



The Use of Scrabble Games to Improve Students' Ability in Vocabulary

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ABSTRACT

This study will examine how seventh-graders at MTs Assa'adah and Bungah respond to learning English vocabulary by playing scrabble games in order to increase their vocabulary mastery. Using classroom action research, the researcher selects class VII, which has 34 kids, as the subject for this study. The research employs an observation sheet to document the use of the scrabble game during the teaching and learning process and uses a questionnaire as an instrument to identify the issue. The researcher also administers tests to see whether pupils' vocabulary mastery has improved. The MTs, Assa'adah and I, were using scrabble games to teach English vocabulary, and the researcher discovered the following results: First, the process of teaching English vocabulary through scrabble games was going smoothly. The pupils appeared engaged in class, but some appeared to be giving less response than others. The second instance was when the teacher instructed the class to play some scrabble. The third was that the pupils were content with their education. Therefore, it can be said that the inclusion of the scrabble game has a positive impact on pupils' vocabulary

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INTRODUCTION

English is one of the foreign languages taught in Indonesian schools. Many individuals around the world communicate by speaking and writing in this foreign language. We all know that learning English is necessary to communicate internationally in the age of globalization because English is a universal language. Mustika (2014) argues that since so many individuals today still struggle to understand English, learning the language is necessary for effective interpersonal interactions. Many individuals all across the world speak English. A key to many doors, including those to economic, political, cultural, social, and tourism understanding, is English.

There are four English abilities that must be learned when learning the language: listening, speaking, writing, and reading (Sari, 2018). Vocabulary, grammar, and pronunciation are the three fundamental elements of learning English as well (Thornburry, cited by Puspita & Sabiqoh, 2017). They all play crucial roles that must be taught, but

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vocabulary plays a particularly significant role in fostering successful English learning. According to Hanson & Padua (2011), students will learn English more quickly if they are already familiar with English vocabulary. This is because learning vocabulary cannot be separated from learning the English language.

The teacher should focus on strategies when teaching English. A teacher must not only understand how to use the approaches but also be familiar with the traits of each pupil. Additionally, the teacher needs to be competent. To increase students' motivation, the teacher must employ a plan. The amount of teaching and learning that takes place in the classroom is not the only factor that matters in the teaching and learning process. But also how engaged and enjoyable the pupils are during the learning process.

Every teacher aspires to have an efficient teaching process. Teachers can increase students' interest in learning English by using some media. Good learning materials can boost students' willingness to learn and encourage them to take an active part in their education, claims Nugrahani (2017). According to Oyedele et al. (2013;294), the availability and efficacy of using media is what sets apart a superb school or institution from a subpar one, and a good teacher from a bad one. Because media can pique students' interest in learning English, using it in the classroom can also make them more at ease and enjoy themselves. To teach vocabulary, a variety of media can be employed, including images, videos, and games. Because they can foster original thinking and innovative conduct, games can help students' vocabulary (Boyle, 2011). Elham and Darkhsan (2015): 39 For English language learners, teaching vocabulary through the use of games has become extremely important since it keeps students interested in what they are learning and encourages them to use the language creatively and boldly. Students can practice using the target language while also honing their communication skills through games.

There are so many games for teaching vocabulary, such as sweater games, crossword puzzles, rolling games, and scrabble games. In this case, the researcher uses a scrabble game to improve vocabulary because this game has many advantages. One of them is helping the students learn vocabulary because while playing this game, students can spell, understand, remember, and use the words (Sari, 2018). She uses scrabble games to improve students' vocabulary. Scrabble games can make students interested in learning with pleasure. In playing scrabble games, the game is played by two to four players, with each player using their vocabulary to create words. Scrabble allows players to use many words in English. Using scrabble games in teaching vocabulary will encourage the students to improve the vocabulary that they have stored in their brains.

Students at MTs. Assa'adah and Bungah still have difficulties with vocabulary mastery. The use of monotonous media might potentially affect kids' word comprehension. For the learning exercises, the teacher typically uses PowerPoint, the students' workbooks, and dictionaries. Because there aren't many learning activities available, the teacher has never used a game as a medium before. Because of this, researchers want to increase students' enthusiasm for learning language by using the game as a medium. Additionally, the researcher conducted interviews with Assa'adah I Islamic Junior High School pupils. The game has never been taught to students before. Students also concurred

that it was intriguing to play while learning. Students have never before played Scrabble.. That's why the researcher wants to introduce scrabble games for students.

Assa'adah I Junior High School only has male students. Additionally, students still have trouble retaining terminology. The researcher is therefore interested in employing scrabble games to improve students' vocabulary mastery and to put them at ease. Pupils can learn to memorize their vocabulary with the aid of Scrabble games. Assa'adah I Junior High School's English instructor advises the research to select Seventh-A pupils since they are more engaged, receptive, and passionate. According to Miss Iil, an English instructor at Assa'adah 1 Islamic Junior High School, scramble games may be creative and beneficial for pupils. The purpose of this study is to address the issue of students learning vocabulary through scrabble games. Scrabble games can be appropriate to teach vocabulary. The Scrabble game is also a very good medium to teach English in the classroom because it makes challenging students' ability to remember vocabulary more enjoyable. According to Brown & Warner (Rosidi & Faliati, 2014), Scrabble is a branded board game that involves the structure of words for point scores for two or more players (or teams), Based on the background of the research above, the problem of the research is: how does playing scrabble games improve students' vocabulary mastery? And how do students' responses learn English vocabulary by using scrabble games?

Media can be used effectively in a formal context when pupils are working alone or the teacher is working with another group of students. The educational experiences of kids with impairments are significantly impacted by the media. For effective training, children with impairments in particular need specialized instruction that is complemented by adaptation and specially created media. The most typical use of media in educational settings is to enhance classroom instruction by adding to the instructor's support. Using teaching tools amplifies the teacher's efforts in shaping lessons.

According to Thomas and Kobayasi (1987:106), cited by Mawaddah (2010), teachers who use a variety of teaching aids have successfully converted most classrooms from traditional setups, in which teachers do the majority of the talking and students are passive listeners, to participatory learning centers that facilitate productive learning.

To make learning more clear and practical for students, teachers must employ and produce specialized instructional materials. These teaching tools can help instructors define, establish, and connect concepts for students. Additionally, it helps with the instructive teaching of abstract ideas. Learners are given effective tools to engage them in the learning process through instructional technology and multimedia. It vastly increases the efficiency of communication.

METHOD

This study is an example of classroom action research. Arikunto (2006) defines classroom action research as a study project carried out in a classroom to address issues faced by pupils. The researcher conducted this study because she thought that seventh graders at Assa'adah I Islamic Junior High School had growing language mastery issues.

Two cycles were run by the researcher. The researcher carried on with the second

cycle after the first one ended in failure. The cycle was carried out over the course of two meetings, with the researcher's method being applied frequently and simultaneously to address students' difficulties in acquiring English vocabulary and enhance vocabulary mastery. The researcher employs Kemmis and McTaggart's (2006) model for classroom action research as the model. The researcher employs Kemmis and McTaggart's (2006) model for classroom action research as the model.

According to Kemmis & McTaggart (2006), the elements of classroom action research were a set of tasks that started with an action plan and ended with reflection. The term "cycle research" is used. Four stages make up each cycle: planning the action, doing the action, seeing the results, and reflecting on the process. In conclusion, teacher- or researcher-led classroom action research was a process that started with preparation and ended with reflection. This was carried out in the classroom to address a student-generated issue and further the teaching and learning process. The researcher went into education. And the instructor becomes to an observer. This study concentrated on the teaching and learning processes that take place in classrooms.

In this study, the researcher choose MTs Assa'adah as the location to gather the necessary data and information. A brief observation and discussion with the English teacher at MTs Assa'adah I helped the researcher identify the issue.

Based on Kemmis & McTaggart (2006) design, the classroom action research methodology was applied in this study. Two cycles are present. The planning, action, observing, and reflecting phases make up each cycle. A preliminary study was required to understand the students' vocabulary mastering challenges prior to implementing the four stages of classroom action research. The researcher interviewed the teacher and conducted observational research for the initial study. The researcher conducted a brief observation of the MTs' Assa'adah Bungah students in the observation section. It was discovered that the students continue to have trouble recalling terminology. Due to the pandemic, the kids also faced issues with the time constraint. The class was split into two sessions, one of which was online and the other offline by the school. For the interview, the researcher interviewed the English teacher. This made students have a small vocabulary mastery. It was known that there were some problems faced by the seventh graders in vocabulary. The students tended to have many problems, such as a lack of vocabulary, difficulties in remembering vocabulary, and a lack of media in teaching learning vocabulary. The researcher also gave the English teacher's questionnaire sheet. A set of criteria for success is a set of features which a teacher wants to see in a child's work throughout a lesson or term. It is a good way to ensure that young students know what's expected of them. It also encourages students to challenge themselves and think carefully about how they structure their work.

When classroom action research (CAR) meets or exceeds the predetermined criteria, it is deemed effective; when it falls short, it is deemed unsuccessful. In this study, the research will be successful if 75% of the students pass the target score for the minimal mastery criteria (MMC) level or show some development on the test until cycle two. The MMC for reading that must be obtained is 75, and it is adapted from the school agreement

(75). The next action of the Classroom Action Research (CAR) will be stopped if the action's success criterion is met. but if this condition has not been reached yet, the alternative action will be done in the next cycle.

FINDING

In the preliminary study, the data was collected by using observation and interviews. The observation was done before the researcher applied the method in the learning process. The observation was done on 7A students at MTs I Assa'adah on October 31st, 2021. The researcher gave the students a questionnaire to collect the data. The result of the observations was that students still have difficulties in writing and memorizing their vocabulary because they learn vocabulary through the teacher's explanations and some of the students were bored with this step. The teacher also never used games in the teaching and learning process. So, the students were bored when learning vocabulary. This data showed that students' ability in vocabulary was not good yet. The interview had been done before the researcher applied the first cycle. The interview was conducted on October 31st, 2021. The researcher interviewed the English teacher, Mrs. Rohmatul Ilmiyah, S.S.

DISCUSSION

This classroom action research was conducted in two cycles that consisted of planning, action, observing, and reflecting. The teacher observed the researcher's behavior during the teaching and learning process. This method could be one of many steps that could be used to help students improve their vocabulary mastery. The first research question concerned the improvement of students' vocabulary mastery by using scrabble games. Based on the preliminary study, the researcher found that students' participation in the teaching and learning process is active. They were showing an interest in the learning process. When the teacher asks questions, some students respond. They also did the assignment that the teacher gave to them quickly. In addition, students feel bored with the teaching and learning process because teachers use monotonous media such as PowerPoint, flashcards, and student worksheets. That is why the researcher came up with a scrabble game in order to improve their interest in learning English.

Based on information from the field note, during the implementation of this technique, the activities in the first meeting of the first cycle did not run smoothly. The students got confused about the procedure of scrabble games. The students were busy with their classmates, so they did not notice the teacher's explanation. The researcher also got too little time because there were students crying, the classroom was dirty, and there was a lot of water on the floor, so the researcher had to wait for the students to clean the classroom first. Students also have difficulties with their vocabulary mastery.

Based on the observations in the classroom, the teaching and learning process ran properly. All of the activities are used in teaching and learning vocabulary. But, in the first meeting, time allocation was not organized well, and the researcher's instruction was not really clear. The researcher spent more time searching for vocabulary from the text and giving instructions on playing the scrabble game. The researcher is very enthusiastic about

delivering the material. She is very energetic, so it makes the students very happy during the learning process.

Without a hitch, the second meeting of the first cycle was held. The entire teaching and learning process was handled by the researcher. The students started to gather. The pupils pay attention while the teacher explains. The students appeared animated as they competed in the scrabble game. Some children use language from animals to create terms that are out of context. Additionally, some pupils had issues writing the terminology. The teaching and learning processes in the first and second meetings of the second cycle were already satisfying. Students also improve their command of terminology. The researcher discovered that several students were progressing more quickly than before in their vocabulary development. Students could learn the terminology for characterizing people and write about them.

By employing the scrabble game, children were more successful at learning vocabulary. Due to the students' motivation and interest in the process, the usage of scrabble games to increase students' vocabulary has proven to be an efficient and entertaining method. As they participated in the game, the pupils had various reactions. Few pupils demonstrated interest in the first cycle, and some were simply playing and making noise. However, practically all students demonstrated their interest and passion for the work throughout the second cycle. Finally, the researcher completed a second cycle because she was able to address the issues that were raised during the teaching and learning process. Due to their prior knowledge and active participation in the learning process, the students were able to learn using this game with less time spent teaching by the teachers. Mawaddah cited Thomas & Kobayasi, (1987) as having some relevance (2010). The study by Tanjung (2011), which demonstrates how the scrabble game might strengthen kids' vocabulary mastery, was also similar to this one.

CONCLUSION

A study was conducted to identify which terms improve students' vocabulary proficiency. The researcher had a number of methods for teaching English at his disposal, especially for assisting students in expanding their vocabulary.

In two rounds, this classroom action research was carried out. Every cycle included planning, doing, watching, and reflecting. The performing stage was carried out throughout the course of two meetings that took place within the teaching and learning process. Throughout the teaching and learning process, the teacher watched how the researcher behaved. The scrabble game helped the pupils learn more vocabulary, which improved their performance. The use of scrabble games to increase students' vocabulary has proven to be an entertaining and effective strategy because it engages and motivates the pupils. When playing the game, the kids had a variety of reactions. Only a few pupils showed interest in the first cycle, and several others were just playing and making noise. However, practically all of the pupils engaged with the process enthusiastically throughout the second cycle. Last but not least, the researcher completed two cycles because she/he uncovered solutions to the issues that arose during the teaching and learning process.

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