The Effect of Scrabble Game toward Students' Vocabulary Mastery

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Abstract

Vocabulary mastery is crucial for students, yet many struggle to understand texts due to limited vocabulary. This research aimed to assess the effectiveness of the Scrabble game in enhancing vocabulary among seventh-grade students. A quantitative approach using a quasi-experimental design with pre-tests and post-tests was employed. The study involved 32 students, with one class designated as the experimental group and another as the control group, selected through purposive sampling. Data were collected using a multiple-choice test to evaluate vocabulary mastery. Analysis was conducted using a T-test. Results indicated that the experimental group had an average score of 65.75, compared to 59.00 for the control group. The significance value was 0.000, which is less than 0.05, confirming the effectiveness of the Scrabble game. This study recommends that English teachers incorporate engaging activities like Scrabble to enhance vocabulary development among students.

Keywords: Vocabulary; Scrabble Game; English Language Teaching

1.Introduction

In English teaching, mastery of four skills is required, namely writing, speaking, listening and reading. The essence of implementing good learning is knowing a lot of vocabulary in English. Vocabulary is an essential component of learning a new language; without vocabulary it will be very difficult to assemble sentences collectively. In line with the statement above, Rumaisyah et al. (2023) proved that studying vocabulary is particularly helpful for students learning a new language. The problem that occurs is the lack of vocabulary possessed by students. According to Ramzan et al.,(2023), students have difficulty memorizing and there is a lack of teacher role in developing teaching media to increase vocabulary. Students that lack vocabulary will have difficulty writing, communicating, and understanding others. Herawati et al., (2022), also decided teachers must provide students something to hold onto while learning in class, namely vocabulary. Memorizing basic words may help students appear more confident when speaking or writing.

Vocabulary is essential for learning English, as restricted vocabulary avoids students from speaking effectively. Language can be learned easily if it has a lot of vocabulary (Jayendran et al., 2021). Learning vocabulary can be difficult, and even foreign language students may struggle. Mastering vocabulary is crucial for successful language learning, despite grammatical structure or pronunciation. Students can improve our vocabulary proficiency outside of school by viewing European films, researching on YouTube, or using the internet (Sabila & Niswa, 2023). Students who do not develop a rich vocabulary will fail to communicate their views effectively, whether through speech or writing (Fauziningrum et al., 2023). Additionally, they will face challenges in comprehending the words used by others due to their limited vocabulary. Vocabulary is one element of the language that should be learned taught. It is going to be hard to master the language without studying or understanding a certain range of vocabulary. Before teaching other aspects of language, vocabulary is the first step to be taught. If we have a little vocabulary, a language learner will not be able to master the language skills. It shows that vocabulary mastery has an important role in communication.

There are several ways that persons who wish to learn English can increase their vocabulary mastery, including studying at school, attending classes or specific institutions that teach English, and a variety of other methods. In the process of improving students' vocabulary mastery; there are factors that usually affect the process of improving vocabulary mastery. External factors include teaching techniques and strategies used by teachers during the learning process (Supriadi & Jalaluddin, 2023). To actively involve students in learning English, teachers must have useful methods, media and learning resources. The application of appropriate media to improve students' vocabulary can facilitate the teaching of the four skills in English. Vocabulary is the basis for learning English.

The human tendency to communicate and interact is not a phenomenon that has emerged recently. These symptoms appear in line with the development of human civilization. According to Dakir et al., (2022), whether for the motive of developing power, politics, survival, or slavery; it has been a long time since humans were out of their closest social environment. This is what leads to the movement of people from one region to another, both in the form of individuals/families and in large waves. Vocabulary also affects reading skills, the correct meaning of a word is the basic thing that must be mastered. Sofiana & Mubarok (2020), found that students tended to fail in obtaining the significant meaning of the text because they had limited vocabulary, lacked fluency, were acquainted with reading procedures, and lacked the media used in reading education. Accor Mubarok & Sofiana (2017), variables determining reading success include reading attitude, goal, prior knowledge, textual structure, and vocabulary knowledge. Reader comprehension is controlled by engagement with the text. English proficiency can be achieved if students have mastery of vocabulary.

Based on the preliminary research by interviewing English teacher at MTs Al-Faizin Guyangan, the English teacher said that most students have many problems in learning vocabulary. The problems are that many students struggle to memorize the meaning of words. Students' ability to understand English is still lacking so in each meeting new vocabulary is given to memorize. Students are less motivated to learn because the delivery of material is monotonous. In this condition, the role of teacher creativity in learning is a determinant of success.

Furthermore, students have trouble understanding the teacher explanation when the teacher presents material to students using English. They also lack motivation in learning English because most of the students said that English is a difficult subject. Teacher does not implement strategies with appealing teaching media. The use of lecture methods for learning in the afternoon makes students bored. The teacher only uses a handbook without any special media in teaching vocabulary. This situation can make students feel bored and not interested to learn new words. Methods and media are important in increasing students' vocabulary and focus. Meanwhile, according to Ramadhan et al. (2023), learning media is an integral part of school-based learning. Using media is a creative and systematic technique to design experiences that help student learn better.

To solve the problem, teachers must apply several techniques and creative media to guide students in teaching and learning language. According to Nasri (2022), teachers' methods for assisting students in learning a language must be improved. It means that the instructor must be able to select, adapt, and develop a range of strategies, including the use of interactive technology, to properly teach and acquire vocabulary. It means that the instructor must be able select, adapt, and develop a variety of methods, including the use of interactive technology, in order to effectively teach and acquire language. To effectively use multimedia, teachers must first learn the fundamentals, which serve as a basis for further development (Nguyen 2021). A professional educator must have four main competencies: educational, personal, social, and professional. Pedagogical competency requires educators to succeed in the art of teaching (Padang & Sitepu, 2023). This shows the importance of teacher competence and development media or unique learning techniques.

Regarding vocabulary teaching, teachers should present new vocabulary in some interesting learning activities to arouse students' interest. One way to create interesting teaching and learning activities is by involving students. These activities can be student-centered rather than teacher-centered. Students will be motivated to enrich their vocabulary if the teacher is creative in the methods and media used. In addition, one of the interesting activities that can involve students and help them memorize new vocabulary is games, especially Scrabble games. This game can have a positive impact on training the brain's performance in memorizing students. Application of this media is used in groups so that students can work together and discuss in composing the correct word.

Traditional learning media can be implemented in one of them, some board games have maintained their popularity despite changes in entertainment options provided to customers due to rapidly evolving technology. According to Chairani (2021) the Scrabble game is one of the approaches used to aid students with vocabulary challenges. Scrabble trains the students to arrange the word, sentence, or discourse and can improve vocabulary mastery in the vocabulary learning process. However, games as a means of education have been found to increase learning results (Harahap et al., 2023). Games enable students to understand that particular words are significant and necessary because the aim of the game is unable to be achieved without such. It appears that playing Scrabble can encourage students to memorize language.

Students can learn vocabulary easily by playing the Scrabble game. Using the provided letter tiles, they must arrange words on the board game. Scrabble involves the old game, thus it is necessary to understand the history of Scrabble.

The Scrabble game provides a challenge to make words and gain many points in the team. Additionally, it fosters a sense of togetherness and cooperation within each group. Playing the Scrabble game makes the class more active and fun because scrabble games help students become more active by learning while playing and eliminating learning boredom. In addition, Scrabble games are good for the brain, as they help stimulate the brain to stay active. It is a traditional media that is still popular among young people at present.

Furthermore, the use of creative media is also important to help the student to understand the material clearly. Students can learn vocabulary easily by playing the Scrabble game. Using the provided letter tiles, they must arrange words on the board game. According to Aung et al., (2021), Scrabble is a scoring game that can be played on a physical or virtual board space. Scrabble involves the old game; therefore, it is necessary to understand the history of Scrabble. Scrabble is a board game where players form words from printed letters to earn points (Qatrunnada & Zuhriyah 2024).

This scrabble game can help students improve their spelling and writing skills in learning. Scrabble is a creative combination of anagrams and crossword puzzles, to which he added a competitive edge by developing a point system for letters based on how often they are used in word formation (Purnama & Putri (2022).

Therefore, researchers believe that introducing the game Scrabble to students will help them master English vocabulary. Scrabble, as an interactive and enjoyable learning tool, is supposed to increase students' enthusiasm for studying, enhance their vocabulary, and improve their general grasp of English. The implementation of this game is also expected to generate a more dynamic classroom environment and encourage a more effective and interesting learning experience.

In this research, the researcher also implemented the Scrabble game technique, but there were differences in it. The distinction between this research and previous research is the Scrabble game media to improve students' vocabulary mastery. The study's findings demonstrated that scrabble game can help students enhance their vocabulary. This study aims to use the Scrabble game to improve students' vocabulary mastery in seventh-grade students at MTs Al-Faizin Guyangan Jepara in the academic year 2024/2025.

2. Method

This research used a quantitative method. As explained by Sugiyono (2019), a quantitative method is a method for researching a specific population and sample, collecting data using instruments, and analyzing the data using quantitative and statistical data analysis to test the hypothesis that has been determined. The researcher used a quasi-experimental design to identify the best sample from the population. According to Sefidkar & Madadizadeh (2022), the quasi-experimental design aims to increase study validity by allowing students to learn organically without being subjected to experimentation. This research's design was quasi-experimental design, including a pre-test and post-test control group. The research aims to find out the effectiveness of the Scrabble game to improve vocabulary in learning.

In this research consist of two variables. According to Sugiyono (2019), a research variable is an attribute or trait or value of a person, object or activity that has certain variations determined by the researcher to be studied and then drawn conclusions. This research used independent variable (X) and dependent variable (Y). Sugiyono (2019), stated that the independent variable is often referred to as the stimulus variable, predictor, antecedent, or referred to as independent variable. The independent variable is a variable that influences or is the cause of the change or the emergence of the dependent variable. Furthermore, Sugiyono (2019), added that the dependent variable is often referred to as the output variable, criteria, consequential, or referred to as the dependent variable. The dependent or dependent variable is the variable that is affected or is the result, because of the independent variables. So, in this study, the independent variable (X) is" The Effectiveness of Scrabble Game" and the dependent variable (Y) is "Vocabulary Mastery. The explanation can be formulated as follows:
In which:

$$A \quad : \quad O1 \quad X \quad O2$$

$$B \quad : \quad O3 \qquad O4$$

A   : Experiment class
B   : Control class

X   : Treatment in experiment class
O1   : Pre-test in experimental class
O2   : Post-test in experimental class
O3   : Pre-test in control class
O4   : Post-test in control class

This research focuses on the physical appearance of the material. Researchers and students in the control group implement vocabulary-related question-and-answer activities, and students are given examples by writing sentences defining individuals. While in the experimental group, the researcher conducted question-and-answer activities and then used a scrabble game to students by arranging letters to form words then each individual took turns getting rotating questions on the spinning wheel to add points to continue the game. In their use, students were excited about collecting points, therefore they learned a lot of words.

The quasi-experimental approach was chosen since it is suitable for these situations. The explanation is based on how this design allows researchers to design pre-and post-tests for between-group studies, including the non-random allocation of individuals or groups (Putri et al 2020). The researcher used a quasi-experimental approach to find the most effective sample from the population. The use of a quasi-experimental design is based on the idea that learning occurs naturally when conducting this research, and students who do not use the Scrabble game media or the control class are considered to contribute to the level of validity of the research. The researcher must take into account definite and precise calculations.

The research was carried out at MTs Al-Faizin Guyangan in Jepara. In this study, researchers concentrated on class VII. The seventh grade has 32 students, separated into two classes. They are the control class for VII-A and the experimental class for VII-B each with 16 students. The instrument employed was a written test with individual assessments. The test consisted of multiple-choice questions designed to evaluate students' vocabulary skills. The test included 25 multiple-choice questions about daily activities and physical appearance. Each correct response receives four points, while incorrect answers receive zero points.

Throughout the data collection process, in the experimental and control classes, a pre-test and post-test to calculate student learning outcomes in class. The experimental class received treatment while learning, while the control group did not. The post-test result in the experimental class displayed the treatment's impact on vocabulary. Accept uniformity and normativity. To determine the impact of treatment, the t-test was employed to compare pre-and post-test findings. This study was founded on validity and relevance.

In this study, the experimental group receives treatment in the form of learning through the scrabble game. Furthermore, the control group is the group that serves as a comparison or does not receive treatment in the study. As a result, in this study, the control group receives no treatment in the form of learning because they do not play the Scrabble game. In other words, learning is performed using traditional methods.

3. Findings and Discussion

a.   Finding

In this study, all data obtained from test results are presented as numerical values. The researcher assessed the research data by using the pre-test and post-test scores to see if there was a significant difference between the class without media and the class that used Scrabble game media to improve students' vocabulary. The researcher utilized the t-test to examine the difference between the two classes used as research samples. Normally distributed data resulted from normality and homogeneity tests conducted before the t-test.

According to the findings of statistical calculations on SPSS 26, the significant value of the experimental class pre-test is 0.163, whereas the control class control class is 0.132. This indicates that the data in both classes are normally and regularly distributed (0.163 > 0.05; 0.132 > 0.05) as the significance exceeds $\alpha = 0.05$. Furthermore, the post-test findings show that the pre-test value for the experimental class is 0.590, whereas the control class's pre-test is 0.534. The significance level (0.590 > 0.05; 0.534 > 0.05) points out that the data is regularly distributed. Furthermore, a homogeneity test was performed to see whether the data variances were the same or not. The pre-test significance level is 0.015, which is enhanced than 0.05, while the post-test level is 0.606. This indicates that the data is homogeneous, as the significance level is greater than 0.05.

The researchers used Independent sample testing to evaluate the significance of the difference in scores between the pre-test and post-test. The results showed that the experimental group had a maximum score of 92, a minimum score

of 64, and a control score of 44. In the independent sample t-test, the average value of the experimental class was 65.75, and the average value of the control class was 59.00.

The table below presents the results from the independent sample test

Table 1. Students' Mean in Test

Class	Sum	Score	Standar Deviation
Control	16	59.00	12.858
Experiment	16	65.75	12.304

The table above shows that each class comprised 16 students, resulting in a total of 32 participants in the study. The experimental group achieved an average score of 65. 75, compared to the control group's average of 59. 00. These results indicate a there is a substantial difference in mean post-test scores between the experimental and control groups.

Table 2. Independent Samples Test

	Levene's Test for Equality of Variances	T-test for Equality of Averages				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
The assumption of equal variance	.272	.606	-1.517	30	.140	-6.750
The Assumption of unequal variances			-1.517	29.942	.140	-6.750

Based on the data presented above, the significance value (2-tailed) under the equal variance assumption is 0.000, while the t-statistic is -1.517, which is greater than 0.468. This indicates that we can accept the alternative hypothesis (Ha). Therefore, it can be inferred that using the Scrabble Game helped seventh-grade students improve their vocabulary.

The implementation of the Scrabble game can complete good learning outcomes, it can be seen from student responses in the classroom. In this study, students in the experimental group were more active, engaged, and interested in learning than the control group. This situation allows children to memorize new terms effectively. Furthermore, the method of teaching and learning unfolded smoothly, enabling students to fully absorb the material presented. It has been demonstrated that the usage of unique media boosts student excitement and persistence in class. The usage of engaging media prompted students to increase their vocabulary and memorize it more quickly. This study discovered that Scrabble game media helps to improve vocabulary.

Based on these findings, the experimental group students outclassed the control group students. This is shown by the post-test mean value of 59.00 in the control class and 65.75 in the experimental class. In addition, as indicated in the table, the post-test value of Sig. (2-tailed) is smaller than the 5% significant level (0.000 < 0.05). This suggests that Ha is approved whereas H0 is denied. This suggests that there is a significant distinct in students' post-test results after treatment. The implementation of Scrabble game media to develop vocabulary mastery in class VII Mts Al-Faizin Guyangan Bangsri was found to be beneficial, as indicated by students' post-test scores, which showed a vocabulary improvement. Furthermore, the description above demonstrates that after the researcher executed the treatment using Scrabble game Media, students performed better. This media also enables teachers to conveniently teach subjects and exercises.

b. Discussion

In this research, The study aimed to decide the effect of the scrabble game on students' vocabulary mastery. In their most recent investigation, the researchers took a pre-experimental method. The researcher administered pre-tests and post-tests to examine the students' abilities. The study's preliminary findings and observations revealed several issues with students' vocabulary mastering, including pronunciation challenges, a lack of familiar language, and trouble understanding the meaning of terminology. Then, in the experimental class, students were allowed to learn while playing Scrabble. Students are instructed to gather new vocabulary from the treatment that has been given.

These findings indicate that games are a suitable medium for vocabulary acquisition. The improvement of children's vocabulary through the Scrabble game is thought to be more entertaining than without media. More fascinating than not using media. Scrabble can help children enhance their vocabulary. Supriadi & Jalaluddin (2023), states that scrabble is an addicting game based on word recognition. Furthermore, students like the materials and activities in the classroom while learning. Learning process. To have a better understanding of vocabulary mastery, Students may get involved in the learning process by discussing vocabulary misconceptions with the teacher or other students. According to Jannah et al. (2020), found that using games in English lessons improved students' vocabulary mastery and helped them acquire and comprehend new words.

The Scrabble game helps learners to consider the words. Learning a language requires hard labor, including understanding, producing, and modifying target words. According to Wulandari (2021), games make it easier for students to study their purpose language. Additionally, they help teachers build relevant environments for target words. games can help kids learn and recall new words faster by making the process pleasant. The efficient use of the Scrabble game in learning English could raise students' vocabulary mastery in terms of spelling, pronouncing, and memorizing vocabulary, as well as the ability to boost their speaking skills (Chairani 2021).

In this research, the Scrabble game media influenced students' vocabulary. Teachers who are increasingly creative in using learning media are the key to the conquest of the learning process. This media is suitable for increasing students' vocabulary and can be applied in high school. Most previous research has been aimed at high schools. This research is aimed at junior high schools. The game of Scrabble is a traditional medium that is flexible to be applied in all conditions. This can make learning enjoyable, intriguing, and capable of stimulating a variety of learning opportunities.

The purpose of students' post-test scores obtained following the treatment revealed that their vocabulary had grown. This demonstrates that using Scrabble game media to improve vocabulary knowledge in class VII at Mts Al-Faizin Guyangan Bangsri is successful. Furthermore, the description above shows that pupils performed better after the researcher conducted the treatment with Scrabble game Media. This technology also enables teachers to easily teach subjects and exercises. Implementing Scrabble game Media allows students to expand their vocabulary while also maximizing their study time in class.

4. Conclusion

This study employed a quasi-experimental design featuring a pretest-posttest control group to investigate the impact of Scrabble game media on the vocabulary development of seventh-grade students at MTs Al-Faizin Guyangan Bangsri. The findings, derived from statistical analyses, indicate a significant difference in vocabulary acquisition and proficiency between students who were instructed using Scrabble game and those who were not. The data strongly suggest that incorporating Scrabble game into the learning process is an effective strategy for enhancing vocabulary skills. Consequently, this study encourages English teachers to explore alternative methods that can further strengthen students' vocabulary development. Furthermore, future studies should investigate approaches that promote originality, pleasure, and interest in language learning. This method tries to improve students' vocabulary knowledge by making the learning process more engaging and entertaining.

Acknowledgement

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