

The Importance of Scrabble Game: An Experimental Analysis of the Eighth Graders' Vocabulary Mastery at SMP Eka Wijaya Cibinong

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Abstract

This research aimed to investigate whether Scrabble game has a significant effect on the eighth graders' vocabulary mastery. This research was carried out by using experimental research method with one group pretest-posttest design. The eighth graders of class VIII-A were taught vocabularies using Scrabble game. The quantitative data, collected using tests, were analyzed by using the independent and paired sample t-test on SPSS version 19 program. The findings on this research showed the mean scores of pre-test and post-test, which were, 52.40 points and 45.64 respectively; the gain was -6.76 points and the result of hypothesis test, it was found that $t_{count}(1.569)$ was less than t_{table} (2.06). The findings indicated that H_0 was accepted. The conclusion of this research was Scrabble had no significant effect on the eighth graders' vocabulary mastery.

Keywords: *experimental research, Scrabble game, vocabulary mastery*

Introduction

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 Kusumaningrum (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).

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 oftendo 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.

It is obvious that vocabulary must be taught in teaching English. Clouston (2012) suggested that vocabulary is a key of the language being learned, teachers must be sure to get to know their students, their learning goals, vocabulary knowledge, then, teachers should have guidelines for how to teach vocabulary- in class, tutor, etc., at least, teacher can also use corpora, where possible, to inform your teaching and students' vocabulary learning. Then, teachers must know whether the words introduced are match with students' need and capability and what criteria that used in determining word list in teaching vocabulary(Richards, 2001).

However, the teaching vocabulary should be made enjoyable and meaningful to the students as it is central to language teaching. Krashen (29) holds the opinion that there are great causes for devoting consideration to vocabulary. Krashen (1989) holds the opinion that there are great causes for devoting consideration to vocabulary. First, vocabulary appears to be a proper indicator of language ability because learners regularly make use of dictionary rather than a grammar book. Second, a great amount of words is required for being competent in a foreign language (Baker, 1998; Nation, 1998); As being stated that game is one of alternatives that can be used to teach English, everyone believes, teaching process through a game will give a fun. Hadfield (1990) defined game as an activity with rules, a goal, and an element of fun. The

element of fun in games provides the students more life situations with more chances to express their ideas in their own ways but under the rules.

One of the available games that can be used to teach vocabulary is Scrabble game. Scrabble game is proven to improve students' vocabulary mastery. Based on research results Scrabble game effectively improved students' vocabulary mastery (Tanjung, 2011 & Ningtyas, 2015).

Believing that teaching English is not totally organized in formal setting (Dakhi, 2016) and Scrabble game is effective in teaching vocabulary, the researcher in this research would like to know whether Scrabble game has a significant effect on the eighth graders' vocabulary mastery. During the research, the researcher selected types of vocabulary that were combined with the students' exercise book. The specific research question is "Does Scrabble game have a significant effect on the eighth graders' vocabulary mastery at SMP EkaWijaya Cibinong?" The researcher hopes this research could give useful information and contribution to students, teachers and other researchers.

In line with the research question, the research hypotheses are stated as follows: H_0 = Scrabble game has no significant effect on the eighth graders' vocabulary mastery at SMP Eka Wijaya Cibinong and H_a = Scrabble game has a significant effect on the eighth graders' vocabulary mastery at SMP Eka Wijaya Cibinong.

Methodology

This research was an experimental research using one group pretest-posttest design. This research was conducted on April-May 2017 at SMP EkaWijaya Cibinong in 2017/2018 the academic year. The population in this research was the whole eighth graders at SMP Eka Wijaya Cibinong. The sample was class VIII-A, taken using simple random sampling technique. In this research, the researcher taught vocabulary (covering parts of speech: adjectives and verbs, and definition, synonym, and antonym of each word) using Scrabble game technique as the treatment.

The data were collected using tests; pre-test and post-test as the instruments. The tests were used to collect quantitative data derived from the students' vocabulary achievement. The tests were made in crossword form by using Hot Potatoes program. The instruments had been

tested for the validity and reliability. The quantitative data were analyzed by using SPSS version 19 program

The data collected in this research were analyzed using quantitative descriptive and inferential statistics. Descriptive statistics functions to describe the research data about what the data says, such as the mean from the results of the tests, normality test and homogeneity test. The inferential statistics, in contrast, is used to test the hypotheses.

Research Finding and Discussion

A. Research Finding

1. Data Analysis Result of Pre-Test

Table 1:
Pre-test Descriptive Analysis Result

	N	Minimum	Maximum	Mean	Std. Deviation
Total	25	0	100	52.40	29.135
Valid N (listwise)	25				

Table 2:
Pre-test Score Result

Category	Interval	Frequency	Percentage
Excellent	80-100	7	28%
Very Good	60-80	3	12%
Good	40-60	7	28%
Poor	20-40	4	16%
Very Poor	0-20	4	16%

Table 4.1 shows the pre-test descriptive analysis result of the class. It shows that the mean is 52.40 and the standard deviation is 29.135. Table 4.2 shows that of 25 students in the class, 7 students got “excellent” category, 3 students got “very good” category, 7 students got “good” category, 4 students got “poor” category, and 4 students got “very poor” category.

2. Data Analysis of Post-Test

Table 3:
Post-test Descriptive Analysis Result

	N	Minimum	Maximum	Mean	Std. Deviation
Total	25	8	92	45.64	24.913
Valid N (listwise)	25				

Table 4:
Post-test Score Result

Category	Interval	Frequency	Percentage
Excellent	80-100	3	12%
Very Good	60-80	3	12%
Good	40-60	7	28%
Poor	20-40	9	36%
Very Poor	0-20	3	12%

Table 4.3 shows the descriptive analysis result of post-test of the class and the mean is 45.64 with standard deviation 2is 4.913. It implies that students' vocabulary mastery is not in average and lower than pre-test's mean. Table 4.4 describes that of 25 students in the class, 3 students got "excellent" category, 3 students got "very good" category, 7 students got "good" category, 9 students got "poor" category, and 3 students got "very poor" category. As seen in the Table 4.4 that "poor" category is the most score that students got and "excellent" score is decreased from 7 students in pre-test to 3 students in post-test.

3. The Mean Comparison of the Pre-test and the Post-test

Table 5:
Mean Comparison

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	0	100	52.40	29.135
Posttest	25	8	92	45.64	24.913
Valid N (listwise)	25				

As seen in the table above, the mean of the pre-test and post-test was respectively 52.40 and 45.64. It shows that there was a significant decrease as amount as 6.76.

4. Normality Test Result

Table 6:
Normality Test Result

Class	Shapiro-Wilk		
	Statistic	Df	Sig.
Scores Pre-test	.953	25	.299
Post-test	.927	25	.074

Table 4.6 presents the normality test of the pre-test and the post-test. In this case, the researcher used Shapiro-Wilk test to compare the Sig. value (ρ) with Sig. level α (0.05). Based on Shapiro-Wilk test, if the sig. value is greater than Sig. level 0.05, the data is categorized normal. In contrast, if the Sig. value is less than Sig level 0.05, the data is not normal. Related to this, the data of this research was categorized normal. It is indicated by the Sig. value of pre-test in class VIII-A was 0.299 (>0.05) and the post-test was 0.074 (>0.05) as shown in Table 4.6.

5. Homogeneity Test Result

To investigate the variance of the students' score of class VIII-A, the Levene's test from SPSS 19.0 program for Windows was used in this research. The result of homogeneity variances of the class is stated as follow:

Table 7:
Homogeneity Test Result

Levene Statistic	Sig.
2,840	,051

Based on Levene's test, if the Sig. value is greater than Sig. level 0.05, the data is categorized homogenous. In contrast, if the Sig. value is less than Sig. level 0.05, the data is not homogenous. Based on the homogeneity test calculation of the data in this research, it was found that the data was homogenous. The Sig. value was 0.051 and greater than 0.05.

B. The Result of Hypothesis Testing

To test hypothesis in this research, the researcher used the paired t test. The aim of paired samples test is to investigate the mean difference between the pre-test result and post-test result and to test the hypotheses.

The hypotheses are as follow:

H₀: Scrabble has no significant effect on the eighth graders' vocabulary mastery at SMP Eka Wijaya Cibinong.

H_a: Scrabble game has a significant effect on the eighth graders' vocabulary mastery at SMP Eka Wijaya Cibinong.

The hypothesis statistic:

H₀ is accepted if $t_{count} \leq t_{table}$ (2.06)

H_a is accepted if $t_{count} > t_{table}$ (2.06)

In addition, the hypotheses which were tested in this research is shown Table 4.8.

Table 8:
Hypothesis Testing' Result

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest – posttest	.800	2.550	.510	-.252	1.852	1.569	24	.130

Based on the result, t-count (= 1.569) is less than t-table (= 2.06). It means that H_0 is accepted and H_a is rejected. In other words, it can be concluded that “Scrabble has no significant effect on the eighth graders' vocabulary mastery at SMP Eka Wijaya Cibinong”.

Discussion

The objective of this research is to check for the effect of using Scrabble game on the eighth graders' vocabulary mastery at Eka Wijaya in 2017/2018 academic year. In order to meet the objectives of the research, the researcher conducted an experimental research with one group pretest-posttest design. The research procedures employed during teaching and learning process were classified into three steps. First, preliminary research, in which the researcher conducted the preliminary research to know the students' vocabulary mastery by administering the pre-test in crossword form in the first meeting. Second, giving treatment to the class VIII-A. The treatment in this research is asking the students to learn vocabulary and arrange letter to make words by using Scrabble game. The researcher divided the students into four groups that consisted of 8-9 students. During implementing the treatment, the students were enthusiastic to play the Scrabble game. The researcher did the treatment for three meetings. The last step was administering the post-test in the last meeting. In the post-test, the students were given a test in crossword form to know their vocabulary mastery after given the treatment.

The data of this research were collected based on the pre-test and post-test scores of the experimental class. After collecting the data, the researcher performed some stages in order to establish the conclusion. In this case, normality test, homogeneity test, hypothesis test were used to analyze the data.

To find out whether the sample is normal, the normality test was done by using Shapiro-Wilk test. Based on Shapiro-Wilk test, if the Sig. value is greater than Sig level α 0.05, the data was categorized normal. In contrast, if the sig. value is less than Sig. level α 0.05, the data is not normal. Related to this, the data of this research was normal. By using SPSS 19.0 program for windows, normality calculation of the data were normal distribution. It was indicated by the sig. value was 0.299 and the post-test was 0.074 as shown in Table 4.6.

Besides normality test, there is one requirement that should be applied in analyzing data. The homogeneity test used Levene's test, a testing to find out whether the variant population is homogenous. Based on Levene's test, if the sig. value is greater than sig. level α 0.05, the data is categorized homogenous. In contrast, if the sig. value is less than sig. level α 0.05, the data is not homogenous. The homogeneity test calculation of the data in this research, it was found that the data was homogenous. The sig. value was 0.051 and greater than 0.05.

After performing the normality test and homogeneity test, the researcher went through the research hypothesis test. To do this, the researcher used paired t-test. Based on the result of the statistical computation using paired sample t-test, the result showed that there is no significant improvement on students' vocabulary mastery after implementing the Scrabble game. It was showed in Table 4.8 that t -count is ($= 1.569$) was less than t -table ($= 2.06$). Therefore, based on the hypothesis testing, the H_0 was accepted and H_a was rejected. It meant that Scrabble game has no effect on the eighth graders' vocabulary mastery.

The mean score comparison in Table 4.5 also showed that there was a significant decrease between pretest and post-test. In the pre-test, the students got 52.40 and the post-test the students got 45.64. The decrease was about 6.76.

The decrease can be happened by many reasons. First, the students did not memorize what words they have got or learnt. After the researcher asked the students to submit the post-test, the researcher gave the answer of the post-test. The students suddenly shouted, "Yahh.. I forgot it!"; or "Oh, No! I spelled it wrong!"

Memorizing words is important in learning vocabulary. Without memorizing, students could not use the vocabulary because they forget the words. Second, the students did not understand what the statements in the crossword meant. They asked the researcher to translate the statements into Bahasa. Some students said that they did not understand and were not familiar with the words. The other said that they did not understand if that statement was in

sentence. In this case, the researcher considered making statements in the test. The researcher intentionally made some statements in sentences to help the students to figure out the words that related to the sentence, but they did not get the point of the statement, in fact. The last, the students lost their focus when the school bell rang. They encouragingly finished the post-test quickly and went to canteen. The researcher knew this reason when the researcher found there were many blank spaces in the post-test answer sheet and asked the students why they had not completed them. They said that at that time they gave up finding out the answer and when the school bell rung, they just submitted the answer and went to canteen. Based on the reasons described, the researcher concluded that the decrease happened due to the students' lack of vocabulary, difficulty level on the test, and students' concentration.

In addition, n-gain (*see appendix 1*) was also used by researcher to know how many gain that each student got. The n-gain showed that twelve students got low gain, one student got high low, and the rest got no gain (reduction). Based on the previous explanations, Scrabble game has no significant effect on the eighth graders' vocabulary mastery at SMP Eka Wijaya in 2017/2018 academic year.

Conclusion and Suggestion

Conclusions

Based on the data analysis result, findings, and discussions, some conclusions could be drawn. First, after the researcher taught vocabulary using Scrabble game, the students became enthusiastic to study. However, Scrabble game did not help them memorize the words and increase their vocabulary mastery. It was proven by the mean score resulted from the comparison between the result of pre-test and post-test and t-test result. The t-test result showed that the t-count (= 1.569) was less than the t-table (= 2.06). It means that H_0 was accepted and H_a was rejected. It indicated that Scrabble had no significant effect on the eighth graders' vocabulary mastery at SMP Eka Wijaya. Second, the n-gain showed that there were some students whose scores improved more after the implementation of Scrabble game.

Suggestions

Having considered the result of this research, the researcher would like to offer some suggestions to be pondered. First, for students, they should be focused on the lesson. Some

students did not notice the lesson during the teaching learning process, eventually they did not understand about the lesson and they did not get any improvement in their vocabulary mastery. Second, for teachers, Scrabble game can be a good alternative technique to use in teaching vocabulary in pleasant ways. However, the teacher should consider about the vocabulary target to achieve. It is also needed to avoid the students' misconception of the vocabulary meaning. Teachers also should guide the students to improve their vocabulary mastery by other education games. Third, for other researchers, it is suggested to be well-prepared while conducting research in this field including research design, research instruments and teaching materials, so that the time can be used effectively in the classroom.

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Appendix 1

N- Gain

N- Gain Formula:

N- Gain = Post-test score – Pre-test score

$$\frac{\text{Maximum score- Pre-test score}}{\text{Maximum score- Pre-test score}}$$

N- Gain Value Criteria:

N- Gain Value	Criteria
N- gain ≥ 0.70	High
$0.30 < \text{N- gain} < 0.70$	Medium
N- gain ≤ 0.30	Low

No.	Participants	Pre-test	Post-test	Gain	N-Gain	Criteria
1	AN	25	33	8	0.11	Low
2	AL	8	17	8	0.09	Low
3	AP	67	50	-17	-0.50	
4	CN	83	58	-25	-1.50	
5	CA	50	25	-25	-0.50	
6	DV	83	50	-33	-2.00	
7	DH	25	17	-8	-0.11	
8	ES	42	17	-25	-0.43	
9	FN	42	75	33	0.57	High
10	JM	50	50	0	0.00	Low
11	JV	67	75	8	0.25	Low
12	JA	92	50	-42	-4.98	
13	JW	92	92	0	0.00	Low
14	JO	83	75	-8	-0.50	

15	KL	92	92	0	0.00	Low
16	KE	58	25	-33	-0.80	
17	MN	33	33	0	0.00	Low
18	NH	0	17	17	0.17	Low
19	NB	17	33	17	0.20	Low
20	RL	42	33	-8	-0.14	
21	RM	17	33	17	0.20	Low
22	SG	33	8	-25	-0.37	
23	ST	100	50	-50	-1249.50	
24	VP	67	83	17	0.50	Low
25	YP	42	50	8	0.14	Low
	Mean	52.31	45.65	-6.66		