

THE EFFECTIVENESS OF SCRABBLE GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY

Gangan Ganda Somantri - Siti Nurhayati
Bale Bandung University

ABSTRACT

This study is entitled "The Effectiveness of Scrabble Game to Improve Students' Vocabulary Mastery". In this research, the writer use scrabble game as a media to increase students' vocabulary mastery. The aims of the research are to investigate whether or not scrabble game is effective to improve students' vocabulary mastery and also to know the students' response by using scrabble game. The design used in this study was pre-experimental. The subject of the research was the fifth grade students of elementary school in Pameungpeuk, Bandung. The writer took one class as the sample which consist 32 students. The data was obtained by conducting pretest, posttest and questionnaire. Pretest was given to know the scores before treatment, and the posttest score was given to know scores after treatment. The result of pretest and posttest scores was analyzed through the t-test formula to find out whether or not scrabble game is effective. Based on the computation result by using t-test formula, with $df = N-1 = 32-1 = 31$ at $p = 0.05$ of two-tailed, the critical value of t is 2.042. The findings showed that t-obtained is higher than t-table ($12.65 > 2.042$). It indicated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Based on the research findings, it can be concluded that scrabble game is effective for improving students' vocabulary mastery. Furthermore, the results of questionnaires show that most students' gave positive response toward the use of scrabble game. Scrabble game could not only improve their vocabulary mastery, but also motivate the students in learning English.

Keyword: Teaching, vocabulary, scrabble game, elementary school

ABSTRAK

Penelitian yang berjudul "The Effectiveness of Scrabble Game to Improve Students' Vocabulary Mastery" ("Keefektifan Permainan Scrabble Untuk Meningkatkan Penguasaan Kosakata Pelajar"). Dalam penelitian ini, penulis menggunakan permainan scrabble sebagai media untuk meningkatkan penguasaan kosakata bagi para pelajar. Tujuan dari penelitian ini adalah untuk meneliti berhasil atau tidaknya permainan scrabble bisa meningkatkan kosakata bagi para pelajar dan juga untuk mengetahui respon para pelajar setelah belajar menggunakan permainan scrabble. Bentuk penelitian yang digunakan adalah pre-experimental. Subjek yang diteliti adalah para pelajar kelas lima sekolah dasar di Pameungpeuk, Bandung. Penulis memilih satu kelas yang terdiri dari 32 pelajar. Data yang sudah diperoleh dengan melaksanakan pretest, posttest dan questionnaire. Pretest diberikan untuk mengetahui nilai pelajar sebelum diberikan pelajaran dengan menggunakan permainan scrabble dan posttest

diberikan untuk mengetahui nilai pelajar sesudah diberikan pelajaran dengan menggunakan permainan scrabble. Hasil dari pretest dan posttest telah dianalisis dengan menggunakan rumus t-test untuk mengetahui efektif tidaknya permainan scrabble. Berdasarkan hasil perhitungan dengan menggunakan rumus t-test dengan $df=N-1=32-1=31$ pada $p=0.05$ dari dua bagian, yang bernilai 2.042. telah ditemukan bahwa t-obtained adalah lebih tinggi daripada t-table ($12.65 > 2.042$). itu menunjukkan bahwa Null-Hypothesis (H_0) tidak diterima dan Alternative Hypothesis (H_a) telah diterima, maka bisa disimpulkan bahwa permainan scrabble efektif untuk meningkatkan kosakata pelajar. Selanjutnya, bahwa hasil dari questionnaire menunjukkan bahwa kebanyakan para pelajar memberikan reaksi positif terhadap penggunaan permainan scrabble. Permainan scrabble tidak hanya bisa meningkatkan kemampuan kosakata, tetapi juga dapat memotivasi para pelajar dalam belajar bahasa Inggris.

Kata kunci: Mengajar, kosakata, permainan scrabble, sekolah dasar

INTRODUCTION

English is one of international languages which are used throughout the world. It is clearly needed by many learners to deliver thought and interact in a variety of situation. Based on the 2013 curriculum, English is one of the foreign languages for Indonesia students that must be learned in school since kindergarten until University level. Even in certain elementary school, students of elementary school study English as curricular subject.

In English teaching and learning process, some students should study the elements of English language and the four English skills. There are four elements of English language such as: phoneme (English sound), morpheme (vocabulary), syntax (grammar and structure) and lexicon (sentence meanings) and the four English skills are listening, speaking, reading and writing.

Related to the English teaching and learning process, English skills need a series of words that are called vocabulary. Richards and Renandya (2002) state that vocabulary is a core of language proficiency and provides much of the basic for how well learners speak read and write. Vocabulary is one element of language that should be learned and taught. It becomes central to any language acquisition process especially in introducing a language.

Learning a language requires someone to be able to understand spoken and listening language, to read, to speak and to write the target language. Mastering vocabulary is very important in order to master those language skills. According to Zainuri (2004:9), a good vocabulary and people ability to use words correctly and effectively can be the key to words of interesting and exciting information. He also defines that words can help people achieve the popularity that come with self-confidence because a good vocabulary makes work easier.

Students sometimes find some difficulties in the process of learning English language, especially in English vocabulary. They may be confronted by words that are totally unfamiliar with them. Their problem is they have to produce language with their lack of vocabulary. Students are in difficulty to spell out letters appropriate to English writing, and also confused about the pronunciation.

By mastering English vocabulary, the elementary students are supposed to be able to gain valuable information and knowledge about their daily activities. However, it is not easy thing to do, because English is difficult for Indonesia students.

In teaching process, teachers play a more important role. They should be creative to select teaching media and techniques to get students' interest and motivation in English learning. The teachers are demanded to choose the appropriate ones to make the class fresh and interested. Teacher can use media in English teaching, for example is by using game.

LITERARY REVIEW

As the writer discusses in former chapter that vocabulary is important to be mastered by the students. And to build up their communication skills in the following examples. The writer want to shows the following form of presentation and explanation way to bring a new word into the classroom. According to Hidayatullah (2002:25) points out that there are many ways of presenting new vocabulary. They are:

- a. Creating a context or situation from which the students can be then deduce the meaning.
- b. Describing, defining object and drawing if it is necessary.
- c. Taking the students out and introduce words for things seen in a shop windows or in the street.
- d. Using word game, which has large varieties.

The researcher will use the game media. It is scrabble game to teach the students English vocabulary. The researcher try to figure the effectiveness using game especially scrabble game to improve English vocabulary mastery.

Media have some contributions to the learning process. The delivery of instruction can be reduced. The quality of learning can be improved. The instruction can be provided when and where desired or necessary. The positive attitude of students toward what they are learning and to the learning process itself can be enhanced and the role of the instructor can be appreciably changed in positive directions.

From the explanations above, media can make help teachers to present their message and information to their students easily. It also can make teaching and learning process more interesting, so that students study enthusiastically.

Game is an activity which has rules and goal to do something and an effective strategy to teach students language, because game is fun way for teaching. The teachers' creativity in teaching vocabulary by using game will increase the probability that students learn more and the knowledge will retain better in mind. One of game to teach vocabulary is by using scrabble game.

Lee (2012:60) Scrabble is a fun way spelling practice to improve the students' vocabulary, reading and overall grammar skills by certain popular board game. Hornby (1985:1991), 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 been already placed on the board. The idea of scrabble game is found by

Alfred Mosher Butts. Elliot (2009) said that the idea for scrabble to the creative genius of Alfred Mosher Butts who developed the idea in 1938. It 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.

Based on those statements above, scrabble is a game to improve the students' vocabulary, reading and overall grammar skills. It will make words from letters printed with two to four players and can help a child perfect spelling skills.

The use of scrabble game in teaching vocabulary may help their activity in teaching since the teacher realizes the students' weakness in comprehending the language, especially in mastering English vocabulary. Through scrabble game, students also can enrich their vocabulary and study how to spell the word. In line with the teachers' creativity for developing students' mastery of vocabulary, the researcher wants to help teaching and learning process by giving description of scrabble game in teaching vocabulary.

Scrabble is a word game for 2, 3 or 4 players. Play consists of forming interlocking words, crossword fashion, on the scrabble playing board, using letter tiles with various score values. The object of the game is to get the highest score. Each player competes by using their tiles in combinations and locations that take best advantage of letter values and premium squares on the board. The combination of total score for a game may range from about 400 points to 800 or more, depending on the skill of the players.

Contents of scrabble game are playing board, 100 letter tiles, 4 tile racks and 1 tile bag. Taken from the book entitle *The Oxford A to Z of Word Games*. There are 98 tiles with letters of the alphabet and two blank tiles. Each of the letter tiles has score values indicated by the number to the bottom right of the letter. The two blank tiles have no score value and can be used as any letter desired. When it is played, the player must state what letter it represents, after which it cannot be changed for the remainder of the game.

The way to set up scrabble game, are: get a pen and paper to keep score. Set up the board in the middle of the playing area. Each player takes a rack for arranging their tiles and places it in front of them. All the tiles are placed in the tile bag. Each player takes a tile out to find out who plays first. The player who has the tile nearest the beginning of the alphabet, with the blank preceding 'A', plays first. The exposed tiles are put back into the bag and the bag is shaken to shuffle them. And each player in turn then draws seven new tiles and places them on their racks. Everyone is now ready to play scrabble game. Play proceeds clockwise. Rules of scrabble game are, keeping score-exchanging tiles-passing or missing a turn-placing the first word-permitted words-challenging words.

There are so many ways to make English learning fun. Learning the alphabet can be made more exciting by singing, chatting or game. Cameron (2001:143) said that simple game may help interest and motivation. For example, the teacher says a letter randomly from the alphabet and children shout out the next letter.

Scrabble is a great educational game to play for students, especially in Elementary school. It helps students to spell the letter of vocabulary. They can

spell together after arranging the letter of word on the board game. But sometimes the games go on too long. Even though playing scrabble can help students to spell, write and memorize vocabulary, the slow pace can turn off students.

The rules of teaching vocabulary using scrabble game, will be same as the rule in scrabble game, but in the class there are many students and the rule is only for two, three or four players. So by this case students allotted into group. According to syllabus of Elementary School, the fifth grade has a theme of scrabble game of school, house, fruits and vegetables.

5 RESEARCH METHOD

This study used pre-experimental design and quantitative method for collecting data. Quantitative methods involve the processes of collecting, analyzing, interpreting and writing the results of a study.

On this study, the researcher studies a single group and provides an intervention during the experiment. This design does not have a control group to compare with the experiment group (Creswell, 2014). Ary, Jacob and Sorensen (2010) explain that one group pretest-posttest design usually involves three steps: 1) Administering a pretest which measures the dependent variable, 2) Applying the experimental treatment to the subjects, and 3) Administering a posttest again measuring the dependent variable. Differences attributed in application of the experimental treatment (T) are evaluated by comparing the pretest (\bar{X}_1) and posttest (\bar{X}_2) scores.

A hypothesis is an educated and testable guess about the answer to the research questions. There are two types of hypothesis, namely null hypothesis (H_0) and the alternative hypothesis (H_a). The null hypothesis always predicts that there will be no differences between the students being studies. By contrast, the alternate hypothesis predicts that there will be a difference between the student being studies.

A researcher needs to define the population carefully before collecting the sample, including the description of the member to be included. A population is a set (or collection) of all elements possessing one or more attributes of interest. In this study, the population is the fifth grade of elementary school in Sukasari 01 Pameungpeuk.

Sample is a part of population which has the characteristic as its population. And a small part of population selected for observation and analysis is called a sample. Meanwhile for the sample on this study is the fifth grade of elementary school in Sukasari 01 Pameungpeuk, having 32 students.

FINDINGS AND DISCUSSION

According to the analysis, it can be observed that the value of the t-obtained was 12.65 concerning the significant of the test, the t-table should be found at the level significance (p)= 0.05 with $df = N-1$, where N was the number of subject in the study. Considering that $df = 32-1 = 31$, the value of t-table at 0.05 level of significance that can be seen in the t distribution for two tailed test was 2.042. According to the result in the analysis before, it can be seen that t-obtained

(12.65) was greater than the t-table (2.042). It means that in this research, the Null Hypothesis (H_0) was rejected, and the Alternative Hypothesis (H_a) was accepted, stating that the use of scrabble game is effective to improve students' vocabulary mastery. Thus, the scrabble game gave an influence to the improvement of students' vocabulary achievement and also means that scrabble game was effective to improve students' vocabulary mastery to the fifth grade students of Elementary school in Sukasari 01 Pameungpeuk.

Based on the questionnaire above, the writer indicated that almost of the students agree that scrabble game motivated them to retain and increase their English vocabulary learning and memorizing. Students could learn vocabulary better through scrabble game than the usual learning. They were active and interested in the lesson. And almost of the students gave the response that they were helped in enriching their vocabulary through scrabble game.

This part presents the discussion of the research findings. There are two research questions proposed in this study. The discussion focuses on the finding of the two proposed research questions. The purpose of this research was to find out whether scrabble game could improve students' vocabulary mastery or not. It was also aimed at observing students' response toward the use of this technique in their class.

Based on the data, scrabble game was improved students' vocabulary mastery. It was proven by the statistical data that indicated the significant difference between pretest and posttest score. The improvement can be seen in the result of the mean score and the dependent t-test. The mean score of the students increased. In the pretest, the mean score was 60.30, while the posttest mean was 74.60. The score showed that posttest was better than pretest.

Furthermore, the result showed that t-obtained 12.65 were higher than the t-table 2.042. The finding enables this study to reject the null hypothesis and accept the alternative hypothesis. In other words, it indicated that the students' vocabulary mastery improved through scrabble game.

The result of questionnaire above, the writer found the students' responses toward scrabble game device in teaching vocabulary is good. In other words the students gave positive response. The writer concluded that students were interested in learning vocabulary using scrabble game in improving their vocabulary mastery. In conclusion scrabble game is an effective instrument in teaching vocabulary. It influences other language skills, and it can motivate the students. The students enjoy and study more effectively.

CONCLUSION

The study concerned with teaching and learning by using scrabble game for improving students' vocabulary mastery. The aims of the research are to find out the effectiveness of scrabble game in teaching vocabulary to the fifth grade students of elementary school in Sukasari 01 Pameungpeuk and also to find out students' responses toward the use of this technique. The writer conducted the research in July until August 2017. This research was pre-experimental in nature, with one group pretest and posttest design. The writer used one class and used 32

students as sample. There were three instruments in this research, those are pretest, posttest and questionnaire.

The finding of the study showed that after several treatments, the students' vocabulary was improved. It could be seen on the result of the data analysis. First related to the test result, the students' vocabulary mastery before being taught by using scrabble game was low, and after conducting the treatment the posttest data showed that almost all of the students got a high score. Furthermore, the statistical analysis showed that the value of t -obtained 12.65 is higher than the t -table 2.042 which indicates that the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted, meaning that the students' vocabulary mastery after being taught by using scrabble game is better than before.

In line with the data result there was positive answer given by the students about the scrabble game which used to learn vocabulary. It was found that almost all of students 93.7% were stated that learning vocabulary by using scrabble game was fun and helped them to learn vocabulary better and also it increase students' motivation in learning English. Therefore, it can be concluded that scrabble game is effective for improving the students' vocabulary mastery and scrabble game is appropriate for the fifth grade students of elementary school in Sukasari 01 Pameungpek.

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