

THE USE OF SCRABBLE GAME IN IMPROVING STUDENTS' VOCABULARY MASTERY

Dhea Fery Aprillandi Putra¹, Tatang Setia², Rajji K. Adireja³,
Institut Pendidikan Indonesia
rk.adireja@gmail.com

Abstract

The study is entitled "The Use Of Scrabble Game In Improving Students' Vocabulary Mastery". The study was attempted to figure out whether the use of Scrabble game could improve the students' vocabulary mastery. To attain these objectives, 31 students of second grader of Senior High School 6 Garut were involved. The researcher applied quantitative study in pre-experimental design. The data were obtained through the analysis of students' pre-test, and post-testing class. The findings revealed that the students had lack of ability in vocabulary. The Score of pre-test shown that 87, 1 % with the total students of 27 didnot meet the minimun criteria and only 12, 9 % had meet the minimun criteria. But, the post-test result shown the opposite result that is The Score of post-test shown that 87, 1 % with the total students of 27 meet the minimun criteria and only 12, 9 % had meet the minimun criteria. It is also supported by the the result of paired T-Test shown H_a was accepted, because the computation of t-test on the data shows that $t_{critical} \leq t_{observed} \geq t_{critical}$ ($2,0423 \leq 11,0620 \geq 2,0423$) and it means that H_a is accepted and H_0 is rejected. In other word, there is a significant influence of the use of Scrabble game and students' vocabulary mastery. It was concluded that Scrabble game could improve students' vocabulary mastery.

Keywords: Scrabble game, Vocabulary Mastery

INTRODUCTION

Porter (2001: p. 953) stated that mastery is learning or understanding something completely and having no difficulty in using it. Mastery is defined as the complete control of knowledge (Oxford Advanced Dictionary). From these definitions, it comes to the conclusion that mastery means the competency to understand and apply something learnt.

For many years, teaching vocabulary has been undervalued and English language teachers have continued to teach vocabulary just as a repetition of drills or memorization of words. However, today's world requires that the goal of teaching vocabulary should improve students' major skills, because students will be able to achieve the other skills easily by mastering vocabulary such as speaking, listening, reading, and writing.

Moreover, the reason why teaching and learning vocabulary is important because by mastering English vocabulary, the student will be able to master the others skills and elements in English, such as: Speaking, writing, reading, and also listening. In teaching vocabulary at Senior High School, the teachers have to pay attention to the language learners' condition, especially in their vocabulary.



Beside that reason, scrabble game also can be used by students to memorize a lot of new vocabulary, increasing students' motivation, and joyful method. It is supported by Sanchez (2007:50) states that a game is considered as valuable technique, which includes three principle elements: competition, rule(s), and enjoyment, which should well established by a learning-teaching objective. So, scrabble game can be used by English learners to learn vocabulary and make it easier to memorize. Because game can motivate students' easily, make students' give the whole attention to their tasks

Literature

Vocabulary

Michael and Clouston (2013) said:

Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary addresses single lexical items—words with specific meaning(s)—but it also includes lexical phrases or chunks.”. While according to Blintz (2011:44), vocabulary can be defined as “the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”. Based on the explanation mentioned, there are two types of vocabulary. The first is speaking and the second is listening.

The Importance of Learning Vocabulary

Vocabulary, much more than grammar, is the key for students' understanding what student hears and reads in school and to communicate successfully with other people. For this reason, it is very important for student to quickly build up a large store of words. Research studies have shown the strong links between having an extensive vocabulary and achieving school success.

According to Dellar and Hocking in Thornbury (2002) said:

“If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!”

Based on the explanation mentioned, the writer concludes that the vocabulary is very important in order to improve the major skills such as speaking, writing, listening, and reading. So, the students will be able to master the major skill by mastering vocabulary.

The Difficulties of Vocabulary

Thornbury (2002) give the explanation of the difficulties of the students in learning vocabulary into six factors. He said that the factors that make some words more difficult than others are:

a. Pronunciation:

The research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners - such as regular and lorry (truck) for Japanese speakers. Many learners find that words with clusters of consonants, such as strength or crisps (dry) are also difficult to pronounce for Japanese speaker.

b. Spelling:

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is suitable with the common rule, there are also some striking deviations. Words that contain



silent letters are particularly problematic: foreign, listen, headache, climbing, bored, and honest, cupboard, muscle, etc.

c. Length and complexity:

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor that supports their ability in learning. Also, variable stress in a word that has more than one syllable - such as in word families like necessary, necessity and necessarily - can add to their difficulty.

d. Grammar:

Also problematic is the grammar associated with the word, especially if this differs from the equivalent of the first language. Spanish learners of English, for example, tend to assume that explain follows the same pattern as both Spanish explicar and English tell! And say b« explained me the lesson. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an -ing form (sw) imming) can add to its difficulty.

e. Meaning:

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire. Words with multiple meanings, such as since and still, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different, meaning. Unfamiliar concepts may make a word difficult to learn. Thus, culture-specific items such as words and expressions associated with the game cricket (a sticky wicket, a hat trick, and a good innings) will seem fairly opaque to most learners and are unlikely to be easily learned.

f. Range, connotation and idiomaticity:

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus put is a very wide-ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Words that have style constraints, such as very informal words (chuck for throw, swap for exchange), may cause problems.

So, there are six factors of the difficulties of the students such as pronunciation, spelling, length and complexity, grammar, meaning, and range, connotation and idiomaticity. The researcher focuses in improving the spelling, pronunciation, grammar, and meaning of the students' vocabulary mastery.

Scrabble Game

According to Dermawan in EFL journal (2014) said that Scrabble is a word game in which two to four players score points by forming words from individual lettered tiles on a game board marked with a 15-by-15 grid. The words are formed across and down in crossword fashion and must appear in standard dictionary. Scrabble game can be played through manual media and digital media. SCRABBLE is brand name that made by Hasbro corporation. But, for the further research will only use the name of Scrabble with the first letter capitalize.

METHODOLOGY

The researcher obtained the data by using quantitative method with pre-experimental one group pre-test – post-test design. Creswell (2003) has given a very concise definition of quantitative research as a type of research that is explaining phenomena by collecting



numerical data that are analyzed using mathematically based methods (in particular statistics). This theory is in line with theory of Dawson (2002:15) defines quantitative research as a research which generates statistics through the use of large-scale survey research. The researcher chooses a pre-experimental study because the researcher would like to define the significant improvement before and after using scrabble game towards students' vocabulary mastery.

In conducting this study, researcher used pre-experimental method to discover whether Scrabble game is effective or not in teaching students' vocabulary mastery. The population and sample of this study was chosen based on the requirement that was needed. So the population of this study is 1564 students of 6 Garut Senior High School with 31 students of second grade of 6 Garut senior high school as sample of this study. The data analysis was based on the analysis of vocabulary test. The research used quantitative method, so the researcher needed several steps of computation in carrying out the gathered data and used statistical computation by using Microsoft excel. After getting the pretest and posttest result, the researcher processed the data through statistical technique of paired t-test. According to Sundayana (2013) paired t-test was used to test one group of sample that were given two different treatments.

FINDINGS

The table below showed the students' score of pre-test, post-test and the differences score of pre-test and post-test. The score of differences were taken from post-test scores minus pre-test scores. The data were used to find out the normal distribution test and influence of Scrabble game on students' vocabulary mastery. In this section, the result of the score differences from each subject (d_i) can be seen in table 4.7

Table 4.11(i)

The Differences score of Pre-test and Post-test

No	Student	Pre-test	Post-test	Difference(d_i)
1	Student-1	60	87	27
2	Student-2	73	97	24
3	Student-3	63	87	24
4	Student-4	70	90	20
5	Student-5	53	87	34
6	Student-6	53	87	34
7	Student-7	70	87	17
8	Student-8	73	83	10
9	Student-9	70	83	13
10	Student-10	73	87	14
11	Student-11	60	77	17
12	Student-12	60	83	23
13	Student-13	100	97	-3
14	Student-14	57	77	20
15	Student-15	33	70	37



16	Student-16	33	70	37
17	Student-17	60	67	7

Table 4.11(ii)
The Differences score of Pre-test and Post-test

No	Student	Pre-test	Post-test	Difference(di)
18	Student-18	50	70	20
19	Student-19	77	83	6
20	Student-20	77	83	6
21	Student-21	50	90	40
22	Student-22	43	90	47
23	Student-23	60	87	27
24	Student-24	53	83	30
25	Student-25	57	87	30
26	Student-26	60	87	27
27	Student-27	60	87	27
28	Student-28	63	87	24
29	Student-29	60	93	33
30	Student-30	60	80	20
31	Student-31	77	87	10
Total		1908	2610	702
Average (X)		61,5484	84,1935	22,6452
Standard Deviation		13,3288	7,373	11,3975

As the result above, the researcher found that the total average of the differences between pre-test and pos-test is 22,6452 and the standard deviation of the differences between pre-test and post-test is 11,3975. The data that have been collected was used to find out the normality of the data gathered.

DISCUSSION

The aim of this research is to investigate whether the use of Scrabble game has influence to develop students' Vocabulary mastery or not. Based on the research questions, this research used quantitative method finding to answer the questions. The research question was "does the scrabble game improve students' vocabulary?" This question was hypothesis in this research. Ho was "there is not significant influence of Scrabble game on students' vocabulary mastery". Ha was "there is significant influence of Scrabble game in improving students' vocabulary mastery".

The findings that had been obtained in this research concluded that Scrabble game is one of effective teaching strategy in improving students' vocabulary mastery. Findings obtained were proven that Scrabble game could be a good way in improving grammar as



what sylvyabyrne (2014) said that Scrabble can also help in improving spelling mistakes. In case you have been making a lot of spelling mistakes and want to strengthen your grammar in a fun-filled way then do try playing Scrabble. So Scrabble game can be recommended as one of teaching strategy that is effective in teaching and learning process.

CONCLUSION

The findings obtained based on the data of the experiment were discovered that Scrabble game is effective in improving students' vocabulary mastery. It can be proved by the data of this study that had been analyzed in the previous chapter. Data obtained from vocabulary test show that there is an improvement on students' vocabulary score. The computation of t-test on the data shows that $t_{critical} \leq t_{observed} \geq t_{critical}$ ($2,0423 \leq 11,0620 \geq 2,0423$) and it means that H_a is accepted and H_0 is rejected. In other word, there is a significant influence of the use of Scrabble game and students' vocabulary mastery. Those findings lead to the conclusion that Scrabble game is an effective strategy and it can be used in the process or teaching and learning English especially in improving students' vocabulary mastery.

REFERENCES

- Sanchez, M. M. M (2007). *Interactive Games in The Teaching-Learning Process of Foreign Language*.
- Lessard, M and Clouston(2013). *Teaching Vocabulary. English Language Teacher Development Series*.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and mixed method Approaches*. London: SAGE Publication.
- Prayitno, P (2014) *Improving Students' Vocabulary by Using Scrabble*
- Fraenkel, Wallen and Hyun. (2012). *How to Design and Evaluate Research in Education*.
- Dawson. (2002). *Practical Research Method*.
- Harry, D. (2014) in EFL Journal. *The Effectiveness of Using Scrabble in Improving Vocabulary Mastery and Speaking skill of Sven Grade Students*.
- Bintz, W. P. (2011). Teaching Vocabulary Across The Curriculum. *Middle School Journal*,44.
- Thorbury, Scott (2002). *How to Teach Vocabulary. Pearson Education Limited*.

