criteria was achieved with mean 77.88. From the analysis above, students' vocabulary has increased. The mean of students was 77.88 and the number of students' who were competent in vocabulary test was calculated.

Table 8. Distribution of Students' Vocabulary for Post-Test II

Criteria		Total Student	Percentage
P1	Passed	21	84%
P2	Failed	4	16%
TOTAL		25	100%

From Table 8, the students' vocabulary have increased The mean of students was 77.88 from the criteria of 21 students got success score or it was 84%. In the other side 4 students got failed score or it was 16%. From the explanation above, it could be concluded that the students' vocabulary with Scrabble technique was increased. So, Post-test cycle II was categorized success. From the explanation above, the students' vocabulary were classified in superior level while doing action research on cycle II. So, the students' vocabulary was improved through Scrabble technique. The result of students' percentage for pre-test, post-test I and post-test II is show in Table 9.

Table 9. The Result of Students' Percentage for Pre-Test, Post-Test I and Post-Test II

Cycle		The Students' Who Got Score ≥ 75	Percentage
Cycle I	Pre – test	2	8%
	Post – test I	13	52%
Cycle II	Post – test II	21	84%

From Table 9, the result showed the increasing of the students' scores from the pre-test to the post-test of cycle I, post-test of cycle I to post-test cycle II. In the first test (pre-test) the students who got the score ≥ 75 were 2 students of 25 students (8%). In the second test (post-test cycle I) the students who got the score ≥ 75 were 13 students of 25 students (52%). In the third test (post-test cycle II) the students who got the score ≥ 75 were 21 students of 25 students (84%). The increasing of the pre-test to the post-test of cycle I was about 44% and the increasing of post-test of cycle I to the post-test of cycle II was about 32%. It can be concluded that vocabulary through Scrabble technique worked effectively and efficiently in helping students' vocabulary at the seventh grade of SMP Swasta Dharma Karya Beringin, and this learning has applied successfully and able to increased students' vocabulary.

Discussion

Based on the quantitative data calculation and analysis of the data, the result of research was indicated that were improvement on the students' vocabulary through Scrabble technique. It was proved by the data; the students' score in pre-test, the lowest score was 50 and the highest one was 76; the students' score in post-test I, the lowest score was 65 and the highest one was 80; the students' score in post-test II, the lowest score was 66 and the highest one was 85. In the pre-test, there was 8% (2 of 25 students') who got score ≥ 75 . In the post-test I, there were 52% (13 of 25 students') who got score ≥ 75 . In the post-test II, there were 84% (21 of 25 students') who got score ≥ 75 . This research hopefully can provide the additional information about the use of scrabble game in classroom activities, and provide information 9 about the effectiveness of the game to improve students' vocabulary (Aba, 2019; Alamri & Hakami, 2022; Ali & Anwar, 2021). The writer also hopes that this research will be useful for students, teacher, and writer . The scope of English study is so broad. The research may not be able to reach all the aspects to be study as a whole. Particularly in English learning context, there are so many components that may become the concern of the 8 study such as the students, the textbook used, the materials, the process of teaching and learning, etc (Charalambous, 2011; Zahra & Arianti, 2022). According to previous study scrabble game is one of game that can use in teaching vocabulary (Khaira et al., 2021). It provided board contains of word that consisted of different score in every word, it can be played by two players or teams (Masela, 2017; Yulianti & Bharati, 2017). 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 (Siringoringo et al., 2023; Somantri & Nurhayati, 2017). Playing Scrabble Game enable students to apply their vocabularies to learn the spell and makes students memorize vocabularies easily. The teacher must create enjoyable, fun and interesting atmosphere in teaching and learning English. The enjoyment is the one of basic modal that had to be noticed in order to get students' attention in learning (Sauvé et al., 2018; Sharma & Puri, 2020). So, the students were interested in learning. The teacher could create an entertainment or enjoyment situation by giving Scrabble Games in delivering materials. Students did not only pay attention to the material but also them able to corporate and actively to increase their vocabulary in interesting and different way by using Scrabble Games (Purnama & Putri, 2022; Yulianti & Bharati, 2017). If the students have high interest to that way (using Scrabble Games), it would not difficult for the teacher to deliver the lesson. In addition, the students also will be easily to open their minds on understanding the material.

4. CONCLUSION

Based on the research, it was found that the students' vocabulary improved in each cycle. The result of analyzing data showed the improvement of the students' score from pre-test to post-test I and II. It was proved by the data: there is an improvement of the result of pretest and posttest I and posttest II. The researcher hopes that the school institution can support teachers to create enjoyable, fun and interesting atmosphere in learning such as Scrabble Games as learning technique in learning of recount reading. So, this research can improve students' English vocabulary.

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