

THE USE OF SCRABBLE GAMES TO INCREASE STUDENTS' VOCABULARY OF THE STUDENTS AT SMAN 4 BINJAI

Juliantina
STKIP Budidaya Binjai

Abstract

The purposes of this study whether there is differentiate between students taught by using scramble games will be increasing students' vocabulary or not. After collecting data by pre test, and post test the result of data analysis showed that the first experimant gained $t\ count = 3,21 > t\ table = 2,39$ with the *significant* was 5% and ($t\ count = 3,21 > t\ table = 1,67$) with the *significant* was 1%, and the second experiment showed that ($t\ count = 3,52 > t\ table = 2,39$) with the *significant* was 5% and ($t\ count = 3,52 > t\ table = 1,67$) with the *significant* was 1%. It meant that there was a significant increasing students' vocabulary at the eleventh grade of SMAN 4 Binjai. Based on the research above, the writer wants to take research at the second grade of Senior High School at SMAN 4 Binjai. The researcher focused his research in improving vocabulary ability through scramble game.

Keyword: vocabulary, language planning and scramble game

I. INTRODUCTION

English is international language. It is used by people all around the world. According to Harmer (2007:20) people who have different language and culture meet in a country need to speak each other using one understandable language namely English. Another researcher, Freeman and Long (1991:1)¹ stated that English plays an important role in the fields of business and commerce, science and technology and international language relations and diplomacy.

It means that English is a lingua franca. Lingua franca itself defines as language widely used to communicate between two speakers who have different native language. English also used in many aspects, such as internet facilities, computer features, science books, etc. All of it uses English. Therefore, people who are not English native speaker are challenged to master English.

As commonly known, in learning language it has four major skills, such as listening, reading, speaking, and writing. In addition, all of them have different characteristic to master. Yet one of the most important things from all ways is vocabulary. Many students are difficult to remind some new vocabularies, especially when they want to make it in sentence. It could be happen in students who are not the native of English or who are in process of learning the English.

There are many kinds of research conducting of teaching English, especially in teaching vocabulary. Deighton (1971:61) stated that vocabulary is the most important component of language power in using the language. Researcher has done developing teaching method and new media to make a new way in teaching vocabulary. One of learning media that well known is game, included board game. Language is a means of communication that is made up of sentence that convey meaning. It means that vocabulary takes an important part in language in which the vocabulary will make a language meaningful.

In fact, the vocabulary cannot be separated from other language aspect. Webster (1988: 110)² states that vocabulary is a list of words usually arranged alphabetically and defined, explained, or translated into the range of language, the stock of word a person's command the word used in particular, the branch of object language referring to the definition of vocabulary, it is understood that vocabulary is the basic element of language which will make human communication passive.

So, by knowing vocabularies, the children will be able to develop the language skill. Vocabulary is important to be taught in schools, especially English vocabulary. It is needed to help the students able to convey what they think or feel. According to Cahyono and Kusuma Ningrum (2011) vocabulary is one of the language components that needs to be mastered when students are learning English. Without having enough vocabulary, the students will have difficulties to know the meaning of what they listen and read as well as to express their aim in communication (p. 127). Compared to grammar, the importance of vocabulary is figured out as "learners carry around dictionaries and not grammar" (Schmitt, 2000).

II. DISCUSSION

In learning English, vocabulary is one of some important parts for mastering. Students can describe everything what they think without using grammar, but they can express nothing without vocabulary. Lewis as cited by Wu (2009) says that vocabulary acquisition is the main task of Second Language Acquisition and the language skills such as listening, speaking, reading, writing

and even translating. It means that all cannot go without vocabulary.

In line the Lewis's statement, learning vocabulary is an important instructional aim for teachers in all content are as in middle grades schools (Harmon, Wood, & Kiser, 2009). In contrast, many English teachers found students in schools have lack of vocabulary. So that it was difficult for them to study English. It implies that they will get bad score in English subject. Although the vocabulary is needed in teaching English, there are some problems found by the researcher. First, the teachers are mostly confused what teaching methods or techniques should be used. They get difficulties in improving their students' vocabulary mastery. Second, the biggest problem the students face is their lack of vocabulary.

The students often do not understand the lesson and find difficult in comprehending the lesson, due to their lack of vocabulary. Lack of vocabulary usually comes along with the disinterest of learning vocabulary itself. Lesson planning ought not to be the special responsibility of trainee teachers but, rather, a hallmark of the professionalism of all teachers. Lesson planning is at the very essence of reflexivity concerning the fundamental questions of what the teacher intends that the pupils should learn and how this is to be achieved.

Experienced teachers sometimes claim that they do not plan lessons; what they probably mean is that they do not write their plans down but rather draw on their mental computerised bank of lesson units, a store of wisdom held in the memory on account of familiarity and regular usage. There are pragmatic considerations too. School learning time is precious and all too short, the time

allocated for modern foreign language learning not always generous.

It is important, therefore, to make the most productive use of that time with reference, in particular, to questions of the identification of appropriate linguistic objectives and linguistic sequencing. This will involve issues of short, medium and long-term planning as the teacher locates the present learning needs within a greater framework of linguistic progression.

Lesson Study is a process of improving teaching and learning, not only for students but also for teachers, which originally appeared in Japan (Giannakidou, Yoftsali, & Tziora, 2013). In its context, the participating teachers collaborate collectively for their professional development by creating *learning communities* through the design of a research lesson (Penteri, Karadimitriou, & Rekalidou, 2013). Its teaching and observation is used to collect data on student learning. The use of these data for feedback and redesign of teaching, contributes decisively to the improvement of teachers' teaching skills (Stepanek, Appel, Leong, Mangan, & Mitchell, 2007).

Lesson Study is based on the pedagogical theory of learning of social constructivism (Rekalidou, Karadimitriou, & Moumoulidou, 2013), which adopts the social character of knowledge. According to this theory, pre-existing knowledge of the pupils serves to build the new one, with the guidance and encouragement of teachers, who creatively apply reflection in their teaching (Sofos & Darra, 2015). *"The best teachers are those who think carefully about what they are going to do in their classes and who plan how they are going to organise the teaching and learning."*

So that such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. Therefore, it is necessary to explore whether students learn vocabulary effectively through games and how they learn it. Like scramble game, Suparno in Dames (2012:4) states that the scramble method is one of the language games. Basically, the language game is an activity to acquire specific skills in a way of encouraging. Budinuryanto in the Guntur (2013:21) states that the technique scramble is a game development or sorting a language structure that previously has been confused arrangement deliberately.

The game is also able to optimize the students to think more creatively to define and construct a new thing or structure so that it can increase knowledge and understanding because students are active in the game. The accuracy and speed of thinking in answering the question becomes one of the key games in scramble learning methods. A board game is game that involves counters or pieces moved on pre-marked surface or board, according to a set of rules.

Games can be based on pure strategy, chance, or mixture of two, and usually have a goal that a player aims to achieve. Early board game represented a battle between two armies and most modern board games are still based on defeating opposing player in terms of counters, winning position, or accrual of points. There are many varieties of board games, one of them scrabble games. Game can reduce the students' boredom and help them to learn vocabulary easily.

According to Kuzu and Ural findings (as cited in Donmus, 2010, p.1449) when

games and education are combined, it can be educative, and education environment can be entertaining. Sometime many teachers keep the teaching and learning process in monotonous ways. Their talk is formally in front of their students. For example giving explanation from book by grammar translation method is used by them. By using this method continually, it can make the students bored or less participation. In consequence, the teacher has to mix the method with new strategies, for instance game.

III. METHOD

To assess the effectiveness of learning vocabulary through games in the classroom, we want to know how students' experiences help with their learning and what progress they gain. Specifically, can we apply games as an effective means to make students feel more comfortable and interested in learning the subject of vocabulary. There have been several studies and teaching language using game. The first research was conducted by Wulansari (2010).

This research used *quasi experimental* which aimed to gain data about the difference of students' France vocabulary before and after being taught through scrabble media and also to find the advantages and disadvantages scrabble media in increasing France vocabulary. The hypothesis which would be tested was there is any difference of students' France vocabulary before and after being taught through scrabble media.

The method was *quasi experimental* with *one group pretest and posttest* design. This method used to answer the problem and to test the hypothesis in this research. According to Arikunto (2003:115), population is defined a set (or collection) of all elements

possessing one or more attributes of interest. The researcher was conduct her research in SMAN 4 Binjai. And the sampel of this research was 25 students from 50 students of X IPS 1 and X IPS II at SMAN 4 Binjai.

This research the writer using instuments for collecting data were test and questionare. The writer gave pretest to students before they got the treatment, and then the posttest given after all treatment was done by using scrabble media and postest during process of the research. Then the writer gave questionare for the students. After analyzing the data, the result showed that the average score of students' pretest was 5,88 and posttest was 7,80. There is an increase of students' score. The hypothesis testing also shows *t-count* 4,14 with *significant* 0,01 and *degree offreedom* was 24 and *t-table* 3,84.

This testing states that *t-count* was bigger than *ttable* and proves that the hypothesis is accepted. It can be concluded that this reseacrh has proved that the scrabble media can be used to increase France vocabulary effectively for the students. The second reseacrh was conducted by Putri (2011).

IV. RESEARCH FINDING

Based on the results, the researcher found that there was an increase of students' vocabulary achievement in class XI IPA2 after being taught through scrabble game ($p < 0.05$, $p = 0.000$). It indicates that the hypothesis proposed was accepted. In other words, scrabble game can be used to increase the students' vocabulary achievement. The increase can be seen by comparing the mean score between the pretest and the posttest.

It can be concluded that there was a significant increase of students' vocabular³y

achievement after being taught scrabble game. After conducting the research, there were some advantages from scrabble game, it can be used as in information for English teachers, especially about the achievement of teaching English vocabulary through scrabble game, and also to know the increase of the students' vocabulary achievement after the treatments.

Besides that, disadvantages were also found in this research. Not all students gave good result because some students were busy with themselves. It might be caused by the lack of strategy to arouse their attention. It needs more rules to make the teaching learning process run well. It means that improvement is really needed as reference to next research. So, this research needs more than three time treatments in order that the increase of the students' vocabulary achievement will be more significant and the students can get much vocabulary.

Try out was conducted in order to measure the quality of the test used as the instrument and to determine which items should be revised for the pretest and posttest. The result shows that the highest score was 76.67 and the lowest score was 43.33. Reliability of the try out was 0.98. It means that the test was high, while the criterion for high reliability is in range 0.90-1.00. So the test was reliable.

Based on the result of the try out related to criteria of the level of difficulty, it can be inferred that there were five items had the result more than 0.70. It means that the items were easy. Besides, there were five items had the result less than 0.30. It means that the items were difficult.

Therefore, the easy and difficult items were dropped. Related to the criteria of Discrimination Power, tryout test consisted of five bad items, five poor items, nineteen satisfactory items and eleven good items. Meanwhile, 30 items had satisfactory and good discrimination power, so these were administered to be reference for the pretest and posttest.

After administering the pretest, the treatments were conducted for three times. After three times conducting the treatments, the posttest was administered to know the students' vocabulary achievement after the treatments. It was found that the highest score of the test was 90.0 and the lowest score was 56.67.

From the result of this research, the researcher found that the students who were taught through scrabble game could achieve a better result in learning English vocabulary. The research had shown that scrabble game could increase the vocabulary achievement. The students' scores in the posttest were higher than the students' score in the pretest. This means that scrabble game gave a good contribution to the attainment of teaching learning of English vocabulary.

Although, the master learning in this research was not too successful, the students' vocabulary achievement increased significantly after being taught through scrabble game and it helped English teacher to arise the students' interest and motivation in learning English vocabulary. Therefore, it can be concluded that was a significant increase of the students' vocabulary achievement at the second grade of SMA N 4 Binjai after being taught through scrabble game.

V. RESULT

After collecting data by pre test, and post test the result of data analysis showed that the first experimant gained $t \text{ count} = 3,21 > t \text{ table} = 2,39$ with the *significant* was 5% and ($t \text{ count} = 3,21 > t \text{ table} = 1,67$) with the *significant* was 1%, and the second experiment showed that ($t \text{ count} = 3,52 > t \text{ table} = 2,39$) with the *significant* was 5% and ($t \text{ count} = 3,52 > t \text{ table} = 1,67$) with the *significant* was 1%. It meant that there was a significant increasing students' vocabulary at the seven grade of SMA N 4 Binjai.

Based on the research above, the writer wants to take research at the second grade of Senior High School at SMA N 4 Binjai which has six classes. Each class has the same opportunity to be chosen. The writer chooses the class randomly. The researcher focused his research in improving vocabulary ability through scrabble game. The researcher uses the pretest, treatment and posttest. The design is one group pretest post test design. The research design can be represented as follows:

T1 X T2

T1 = Pretest

X = Treatments

T2 = Posttest (Setiyadi, 2006)

This research was conducted at the second grade of SMA N 4 Binjai. The objective of the research is to find out whether there was a significant difference of the students' vocabulary achievement after being taught through scrabble game. There were six classes of grade X students in the year 2019/2020. One class had been chosen to conduct the research or as experimental class, which was class X IPA2, and class X IPA1 as the try out class. There were consisted of 29 students in class X IPA2 and 29 students in class X IPA1.

CONCLUSION AND SUGGESTION

Conclusion

One of learning media that well known is game to include in your learning process to increase the ability of student in school. So Based on the findings and discussion in the previous parts, the following conclusion is there was a significant difference of the students' vocabulary achievement at the second grade of SMA N 4 Binjai after being taught through scrabble game. It can be proved from the increase of the students' mean score of the pretest and the posttest. The result of the posttest was higher than the result of the pretest. The mean of the pretest was 57.24. And the mean of the posttest was 71.15. The result of the hypothesis test shows that the hypothesis was accepted ($p < 0.05$, $p = 0.000$). So we can conclude There is a scramble game influence on the ability increase vocabulary in senior high school.

Suggestions

Considering the conclusion, some suggestions were proposed as follows:

1. Since there is increase on students' vocabulary achievement taught through scrabble game, English teacher are suggested to apply this game as variation of techniques in teaching vocabulary.
2. During the teaching learning process, there were some students who are busy with themselves. Therefore, it needs good classroom management for the teacher to make the teaching and learning process run well. The English teacher can also modify the game like human scrabble, in order to get interest of the students.
3. There were several students who did not know the meaning of some English words used as vocabulary target. And then Suggestions can be submitted is for the researchers can complete the deficiencies in

the study of which may modify the procedures for this game according to the material to be delivered.

For Teachers are encouraged to apply learning to use the games in particular scramble in language learning with materials to construct phrases to improve learning achievement so that students are interested to participate in learning. Then, for the school are expected to make use of the training program the game scramble for teachers with the aim to provide supplies to teachers.

Therefore, the English teacher should observe or review whether all the students in the class give appropriate response or comprehend the vocabulary meaning which has been learned. It is needed to avoid the students' misconception of the vocabulary meaning.

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