

DEVELOPING SCRAMBLE GAME MEDIA TO TEACH VOCABULARY SKILL ON DESCRIPTIVE TEXT FOR VII GRADE STUDENTS OF MTS SYEKH SUBAKIR 2 SUMBERASRI

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Abstract

This study aims to the developing scramble game media to teach vocabulary skill on descriptive text. Base on the result of interviews with English teacher and students are lacking in vocabulary. The researcher used the R&D model by ADDIE because ADDIE model. The ADDIE research and development procedure basically consists of five stages, namely analysis, design, development, implementation and, evaluation. The research instruments and data collection techniques in this study used filed notes, interview guideline, and questionnaires. The results of the research show that used scramble game is powerful for adding vocabulary to MTs Syekh Subakir 2 Sumberasri. This is evidenced by the results of the questionnaires distributed to students after using scramble game media in descriptive lessons to get a total score of 96% from the results of a questionnaire of 21 students, which means that this media is very good for used in increasing English vocabulary. Students find it easier to remember the meaning of new vocabulary and could improve learning activities, especially in adding English vocabulary.

Keywords: ADDIE; Vocabulary; Scramble Game

INTRODUCTION

Language is a tool of human communication that is poured in the form of sound or structured writing, so that it forms a unit of words or sentences which will basically form the existence of communication. Communication itself is a process of exchanging information between individuals through symbols or ideas with the aim of getting a reciprocal relationship. One of the languages that is widely used is English, this because English is an international language and is a second language in many countries around the world. There are four skills in English, those are speaking, writing, reading and listening. But before getting to know thefour skills, it necessary to know about vocabulary. To be able to know the meaning of a language, one must be able to master the vocabulary properly and correctly. Vocabulary is collective word owned by one language and gives the meaning if we use the language (Suyanto, 2007). According Fran Lehr (2004) stated that vocabulary is knowledge of words and words meaning both oral and print language and in productive and receptive forms which is used in listening, speaking, reading and writing. When learning a foreign language, vocabulary is a fundamental component that connects four skills of English. Students should have a large vocabulary and should be able to use them effectively. Vocabulary is the most important element in recognizing words and combining letters into a word. Learning vocabulary ideally will be easier to achieve by using learning media such as pictures or games that can attract student's interest in learning. Most students think that English vocabulary is more difficult to learn than others. This is not the most

important thing, because the main factor for student's success depends on the procedures used by the teacher in teaching. Students learn vocabulary passively due to several factors. First, they consider the teacher's explanation for meaning or definition pronunciation, spelling, and grammatical functions were boring. Second, the students only think of vocabulary learning as knowing the primary meaning of new words. Third, the students usually only acquire new vocabulary through new words in their text books given by the teacher. Fourth, many learners do not want to take risks in applying what they have learned and may recognize word in a written or spoken (Huyen, 2003). According to the researcher observation, especially on vocabulary material during student in MTs Syekh Subakir 2 Sumberasri, there are many problems experienced by students in English lessons. Many factors underlie the difficulty of vocabulary in English. The first they find it difficult to arrange words into sentence's. Both students are ashamed and afraid of making mistake in pronouncing vocabulary. The teacher is less motivated to teach students about learning materials, besides the teacher are less creative in presenting the material. Knowing the problem above, there is a strategy that can be used by the teacher to stimulate student's interest in improving English vocabulary skills. Researcher is interested in developing a learning media that are easy to use by teacher, creative and innovative for students. Students can share their knowledge and experiences with others, including appropriate listening and sharing of personal information and at least we hope students can do more than just improve their vocabulary but also practice in either speaking or writing comprehension of meaning words. According to Handini (2020) scramble learning model can improve for students results. The scramble is a technique that can be used to stimulate student's level of understanding towards increasing vocabulary in English. The researcher will use scramble game media in learning vocabulary, because the students not only get new words, but also get four skills at once when applying this scramble games. Besides that, students can also memorize vocabulary quickly and easily. The researcher will use scramble game as media and technique in learning vocabulary, because this media is very easy to apply to junior high school students especially in adding vocabulary skill. First, in addition to applying this media it can be done while playing, and the second, this media involve students more actively in class. Based on the statement above the researcher does a research entitle **“Developing Scramble Games Media to Teach Vocabulary Skill on Descriptive Text for VII Grade Students of MTs Syekh Subakir 2 Sumberasri”**.

METHOD

The researcher conduct this study using the R&D method. According Sugiyono (2016) research and Development (R&D) is a research method used to produce product and test effectiveness of product. Researcher develops Scramble Games for vocabulary using Addie's model as guide. The ADDIE research and development procedure basically consists of five stages, namely analysis, design, development, implementation and, evaluation. Development steps products, research models and this development is as follows:

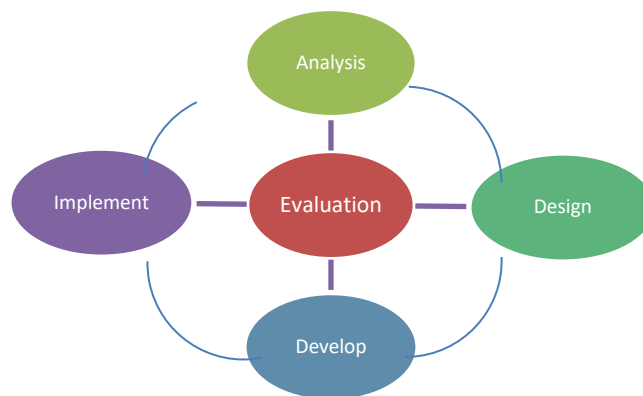


Figure 1. ADDIE STEPS

In accordance with the research and development model above, the product was developed follow the research procedures which was explained as follows: Inthe analysis of this stage is based on several aspects, among others: 1) Analyzing the character of students. 2) Analyze the teacher character in teaching students in the classroom. 3) Analyzing the curriculum and materials based on the core competencies and basic competencies used by the school. 4) Analyze what media has been used in supporting student learning activities. 5) Analysis of school limitations. In the design stage, the researcher realized the things that has been analyzed. Researcher made it needed. Steps at this stage are as follows: 1) Develop product design. 2) Make a selection of materials that match the product. 3) Determine the form of assessment. The development stages carried out by the Scramble Game media are: 1) Making learning media using scramble game. 2) After that the Scramble Game that has been made would be validated by expert instrument, language experts and media experts. 3) After the Scramble Game was valid based on validator, the researcher implemented it. At the implementation stage, the Scramble Game trial would be held for English students. The material was delivered in accordance with the developed Scramble Game. At the evaluation stage, the final revision of the product developed was carried out based on the suggestions, comments, from students, teacher, and validators. In collecting data in this study researcher used observation, interviews and questionnaires. The figures entered into the percentage formula above from information received from respondents answers to the asked question. According to Sudjana (2005), a formula is use to evaluate the instrument, media, and material validation scores:

$$P = \frac{F}{N} \times 100\%$$

Noted:

- P = Percentage
- F = Number of correct answer
- N = Maximum correct answer

Furthermore, in the validity and reliability stages validity is a degree of accuracy/feasibility of the instrument used to measure what is to be measured (Arifin, 2012). At this stage of validity the researcher uses two references namely, content validity and media validity. According to (Azwar, 2011), the word dependability refers to the trustworthiness, reliability, tuning, consistency, and trustworthy stability of measurement data. The reliability test was carried use IBM Statistic SPSS 25 (Statistical Program for Social Science). Furthermore, in collecting data analysis researcher used Likert Scale Analysis, Qualitative Data Analysis and Quantitative Data Analysis. Likert Scale is use Likert Scale is used to analyze a persons or group attitudes, views, and perception of social phenomena. As for the likert table, it could be seen as follow:

Table 1. Likert Scale Analysis

No.	Symbol	Information	Score
1.	SS	Strongly Agree	4
2.	S	Agree	3
3.	TS	Do Not Agree	2
4.	STS	Strongly Disagree	1

Score Interpretation Criteria (Sugiono, 2017)

Qualitative approaches were used to process the data from observations, interviews, and field notes at this stage. The qualitative technique produces descriptions or explanations based on observations, interviews, and field notes. The last is Quantitative ("quantity") research is used to measure problems by generating numerical data that can be converted into usable statistics. The findings of quantitative analysis approaches were calculated utilizing the questionnaire that was processed using SPSS (Statistical Program for Social Science) quantitative analysis. The results of this computation are then compared to the criteria that have been established. The value assessment criteria could be seen in table below:

Table 2. Percentage of Feasibility Criteris

No	Score Percentages	Criteria
1.	0 – 20	Very Bad
2.	21 – 40	Bad
3.	41 – 60	Sufficient
4.	61 – 80	Good
5.	81 – 100	Very Good

Score Interpretation Criteria (Arikunto, 2012)

RESULTS AND DISCUSSION

Results

Results of the Product

The scramble game is the most common type of board game. Board games facilitate students to learn English, especially in adding vocabulary, as well as helping in interacting with other people. The product design that was used by researcher is as follows: 1) Made of thick paper. 2) The size of the thick paper is 4 cm x 4 cm. 3) The thick paper consists of 104 letters A until Z. 4) In the media there is vocabulary in the descriptive text material. 5) The materials according to KI 3 and 4 and KD 3.7 and 4.7. 6) Learning methods allow students to learn while playing. As for the stage of media use as follows: 1) The teacher presents descriptive text about animals. 2) The teacher prepares the media that was used in class. 3) The teacher reads the rules during the game. 4) After the rules in the game are read, the teacher asks a representative from each group to come forward. 5) The teacher reads the word guessing material to the students and then the students are asked to guess the answers to the puzzles given by the teacher. 6) When the teacher has finished reading, on a count of three students must immediately arrge random letters into words from the answers they have received. 7) The game continued until all students from group representatives come forward.

Result of Validity and Reliability

Validity is a degree of accuracy/feasibility of the instrument used to measure what is to be measured (Arifin, 2012). The question is valid if the correlation number is greater than the standard value. The solutions of the validators are analyzed by SPSS. According to Azwar, (2011), the word dependability refers to the trustworthiness, reliability, tuning, consistency, and trustworthy stability of measurement data. The reliability test was carried use SPSS. The reliability check was carried use SPSS (Arikunto, 2012). The following is the correlation table for students response questionnaires:

Table 3. Correlations

		XTOTAL
X1	Pearson Correlation	1.000**
	Sig. (2-tailed)	.000
	N	22
X2	Pearson Correlation	1.000**
	Sig. (2-tailed)	.000
	N	22
X3	Pearson Correlation	.999**
	Sig. (2-tailed)	.000
	N	22
X4	Pearson Correlation	1.000**
	Sig. (2-tailed)	.000
	N	22
X5	Pearson Correlation	1.000**
	Sig. (2-tailed)	.000
	N	22
X6	Pearson Correlation	1.000**
	Sig. (2-tailed)	.000
	N	22
X7	Pearson Correlation	1.000**
	Sig. (2-tailed)	.000
	N	22
X8	Pearson Correlation	.999**
	Sig. (2-tailed)	.000
	N	22
X9	Pearson Correlation	1.000**
	Sig. (2-tailed)	.000
	N	22
X10	Pearson Correlation	1.000**
	Sig. (2-tailed)	.000
	N	22
XTOTAL	Pearson Correlation	1
	Sig. (2-tailed)	
	N	22

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4. Result of the calculated R Count

No.X	R count	R table	Description
X1	1.000	0.433	Valid
X2	1.000	0.433	Valid
X3	999	0.433	Valid
X4	1.000	0.433	Valid
X5	1.000	0.433	Valid
X6	1.000	0.433	Valid

X7	1.000	0.433	Valid
X8	999	0.433	Valid
X9	1.000	0.433	Valid
X10	1.000	0.433	Valid

Based on the table above, the results of calculating R count more than R table are said to be valid. The total 21 respondents get a value of 0.433. The results of the researcher therefore the data can be said to be valid. As for the reliability test, the following figures are obtained:

Table 5. Reliability Statistics

Cronbach's Alpha	N of Items
1.000	10

The results of calculations using the Cronbach's Alpha formula using the SPSS program, if the instrument reliability coefficient (r11) is 0.7, it is said to be reliable.

Result of Expert Judgment

Instrument validation is a feasibility test regarding media and material carried out by a lecturer to find out whether the questioner are appropriate and ready to be tested for feasibility by a validations expert. The scale used to measure using a Likert Scale which includes 4 measurement scales namely: Strongly Agree score 4, Agree score 3, Do not agree score 2 and strongly disagree score 1. After testing, improvements are made according to expert advice. The following the instrument validation tabel below:

Table 6. Instrument Validation

No	Statement	Score
1.	The evaluation aspect of the material validation questionnaire is in accordance with the needs	4
2.	The use of rating scales is easy to understand	4
3.	Consistency of the contents of the material validation questionnaire	4
4.	The material expert assessment instrument element is suitable for use	4
5.	The assessment aspect of the material validation questionnaire is easy to understand	4
6.	The instructions for filling out the material validation questionnaire are easy to understand	4
7.	The language used is easy to understand in the aspect of assessing material validation	4
8.	The number of assessment aspects is sufficient for material validation	4
9.	The material validation questionnaire is very easy to understand	4
10.	The material validation questionnaire is feasible to use	4
Total		40

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{40}{40} \times 100\% \\
 &= 100\%
 \end{aligned}$$

Based on the table above, the instrument validation questionnaire the result are 100% it means that "Very Good" based on the percentage assessment criteria.

Table 7. Material Validation

No	Statement	Score
1.	The suitability of the material with the core competencies	4
2.	The suitability of the material with basic competence	4
3.	The suitability of the material with the learning objectives	4
4.	The suitability of the material with the theme being taught	4
5.	The suitability with learning materials	4
6.	The suitability of the material with the learning theory	3
7.	The level of difficulty of the questions according to the material	3
8.	The language used is simple and easy to understand	3
9.	Activities are presented in sequence	4
10.	The activities presented are easy to understand	4
Total		37

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{37}{40} \times 100\% \\
 &= 92.5\%
 \end{aligned}$$

Based on the table above, the instrument validation questionnaire the result are 92.5% it means that “Very Good” based on the percentage assessment criteria..

Table 8. Media Validation

No	Statement	Score
1.	Media according to the needs of students	3
2.	Media makes students excited in learning	3
3.	Media helps students learn descriptive text material	4
4.	Media helps students develop vocabulary	3
5.	Media can help students understand learning	3
6.	The use of this media helps students' creativity	4
7.	Media size is suitable for learning activities	3
8.	Media is easy to use as learning	3
9.	Media according to the material is taught	4
10.	The use of media can motivate students in learning English.	3
Total		33

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{33}{40} \times 100\% \\
 &= 82.5\%
 \end{aligned}$$

Based on the table above, the instrument validation questionnaire the result are 82.5% it means that “Very Good” based on percentage assessment criteria.

Discussion

The first development process is Analysis, the researcher has to able to find out the character of students, the teacher character in teaching students in the classroom and need students. To analyze the three additive the researcher used class observation, interviews with the students and interviews with English teacher. the second is Design, in making learning media it was found that thick colored paper that has been designed attractively in the form of a 4 x 4 cm box. By using different learning media, students would be more interested and happy in learning. This scramble game media is designed to make it easier for teacher to teach English in class especially in adding vocabulary, it because the used of this media is equipped with material,

question and answers which are combined into one in the form of a guide book. The third is Development, the stages carried out by the Scramble Game media are: 1) Making learning media used scramble game. 2) After that the Scramble Game that has been made would be validated by expert instrument, language experts and media experts. 3) After the Scramble Game is valid based on validator, the researcher would be implementation it out for VII Grade of MTs Syekh Subakir 2 Sumberasri. The fourth is Implementation, at this stage, the Scramble Game trial would be held for English students for VII Grade of MTs Syekh Subakir 2 Sumberasri. The material is delivered in accordance with the developed Scramble Game. The last is Evaluation, at the evaluation stage the final revision of the product developed was carried out based on the suggestions and comments from validators. The next step is that the researcher makes an instrument validation questionnaire, a material expert questionnaire, a media expert questionnaire and a student response questionnaire after using the media. Before the media validation questionnaire, the material validation questionnaire and the questionnaire were given a validator, first validated by an instrument expert. After the instrument validation is complete, the product is then validated by media experts to see whether the media is feasible or not. The final step is material validation to determine the feasibility of the material by a material validation expert.

The validation results of all experts are stated as follows, the results of the instrument expert validation can be concluded that the use of scramble game media in descriptive text has proper validity, evidenced by scores on question items 1-10 with a final total of 40%. the results of the material expert validation can be concluded that the scramble game media has proper validity, evidenced by scores on question items 1-10 with a final total of 82.5%. From the results of the material expert validation it can be concluded that the material for using scramble games has proper validity, evidenced by scores on question items 1-10 with a final total of 92%. From the student satisfaction questionnaire data with a sample of 21 MTs Syekh Subakir 2 Sumberasri students stated in 10 questions it was concluded that students were happy, active and easy to understand learning material as evidenced by a final total of 96%. The Scramble game is a fun approach for kids to develop their English skills (Salfa Unasugi, Hanapi, Riki Bugis, 2017)

CONCLUSION

Considering the results of the research and discussion it can be concluded that playing scramble games can motivate students to increase vocabulary in English, especially in descriptive text subjects. This is evidenced by the results of the questionnaires distributed to students after using scramble game media in descriptive lessons to get a total score of 96%, which means that this media is "Very Good" for use in increasing English vocabulary.

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