

# THE INFLUENCE OF SCRABBLE GAME IN TEACHING VOCABULARY MASTERY AT TENTH GRADE STUDENTS OF SMKN 7 PANDEGLANG

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## Abstract

This study was aimed to investigate the influence of scrabble game in teaching vocabulary mastery at tenth grade students of SMKN 7 Pandeglang. This research used randomized matched subject pretest posttest design control group. Seventy students were appointed as the representative sample of this research. Samples were taken by considering students' English score. The resulted data analyzed and compared by using comparison technique, whether the researcher compared the results of pre-test and post-test of both different groups, average score pretest and posttest of accountancy class (did not use scrabble) is 41.74285714 average score pretest and posttest is 49.37142857 (use scrabble game). Based on analysis of data, this research showed that students who are taught by using scrabble game got higher score than students who are taught without any teaching technique.

**Keywords:** *Teaching, Vocabulary Mastery, Scrabble Game*

## INTRODUCTION

Vocabulary is one of the elements that connect the four skills of English; speaking, reading, listening, and writing all together. In order to communicate well in a foreign language, students must obtain and qualify numbers of words and must know how to compare each words accurately.

Dealing with the importance of vocabulary acquirements, based on the researcher's preliminary research at tenth grade students of SMKN 7 Pandeglang, researcher still found the lack of students' vocabulary mastery. Based on the debriefing with one of the English teacher at SMKN 7 Pandeglang, Mr. Dede Iyus said that most of students in that vocational school still had lack of vocabulary master so they cannot improve another skill of English for instance writing and reading.

The researcher found some reasons about students learn the vocabulary passively because of several factors. First, they consider the teacher's explanation for meaning or definition, pronunciation, spelling, and grammatical boring function. In case, language learners has nothing in the vocabulary section but for listening to their teacher's explanation. Second, teachers did not give any exercise to warming-up student's idea in order to students could more relax and easier in understanding the material. Third, students usually only acquired new vocabularies new words in their textbooks or when given by the teacher during teaching and learning activity.

By knowing those problems above, the researcher try to applied an interesting technique to make students feel enjoy when they are in a learning process. Mastering the English skills, the

basic things that students have to learning and understand about vocabulary; it is a key to learn any language. By knowing vocabulary is important to getting meaning from a text.

Thus, this research purpose to find any influence of the used of game as an alternative technique in teach English as foreign language. In this research, the researcher try to found any significance influence of using *scrabble game* in teaching English at tenth grade of vocational school in Pandeglang that is SMKN 7 Pandeglang. This game implemented at a vocational school as a recount text in the second semester of English subject at the tenth grade of vocational school. This is the researcher's effort in influence students' vocabulary mastery by using *scrabble game*.

Vocabulary can be defined, approximately, like the words we teach in a foreign language. New items from the vocabulary may be more than just one word: for example, the post office, and the mother-in-law, consisting of two or three words but expressing one idea. A useful convention is to cover all such cases by talking about vocabulary.

(Beck, McKeown, & Kucan, 2002:767) stated three steps and four strategies for teaching vocabulary mastery explicitly, they are: 1) Identify the potential list of words to be taught, 2) Decide which of these words to teach, 3) Plan how to teach a word using the following strategy: Provide a student-friendly definition, Using the word in context and giving contextual information, Provide multiple exposures, Offer opportunities for active involvement.

Games are simple activities that may involve some language but are meaningful to students and involve the whole self (cognitive and emotionally), thus creating strong associations with the language used. Ionnaou said, "Games are most activities are inclusive because they involve all children and they can serve different learning styles and different personalities. They as well as activities that are naturally repeatable thus maximizing input, frequency of target items without boring the students. (Lee & Su, 1995) lists several main advantages when games are used in the classroom, including 'a welcome break from the usual routine of the language class', 'motivating and challenging', 'effort of learning,' and 'language practicing in various skills.' Scrabble is an imperfect information game, but it becomes a perfect game of information during the end-time phases. Scrabble game is affected by the chance factor during the draw phase.

## METHOD

The research design that used in this research is Experimental research. Experimental research, which comes out of the framework of scientific realism, is thought by many to be the only type of research that results in findings that suggest causal relationship. What makes experimental research distinct from other forms of quantitative research is that the researcher controls or manipulates how groups of participants are treated and the measures how the treatment affects each group (Lodico & G, 2010).

The researcher compared two different groups they are experimental group which taught by using scrabble game and control group which taught without any teaching technique, and then examined the effect from both of them towards the dependent variable or the outcome of study. The design of this research is *Randomized Matched Subject Pretest Posttest Control Group Design*, the design of this classic experimental design will be in the following table

a. The significant difference has taken since they treated differently.

Table a  
Research Design

Pretest	Group	Treatment	Post-test
√	Experimental Group	√	√
√	Control Group	-	√

### Participants

70 students were classified into two groups either control or experimental. Control group consisted of 35 students of X Accountancy 1 and they had undergone normal teaching lessons while the experimental group consist of 35 students and undergone a different teaching method by implementing *scrabble game* in learning vocabulary. The duration of the study was 6 lessons while the other aforementioned group was given the same amount of time with the same amount of targeted vocabulary items to learn but through different methods of teaching.

### Scrabble Game

The regulation of scrabble is word anagram game in which 2 to 4 players competitively score point by placing tiles, each bearing a single letter, onto a 15 by 15 grid board. The tiles should form the words received by the standard dictionary, either in the vertical or horizontal direction in the cross style. There are 100 tiles in total used for the game, and 2 of them are special blank tiles that can be used as any tile. All tiles points and number distribution are shown in Table b.

**Table b**  
**Tiles amount and score distribution**

Tile	Points	Number	Tile	Points	Number	Tile	Points	Number
A	1	9	J	8	1	S	1	4
B	3	2	K	5	1	T	1	6
C	3	2	L	1	4	U	1	4
D	2	4	M	3	2	V	4	2
E	1	12	N	1	6	W	4	2
F	4	2	O	1	8	X	8	1
G	2	3	P	3	2	Y	4	2
H	4	2	Q	10	1	Z	10	1
I	1	9	R	1	6	Blank	0	2

Hot spots are located at fixed positions on a board, as shown in Table c. 2L stands for two times the number of points for a placed letter, 3L stands for three times the number of points respectively, while 2W and 3W give extra points for the whole word. The effect can only be triggered once, multiple bonus effects stack multiplicatively and L takes priority over W. A player is enable to play word parallels to the existing word if all crosswords that are formed are valid.

**Table c**  
**Scrabble board**

3W			2L				3W				2L			3W
	2W				3L				3L					2W
		2W			2L		2L					2W		
			2W			2L						2W		
				2W							2W			
	3L				3L				3L					3L
		2L				2L		2L				2L		
3W			2L				2W				2L			3W
		2L				2L		2L				2L		
				3L					3L					3L
					2W						2W			
			2W				2L				2W			
		2W				2L		2L				2W		
	2W				3L				3L				2W	
3W			2L				3W				2L			3W

Bingo is extra 50 points given to a player who manages to play all 7 tiles in his/her rack. Both pass and tile exchanges are allowed at a cost of a turn. A player can challenge whether the word played by an opponent is acceptable or not. The penalty of losing a challenge is to lose his/her turn and also remove tiles from the board with the corresponding score.

**RESULTS AND DISCUSSION**

**Results**

The researcher presented the result of research findings that have been accomplished for about six months since October 2017 to April 2018 at SMKN 7 Pandeglang. This research conducted in two different classes, they are X Multimedia 1 as the experimental group that treated by scrabble game in teaching vocabulary while X Accountancy 1 as the control group that taught without any treatment functioned as the comparison through the experimental class.

Students' Vocabulary Pretest Posttest Score

Students' Scores of X Accountancy			Students' Score of X Multimedia		
Students	Pretest Score	Posttest Score	Students	Pretest Score	Posttest Score
S1	45	56	S1	42	46
S2	44	51	S2	23	66
S3	70	28	S3	30	50
S4	41	31	S4	50	67
S5	56	67	S5	60	75
S6	55	50	S6	25	67
S7	40	45	S7	53	75
S8	33	56	S8	35	78
S9	30	15	S9	50	67
S10	41	48	S10	50	55
S11	33	40	S11	55	68
S12	35	18	S12	30	28

S13	15	18	S13	21	45
S14	15	18	S14	35	58
S15	43	66	S15	13	28
S16	31	76	S16	35	54
S17	33	56	S17	38	41
S18	36	76	S18	43	45
S19	45	67	S19	23	55
S20	36	38	S20	36	55
S21	41	50	S21	31	48
S22	45	56	S22	43	45
S23	25	38	S23	40	45
S24	31	31	S24	40	78
S25	33	38	S25	34	48
S26	15	18	S26	36	48
S27	35	56	S27	45	41
S28	53	51	S28	55	75
S29	33	46	S29	66	77
S30	36	48	S30	56	68
S31	35	56	S31	38	41
S32	45	58	S32	65	76
S33	35	35	S33	44	54
S34	45	50	S34	46	77
S35	41	46	S35	58	68
<b>Average Score</b>	<b>41.74285714</b>			<b>49.37142857</b>	

Figure a indicated that there was significant difference effect between experimental and control group on students' vocabulary mastery. The mean score of experimental group and control group were varied based on teaching technique which students who are taught by using scrabble game had better vocabulary mastery than students who are taught without any teaching technique, as the result, they tend to make a few errors to complete some questions in a test (pre-test and posttest). Since the students had lack of motivation in learning English especially in mastering vocabulary, so they could start some steps to their vocabulary mastery. As shown in the results, scrabble game is beneficial to the respondents in learning English especially for mastering vocabulary. The data reveal students' improvement in ability to master some vocabularies in English through scrabble games.

## Discussion

Based on the statistical data, it can be summarized that there was a significant difference effect between students who are taught by using scrabble game and those who are taught without any teaching technique on students; vocabulary mastery.

In this case, the result of this research supported by (Lee & Su, 1995) states that most language games make learners use the language instead of thinking about learning the correct form. Besides that, games should be treated as a central not peripheral to the foreign language-

teaching program. Also, (Arifin, 2002) states that the game is a viable strategy for obtaining many educational goals such as reinforcement, reviews, rewards, inhibition reduction, attention, retention, and motivation. This means that every English teacher should know and dominate the skills of using language games in her class. This may be given at the English Teacher Training.

Many other language teaching methodologists also agree with some statements that using games is a good way to learn vocabulary, especially in ELT classes. By using the game, teachers can create various contexts in which students must use language to communicate with each other in a fun way. Wierus quoted in Arifin also stated that in a relaxed atmosphere made by using games, students can keep their minds every thing faster and better. In other words, the researchers concluded the games are social activities that enable the development of social skills such as coexistence and collaboration. As far as learning vocabulary is concerned, (Nguyen, Huyen, & Nga, 2014) et al pointed out games help learners to learn and retain new words more easily. They also mentioned that vocabulary games enable learners to use English in a meaningful communication context. Games act as a powerful force to motivate learners to be more active while learning vocabulary mastery, since as we know that vocabulary is the basic skill to acquire language especially English.

## CONCLUSION

Based on the research hypotheses fragment and the data analysis discussed previously dealing the research. The researcher drew two conclusions based on the data found to answer two research questions and they were supported by other previous studies as follow:

1. The finding indicated that there was significant difference effect before and after the students treated by using scrabble game through students' vocabulary mastery. The estimated marginal means of students who are taught by using scrabble game before and after the treatment was show significant difference effect of their pre-test and posttest score. The estimated marginal means show that there is any improvement between students' score of their test before and after treated by using scrabble game for tenth grade students at SMKN 7 Pandeglang.
2. The finding indicated that there was significant difference between students who are taught by using scrabble game and those who are taught without any teaching technique. The aim of this research is to investigate the difference effect and compare the result between both two groups. The estimated marginal means shows that group of students who taught by using scrabble game is pretend to be higher than students who are taught without any technique, since we already knew that students really need an attractive and joyful activities in learning English.

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