

Using Scrabble In Developing The Vocabulary Mastery Of The Seventh Grade Students Of SMPN 3 Parepare

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ABSTRACT

Rina Anggreini Putri, 2021. *Using Scrabble In Developing The Vocabulary Mastery Of The Seventh Grade Students Of SMPN 3 Parepare.* Supervised by Patahuddin and Ika Yanti Ziska.

This study aim to train students' vocabulary abilities using scrabble. Based on the data from the observations of the researcher through the student's vocabulary knowledge test, the students' ability was still classified as low before got treatment. This is caused by the teacher's media which makes students less interested in the English learning process. So the researchers tried to improve students' vocabulary skills by using the Scrabble game in seventh grade students at SMPN 3 Parepare.

The researcher used a quasi-experimental design. The population was 60 students consisting of 30 students each class at SMPN 3 Parepare. Class VII.5 as the experimental class and class VII.4 as the control class. Researcher using random sampling in took sampling in this research. Then the researchers used the pre-test and post-test for data collection.

The results of the data analysis showed that the students' vocabulary knowledge skills increased in the learning process using the Scrabble game. This is indicated by the difference between the students' mean score in the experimental class in the pre-test (54.08) post-test (77.78) and the control class in the pre-test (47.31) post-test (62.3) while the value difference distance is 23.7 for the experimental class and 14.99 for the control class. So, this means that the vocabulary skills of seventh grade students at SMPN 3 Parepare have a significant increase. In conclusion, the use of scrabble in training the vocabulary skills of students at SMPN 3 Parepare for the 2020/2021 school year.

Keywords: Vocabulary mastery, student ability, Scrabble game

ABSTRAK

Rina Anggreini Putri, 2021. *Menggunakan scrabble meningkatkan penguasaan kosa kata siswa di SMPN 3 Parepare.* Dibimbing oleh Patahuddin dan Ika Yanti Ziska

Penelitian ini bertujuan untuk melatih kemampuan belajar siswa menggunakan media scrabble. Berdasarkan data hasil observasi peneliti melalui uji pengetahuan kosa kata siswa, kemampuan siswa masih menempati klasifikasi rendah sebelum diberikan perlakuan. Hal tersebut diakibatkan oleh media guru yang membuat siswa kurang tertatik dan minat dalam proses pembelajaran Bahasa Inggris. Jadi peneliti mencoba untuk meningkatkan kemampuan kosa kata siswa dengan menggunakan Scrabble game pada kelas tujuh di SMPN 3 Parepare

Peneliti menggunakan desain quasi-experimental, teknik yang digunakan yaitu random sampling dengan populasi 60 siswa yang terdiri 30 siswa dalam satu kelas di SMPN 3 Parepare. Kelas VII.5 sebagai kelas eksperimen dan kelas VII.4 sebagai kelas kontrol. Kemudian peneliti menggunakan pre-test dan post-test untuk Pengambilan data.

Hasil dari analisis data menunjukkan bahwa kemampuan pengetahuan kosa kata siswa mengalami peningkatan dalam proses pembelajaran dengan menggunakan Scrabble game. Hal tersebut ditunjukkan dari perbedaan antara nilai rata-rata siswa pada kelas experimental dalam pre-test (54,08) post-test (77,78) dan kelas kontrol dalam pre-test (47,31) post-test(62,3) sedangkan jarak perbedaan nilai yaitu 23,7 untuk kelas experimental dan 14,99 untuk kelas kontrol. Jadi, hal ini berarti bahwa kemampuan pengetahuan kosa kata siswa kelas tujuh di SMPN 3 Parepare memiliki peningkatan signifikan. Sebagai kesimpulan, penggunaan scrabble dalam melatih kemampuan kosa kata siswa di SMPN 3 Parepare tahun ajaran 2020/2021.

Kata kunci : Pengetahuan Kosakata, Kemampuan Siswa, Scrabble

Introduction

The essence of teaching and learning process on instruction was a process of communication, it was the process of transmitting or sending information from the teacher as the source of information to the learners as the receiver. In studying English students have to deal with some aspects, such as the that has difficulties in each level.

In the school based curriculum, teaching and learning English was aimed to achieve communicative competence. Communicative competence is formulated to prepare English language learners to communicate with the language in order to participate in the society of English user. In communicative competence, the students are hope to able to use English to commucated not only to speak language but also written language.

Communicative competence comprises of four competence are as: (1) linguistics competence that consists of vocabulary, grammar, punctuation, and intonation., (2) discourse competence the way to understand the context, (3) socio-cultural competence means the way to understand the way to communicate such as language style, politeness, (4) strategic competence means the competence to overcome problems or difficulties in communication. Vocabulary was a part of linguistic competence. According to (Dwa rozdzialy Coperías Aguilar, 2007) “linguistics competence is concerned with mastery of linguistics code (verbal or non-verbal) which includes vocabulary knowledge well as knowledge of morphological, syntactic, semantic, and phonetic rules”.

Vocabulary was a component from language material in learning English. In teaching English vocabulary was a one of important language skills besides the other language skills such as reading, listening, and speaking. Vocabulary skill for the students the students is very important to communicate through written language, the students have have to able to write with the material that is given appropriately.

In teaching and learning process, there are a lot of vocabulary problems. The factors can be caused by the individualized teacher, by the method that is used, by the less motivation of the students in learning English, by the less interest in learning English or perhaps the students have difficulties in mastering vocabulary, those the more vocabulary and pattern the students have, the more they are in mastering vocabulary and the rule of vocabulary skill. Vocabulary is not an easy subject to be mastered. It was provided by seeing the vocabulary of the students in Indonesia, for example: in pre-test at the seventh grade students of SMPN 3 Parepare the researcher discovered the students' vocabulary is still low. It is proved by the result of practice on teaching process for class VII.1 and VII.4. The average of vocabulary are 46,50 for class VII.1 while 36,55 for class VII.4. It means that have fair to poor ability in vocabulary. This low achievement causes by the teacher teaching strategy. Which strategy was always used in learning, so the students were feeling boring in learning. The students need more strategy to improve their knowledge in study. To anticipate the problem above, it might be better to use another strategy. In this research the researcher is using scrabble in training students in learning English.

From the result of the preliminary practice in teaching process, the researcher was interested to do a research entitled "Using scrabble in developing the students' vocabulary mastery at the seventh grade of SMPN 3 Parepare."

METHOD

The strategy used in this research is quasi experimental with one pre-test and post-test design. This research would administer two classes as experimental class and control class. The population of this research was the seventh grade students of SMP Negeri 3 Parepare, academic year 2017-2018 consists of eight classes. Those are class VII.1 and VII.2 which normally consist of 32 students, VII.3 and VII.4 which normally consist of 31 students, VII.5 and VII.6 which normally consist of 30 students, and VII.7 and VII.8 which normally consist of

29 students. So the total number of population are 244 students. In this research was used cluster random sampling technique with to classes as sample; class VII1 as experimental class and VII4 as control class. The class VII1 consist of 32 students while class VII4 consist of 31 student. So, the total number of sample are 63 students.

RESULT

The findings of research was the result from all activity that had been showed in previous chapter. Started from giving pretest teaching by applied the treatment, and at last gave the students posttest. After that, next the researcher continued analyzing the data from the pretest and posttest. It aimed to find out the improvement of the students after got treatment. The pre test conducted to know the vocabulary mastery of the students before the researcher giving the treatment in experimental and control class. The score from the control class, and experimental class have variety score in the pretest. In control class have 4 student classified fair and 10 students get very poor in pretest, in experimental class have 10 students classify fair and more than 15 students get poor. After check the students test result the researcher found that, most of the student wrong in interpret the meaning of the words and get the wrong answer. It shows the vocabulary mastery of the students still low in this pretest.

After giving the treatment for both class control and experimental class the researcher conducted the post test to find out the improvement of the control and experimental class. There is an improvement from the pretest. After get treatment the score from both class experimental and control class are increase. Where in the experimental class there are 4 students get very good score and more than 10 students get good score in the post test. Not only in the experimental class, students in control class also get increase their score but little bit different with experimental class. It shows that the implementation of Scrabble is good to apply as media in teaching in the school.

Beside that from the result of the post test in the table above the control class also get improvement although not good as the experimental class. In the control class the students also get treatment same like the experimental class but using different media. Control class are teach using puzzle, as the media that researcher use to teach the control class (the same as the teaching media use by teachers at that school). We can conclude that after got treatment both class was improve their score in vocabulary, although the experimental class score slightly higher than the control class.

The mean score and standard deviation of the both class experimental and control class after calculating the pre-test and post-test were presented in the table below:

a. Mean Score and Standard Deviation of Pre-test

Tabel. 4.3: Mean Score and Standard Deviation of Pre-Test

Class	Mean Score	Standard Deviation
Experimental	54,08	950,85
Control	47,31	1511,54

From the table of mean score and standard deviation of the experimental and control class in the pretest was still categorize poor where in the control and experimental class get under standard score. In the control class the mean score is 47,31, and in the experimental class the mean score is 54,08 both are categorize low / poor.

For the standard deviation of both class experimental and control class is different . where experimental class get 950,85 in standard deviation, and 1511,54 in standard deviation. It indicate that both experimental control class vocabulary master still variety.

b. Mean Score and Standard Deviation of Post-Test

Tabel. 4.4 : Mean Score and Standard Deviation of Post-Test

Class	Mean Score	Standard Deviation
Experimental	77,78	1466,66
Control	62,3	1861,54

From the table above it shows that there improvement from both class experimental and control class in mean score and standard deviation after get treatment. Eventhough both class get improvement but in experimental class the improvement is more significant than the control class from the pretest to post test. It indicated that the implementation scrabble was good and brought good impact to students vocabulary mastery.

A. The Gain Score of The Students

The gain score of the students was described in the table below:

Tabel. 4.5 : The gain score of the students' English vocabulary mastery

Result	Sample	Pre-test	Post-test	Gain Score
	Experimental	54,23	77,30	50,70
	Control	47,30	62,30	27,23

From the table above shows that the gain score in experimental class is bigger than control. It indicate that the improvement in experimental class are more significant than control class. So the implementation of scrabble as media in teaching English is good than puzzle in the school to improve students vocabulary mastery.

DISCUSSION

This research was conducted to find out about the implementation of Scrabble and Puzzle as media to improved the vocabulary students at SMP NEGERI 3 PAREPARE. Based on Cameron (2001) learning word is not something that is done and finished yet. To master vocabulary is to learn new words, meaning, and to increase vocabulary. That is wahy researcher did this research. Before started the research and, implementing the media, researcher have already done with the observation first. To find out about how the vocabulary of the students in that school as consederation to started the research.

In collecting data the researcher conducted two tests. In the beginning and at the end of the research process, we called it pre-test and post-test. The pre-test researcher did to find out the level of vocabulary mastery from the students before got treatment. For the post-test the researcher would used the data to make conclusion and as a proof to saw haw far the vocabulary mastery level of the students increased after got treatment from researcher.

The meeting was conducted in 4 meeting for both experimental and control class. In the first meeting the researcher conducted the pretest to know the vocabulary mastery of the students in control and also in experimental class. Based on the result of the pre-test researcher found that the vocabulary of the students were low. So researcher carried out the treatment for three meeting for experimental and control class with different media. In experimental class they were learning by Scrabble as media, in control class they were teach by puzzle.

In the first meeting, researcher explained the rule and how to play scrabble in the experimental class. Some of the students was alredy know about scrabble, but there also some students who just know that scrabble is a game but don't know how to play it. That is wahy in this first meeting the researcher take several students to play with her to showed how

to play and to make students easier understand the game play. after doing the demo game researcher ask the students about how they think about this media. Most of them gave a very good feedback, where almost half population in that class are like and interested to play. After asking the students why they are so excited, the researcher found that the students bored with the old media that teachers use like *Flash Card*. That is why the students exited to play because we can said that this something new for them.

The next meeting, researcher feel free to let students play with their friends. There also some students give bad feedback like not active in the class, there also some students who pretend don't know how to download the application. There also another problem from the parents of the students who still give big protection for their child, they are afraid this application can bring bad impact to their children such as the students will lazy to study, and just focus to play this game, another parents also tell the researcher is this application are really good to their child or not. Why researcher known about this, it was because some students in that school still used their parents phone to join in the meeting. So sometimes if the class was begun there students parents join to saw researcher handle the game to teaching process.

Beside that the researcher also found that in this pandemic era some students and their family are still not ready yet to faced the online class process. Just like what researcher already explain in previous paragraph about the phone, or the laptop that students use to join the learning process was not their own it was their parents property. Until the last meeting the students always play with their friends and researcher watch and manege the class, until finally gave the students final test/posttest.

The test consist of more than 10 (ten) multiple choice. Researcher are very carefull in made the question. The question in that test are made with considering, is it suitable for the

students(the research subject). The researcher made it by take from other resource, like internet and some from the students worksheet from the teacher in the school (research location). The question were choose based on the kind of the vocabulary from Qian (2002), where there was two(2) kind of vocabulary. They were perceptive and productive vocabulary. More deeply researcher categorized it in four unit. They were reading vocabulary (some times found when reads something, like book or article), listening vocabulary (found where talking with other people or listening music, radio, or wathing television), speaking vocabulary (are the word that people used to use in their daily life, especially when communicating with someone), and writing vocabulary (this kind of vocabulary mostly found when writing something in the dayly life). The four unit of vocabulary above were the part of the two main kind of vocabulary from Qian.

After analyzing the result of the pos-test and pretest the researcher found that scrabble was able we used to teaching vocabulary at the school. It can be seen base on their score, the students who taught by using scrabble got good score in their posttest. Where after treatment researcher found the students score was increased from the pretest to posttest in both class. In control class the score was increased, but the experimental class score was more significant than in control class. It mean the scrabble was good to applied in SMP NEGERI 3 PAREPARE.

Therefore based on the result scrabble was able to increased students vocabulary mastery. So scrabble can be another option for teachers in teaching English especially vocabulary. Researcher also found that scrabble can be better than the conventional method. So the researcher recommended scrabble as the media in teaching vocabulary at school.

Another research also had conducted before through another strategy. Firstly, A study by Safirah, (2016) in her research concluded that vocabulary cards could improve the students

vocabulary mastery. She used action research in this study implemented class action research (CAR). This research is a qualitative research, the data in this research were collected by using class observation, observation checklist, and interview. In the end of the studies, the researcher conclude that vocabulary card could improve students vocabulary mastery.

Secondly the previous research conducted by Surlin (2014) in his research was to find out effectiveness of vocabulary tree technique in developing vocabulary mastery of seventh grade students of SMP 2 Una-una. The researcher used experimental research design at seventh grade. The vocabulary tree was made students more interesting and attacked in learning process, so the students was easily to memorized and construct their own words that they got after treated by vocabulary tree technique. The researcher said that there was significant differences of the students by treated them by using vocabulary tree technique, cause it was proved of the testing hypothesis that showed the null hypothesis was rejected and the alternative hypothesis was accepted. So, it can concluded that the vocabulary tree technique was developed the students vocabulary mastery of seventh grade of SMP 2 Una-una.

In another study by Lubis (2017) in his research to find out improving students vocabulary mastery by using fly swatter game. The researcher used two data to measured students vocabulary mastery which was qualitative data that gained by analyzed the students result scores interview and observation form. While, the quantitative data was gained by vocabulary test which was pre-test and post-test result scores and questionnaires. So, the result showed that the students vocabulary mastery was improved. It was proved in result scores in observation and interviews data. The other ways, the students had motivated in learning process by implemented the fly swatter game.

Lastly, the findings by Amalia (2017) in her research entitle teaching vocabulary through movie to improve vocabulary mastery of the first grade students at SMPN 26 lampung. In this research, the researcher used pre-experimental class with one group pretest and post test design with the sample consisted of 24 students as a sample of first grade at SMPN 26 Lampung. The researcher conducted vocabulary test and interviews to measured the students data before and after treatment. So, the result showed there was significant improvement of the students scores of their means scores between pre-test and post-test. The second finding was the students found it difficulties in understanding the difficult word or phrases, the native speakers, pronunciation, and the native speakers speed rate. Even though, the students find difficulties, the students are able to improve their vocabulary mastery. So, the researcher concluded that using movie as media was one of best media effective to improved the students vocabulary mastery.

Almost same with the previous research above this research used quasi-experimental method, which applied two ground structure design. It was experimental and control class. The population from this research was the seventh grade students of junior high school 3 Parepare. In took data researcher used vocabulary test which consist of multiple choice test. The students would got two times test, the first was pretest and last was the post-test.

The first researcher gave students pretest for both class control and experimental class to known the vocabulary mastery of the students before treatment. From the pretest researcher found the mean score from experimental class was 54,08, and for control class the mean score was 47,31. The mean score from both class in pretest was categorized poor. The data researcher used as consideration to gave treatment to both class. In the experimental class the researcher taught by using Scrabble, and researcher taught using Puzzle in control class.

After done with treatment, the result vocabulary mastery of the students was improved. Where in the experimental class the mean score become 77,78 , and in control class the mean score become 62,3. Both class result after accepted the treatment was categorized good for experimental class, and categorized fair for control class. The standard deviation from both class after treatment also increase. Where in experimental class got 1466,66, and control class got 1861,54.

Besides that, the result of the pretest and post test applied in t-test formula, the result from the pretest was 3,436, and for the post test the result was 6,789. For the degree of freedom (df) $N_1 + N_2 - 2 = 51$ the t-table value was 2,00758. The result showed significantly different. This indicated that the null hypotesis (H_0) was rejected, and alternative hypothesis (H_1) was accepted. Where the t-test value (6,789) was higher than t-table value (2,00758). It means that the vocabulary mastery the seventh grade students of SMP Negeri 3 Parepare was increased by using Scrabble. Based on Hulstijn (2001) said that learning vocabulary is important, and the researcher has found that Scrabble can be one of the considering media to teaching vocabulary in the school.

The result of this research was made as consideration for teachers to choose media in teaching. Because more good learning media that teacher use, can make students be more easier and enjoy the learning process. Based on the Broomley (2004) about the important roles of the vocabulary showed that students who good in vocabulary would easier understand the material, got good score, and have good communication skill that the other students who not master or good in vocabulary.

CONCLUSION

In the first chapter the researcher have made a problem statement was “is the use of Scrabble able to improve the vocabulary mastery of the students?” and in the previous chapter based on the result of pretest and post test researcher found that Scrabble was able to improve the students vocabulary mastery. It based on the students’ result from pretest and post test, there was a significant improvement in experimental class who taught by Scrabble than the control class who taught by Puzzle.

Another reason was because the Scrabble still categorized as a interested and new media to learning. That is why if students have to choose which one they want, they would choose Scrabble as a new and interested media. Beside that researcher also found that students were mostly like something new event if the some thing new for them is already exis but have a little different it was still categorized something new for the students. Based on that data the researcher concluded that by using Scrabble the vocabulary mastery of seventh grade students in SMP Negeri 3 PAREPARE was increased.

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