INCREASING STUDENTS' VOCABULARY THROUGH SCRABBLE GAME

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ABSTRAK

Tujuan penelitian ini adalah menemukan apakah ada perbedaan yang terjadi pada kosakata siswa setelah belajar menggunakan *scrabble*. Penelitian ini menggunakan desain *one group pretest posttest*. Sample yang digunakan pada penelitian ini adalah siswa kelas sebelas pada tahun ajaran 2013/2014. Hasil penelitian menunjukan bahwa nilai rata-rata pra tes para siswa yaitu 57,24 dan nilai rata-rata pasca tes yaitu 71,15. Dengan demikian ditemukan adanya peningkatan signifikan sebesar 13,91. Peneliti menggunakan level signifikan 0.05. Hasil penghitungan menunjukan bahwa nilai dua signifikan yaitu 0,000. Jadi hipotesis pada penelitian ini diterima. Itu membuktikan bahwa nilai para siswa meningkat secara signifikan (p<0.05,p=0.000). Dengan kata lain adanya perbedaan yang signifikan pada kosakata para siswa setelah belajar melalui *scrabble*. Oleh karena itu, permainan scrabble dianjurkan untuk digunakan oleh guru dalam meningkatkan prestasi kosakata para siswa.

The objective of this research is to find out whether there is any difference of the students' vocabulary achievement after being taught through scrabble. This research applies one group pretest-posttest design. The sample of the research is the grade XI students in academic year of 2013/2014. The results show that the students' mean score of the pretest was 57.24 and the mean score of the posttest was 71.15. It was found that there was a significant increase 13.91. The researcher uses the level of significant 0.05. The result of the computation shows the value of two tailed significance was 0.000. So that the Hypothesis in this research was accepted. It proved that the students' scores were significantly increase (p<0.05, p= 0.000). In other words, there is a significant difference of the student's vocabulary after being taught through scrabble. Therefore, scrabble game is recommended to be used by the teacher in increasing the students' vocabulary achievement.

Key word: achievement, scrabble, vocabulary

INTRODUCTION

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) 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. Nation (1974) explains that when we want to teach a word, we have to teach three things: (1) the shape or form of the word, (2) the meaning of the word, (3) the form and the meaning of the word together. One simple way to take at vocabulary for second learners is single word, set phrases, variable phrases, phrases verbs, and idiom. Lewis (1997) explains those items above:

1. Single Word

   Single word is the group that most people think of first. By far, this group includes not only more items but also more frequently used items:

   Animals: *Elephant, cat, dog, bird, etc*

   Time Period: *January, February, today, yesterday, etc*

   Counters: *Dozen, box, plenty, decade, etc*

2. Set Phrases

These phrases consist of more than one word and do not usually change. For example: In the set phrases in other words, we cannot say with other word or in other remarks or in other phrases might seem to be also to fit.

3. Variable Phrases

While most of component in variable phrases will stay the same, there is some variation. The variation often involves personal pronouns or some sort of possessive. For example, a usual from of the opening line of many business letters, especially from companies writing to inform you of a problem, is it has come to our attention that if were coming from your boss or coworker.

4. Phrases Verb

Your awareness of phrase verbs is critical to you ability as a native speaker to provide comprehensible input for your ESL students. Native speakers have no idea that they using phrasal verbs, nor do they see why these words are so hard for ESL students to deal with it. A phrasal verb consists of two or three words. The first word is always a verb. The second word in a phrasal verb is a preposition or article/adverb. If there is a third word, it is usually a preposition. A good example is put up with, meaning to tolerate or stand.

5. Idiom

All languages feature of idiomatic expressions, and each idiomatic expressions, or idiom, is a vocabulary items. The test of whether a "chunk" is an idiom or not is whether the sum of the meanings of individual words is equal to or similar to the meaning of the whole phrase.

Allen &Vallete (1983: 116-117) states that teaching vocabulary can be meaningful if the teacher can conduct the teaching process by combining the available technique of teaching. It is hoped that a good technique will be more enjoyable, interesting and motivating so that the students will not be bored in the teaching and learning process. According to Napa (1991), there are many ways that can be used to develop students' vocabulary achievement. It can be taught by using many different techniques, such as picture, crossword puzzle, song, game, text, scrabble and translation. One of the techniques for teaching English vocabulary is by using game. Games can be used as one of the educational techniques in teaching learning process. Games can break the tension and help the students to avoid boredom in learning English. In fact, it is the teacher`s responsibility to determine an appropriate way of teaching which is easier and more useful that can motivate the students to involve in the activity of learning.

Games are a great technique to pick up new vocabulary and play with the vocabulary that has already familiar. Games consist of fantasy, ritual, competition, and luck that are interesting for students. It means that games reduce boredom. When games are used, the situations of classroom become life and natural. Games create situations that make students need and want to use English. Lee (1994) explained it occurs because in games language is linked by action. Thus, games are appropriate to the principle of language accompanying action. This research

use scrabble game as a technique in teaching vocabulary. Scrabble is a word game for 2, 3 or 4 players. To play it, consists of forming interlocking words, cross-word fashion on the scrabble playing board using letter tiles with various score values. Scrabble is generally define as 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. This research has aim to find out whether scrabble game can give difference vocabulary achievement. Based on the background above, the researcher formulates the following research questions: "Is there any difference of students' vocabulary achievement after being taught through scrabble game?" Related to the problem statement above, the objective of this research is then specified: "To find out whether or not scrabble game can be used to increase student's vocabulary achievement"

PREVIOUS RESEARCH

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 experimantal* with *one group pretest and posttest* design. This method used to answer the problem and to test the hypothesis in this research. The sampel of this research was 25 students from 50 students of XII IPS 1 and XII IPS

II at SMAN 13 Bandung. The instuments for collecting data were test and questionare.

The writer gave pretest, treatment by using scrabble media and postest during process of the research. Then the writer gave questionare for the students. After analizing 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 of freedom* was 24 and *t-table* 3,84. This testing states that *t-count* was bigger than *t-table* 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). The researcher used scrabble game media as an alternative for learning short functional text and descriptive text and also for increasing students' vocabulary. This research used *True Experimental Design*. The technic for collecting the data was test. This experimantal research was conducted two times on May 2011 with class VII SMP N 1 Sidoarjo as a subject of this research. The class consisted of 81 students. 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 seven grade of SMP N 1 Sidoarjo.

Based on the research above, the writer wants to take research at the second grade of Senior High School at SMA Kartikatama METRO 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.

METHOD

The researcher uses the pretest, treatment and posttest. The design is one group pretest posttest design. The research design can be represented as follows:

$$T_1 \ X \ T_2$$

T_1 = Pretest

X = Treatments

T_2 = Posttest (Setiyadi, 2006)

This research was conducted at the second grade of SMA Kartikatama Metro, Kota Metro. 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 XI students in the year 2013/2014. One class had been chosen to conduct the research or as experimental class, which was class XI IPA2, and class XI IPA1 as the try out class. There were consisted of 29 students in class XI IPA2 and 29 students in class XI IPA1.

The procedures of teaching vocabulary through scrabble game are as follows:

To do the research, the researcher proposes the steps in teaching vocabulary through scrabble game as follows:

1) Preparing the class. The teacher tries to attract their attention by

2) asking some question. It is the way to stimulate students' background of knowledge about vocabulary.

3) The teacher gives example by the text. Then the teacher asks the student to find some unknown words. After that the teacher and the students discuses the unknown word together.

4) The teacher tells the students that they are going to study about the vocabulary through scrabble game.

5) The teacher divides them into 4 groups randomly and each group consists of 7-8 students. Each group has eight letters and each group has one leader.

6) The teacher explains the rules of the activity and gives the example. Students should collect vocabularies to the board. For example student mentions 1 word (run) and put the letter on the board. Then the next group will find word and connect with the "run" word.

7) The teacher commands the students to begin the game. The students try to find new word and translate the words found

8) The teacher calculates the score and announces the winner which has the highest points after finishing their scrabble game using their words given,

9) At the end, the teacher gives the evaluation.

RESULT AND DISSCUSSION

Result

Based on the result of this research, the researcher got data on the students' vocabulary, the data were collected by using tests and they were analyzed using the scoring system, tabulating, percentage, classification, calculating the mean score. The data is as follow:

Table 1. The Mean Scores of the Pretest and the Posttest

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	57.2410	29	9.88307	1.83524
	Posttest	71.1493	29	8.96489	1.66474

The table shows the mean score of the pretest and posttest. It can be seen that the mean score of the pretest is 57.24 with the standard deviation is 9.88. And the mean score of the posttest is 71.14 with the standard deviation is 8.96. So, there is an increase for about 13.90 after being taught through scrabble game.

The Increase of the Students' Vocabulary Achievement

Seeing the result from the pretest and the posttest scores, it is obvious that the students' scores increased significantly ($p<0.05$, $p=0.000$). The increase can be seen by comparing the mean score between the pretest and the posttest.The data analysis shows that *t-count* is 14.845 and *t-table* is 2.048 with level significant 5%

and degree of freedom 28. It means that *t-count* is bigger than *t-table*. The data is as follws:

Table 2. The Increase of Students' Vocabulary Achievement

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Posttest - Pretest	13.90828	5.04532	.93689	11.98914	15.82741	14.845	28	.000

From the data above, it can be meant that the Hypothesis (H) proposed in this research was accepted and nul hypothesis was rejected. So that there was any difference of students' vocabulary achievement at the second grade of SMA Kartikatama Metro after being taught through scrabble game.

Discussion

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' vocabulary 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, try out 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 Kartikatama Metro after being taught through scrabble game.

CONCLUSION AND SUGGESTION

Conclusion

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 Kartikatama Metro 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 ($p<0.05$, $p= 0.000$).

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 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. 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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