THE IMPACT OF TEACHING VOCABULARY FOR JUNIOR HIGH SCHOOL STUDENTS USING SCRABBLE GAME

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ABSTRACT

This research aimed to investigate the use of teaching vocabulary using Scrabble Game on the students' achievement. The method applied in this research is Pre-experimental research. Pre-experimental research use three group Pre-test and Post-test. The sample of this research is the first-grade students of SMP Negeri 1 sungai Raya Kepulauan.The experimental group was given a pre-test consisted 20 items of test (that was initially tried out before at the same class). After the Pre-test was done, it was continued with three times of treatments where the researcher used 20 words as the screabble material, antonym and synonym words. After the treatments were given, a Post-test with the same test items was administered. The result of Pre-test and Post-test were calculated and compared to determine significant increase by using the matched t-test formula. The research finding the t observed value is 3.66 indicated that the treatments have an effect on performance. Since the value of the observed t value is 3.66 exceeds the t critical value of 2.262 at the intersection of 9 df and .05, it shows that the students' scores differ significantly from Pre-test to Post-test. This research shows that teaching vocabulary using scrabble game increases the students' achievement onvocabulary. Scrabble game is basically suggested and considered good and appropriate as technique at teaching vocabulary.

Keywords: scrabble game, vocabulary, pre experimental

INTRODUCTION

Language is a part of culture and also part of human behaviour. There are many languages in the world. They are used to communicate between people in the world. Many teachers do not realize that vocabulary is a major problem in confronting English as a foreign language learner. "Vocabulary is the most important component of a language power. But vocabulary also the basic problems for students. In using the language, students who are rich in vocabulary will be successful both in expression skills: speaking and writing and receptive skills: reading and listening. But one who is poor in vocabulary will have difficulty in vocabulary skills".

A learning style is the method a person uses to learn. By knowing a student's learning style, a teacher can use teaching methods that maximize student learning. Students can use recognition of their individual learning styles to find what study methods, environment, and activities help them learn best. There are many different learning styles. They can be determined by looking at how a student's personality influences the way they receive and process information, how they interact with classmates and the type of learning environment and methods they prefer. In a class, most of the students are passive because they don't know a lot of vocabularies. The teacher uses the old method in which teacher centered. After give explanation, usually the teacher asks the students to answer the questions. So, when the teaching learning process, they give not attention and feel boring at the vocabulary subject. (Chen, 2007:58). The educators focused on meeting the needs of all students in the classroom. Voltz, Brazil, and Ford (2001) state that inclusion is a useful approach for educators to respond to individual differences. A variety of strategies and resources were employed to meet the unique needs of all students involved. Foil and Alber (2002) suggest teachers can facilitate a deeper level of understanding by incorporating important principles into their instruction such as use a variety of strategies for teaching

vocabulary, and actively involve students in vocabulary instruction that will facilitate deeper levels of understanding.

Because of that, the English teachers must have the ability to vary the teaching technique which focused on student centered. It is important to teacher in order to the students change to have pleasure in learning language. Teaching techniques are expected to give high priority promoting positive attitude toward learning English. One technique for teaching English vocabulary is by using game. Games can be used as one of the educational techniques in teaching learning process of English. According to Kolf (1989), through games, vocabulary can be practiced and emphasized. In other word, students can get reinforcement as well as attention to vocabulary. In short, games can break the tension and help the students to avoid boredom in learning English.

English learning is beginning in Elementary level. Not all the Elementary school give English lesson. English language has been applied in Junior High School. So do school in Sungai Raya Kepulauan. There are some of schools from Elementary do not teach english. Only in Junior High School they got that lesson. So, english learning have to do from the basic for students. Because of that, they need the easy process to learn english, especially in vocabulary. One of the famous games now is scrabble game. Scrabble game has many showed in television, especially in Indonesia. Characteristic of this game very interesting for many people. Scrabble game is needed many words. So, it's posible use to increse student's vocabulary. (Larsen-Freeman 1986: 129). The classification and association with other words will help students to comprehend new vocabulary. Ratnawati (2005) reports Finocchiaro (1974) when he establishes that there are several premises.

Scrabble is indirect learning. When the students play the game, they don't realize that they are learning. Students also got new words or vocabulary in nature. This competition is aimed at making the learners use the dictionary and improve their vocabulary. Scrabble is not only a fun game, but also a fantastic educational tool. Scrabble makes learning fun. Obviously, it requires and builds strong vocabulary and spelling, but it also requires math (players need to see what players are worth what) and strategy (players need to see what plays are worth the most and what plays might keep their opponents from scoring), even spatial relations and probability. And if you play in teams, you have to work together. It's a great opportunity for kids to teach and learn from each other. There's even a version of the classic word game devoted to mathematics, using formulas and equations instead of words. Even kids who are not strong spellers can catch the bug. Scrabble gives them a chance play with letters and develops their interest in words. If a student is good with strategy, he stands a chance. The skills he lacks will grow, watered by his success.

The dictionary is the weapon of choice in Scrabble, so it requires a student to gain facility with using that otherwise dreaded book. In fact, this method very influence to build student's motivation in increasing their vocabulary. In Junior High School, most of students in first level still lackey of vocabulary. The best way to improve their vocabulary during transition from elementary to Junior High School is give a treatment base on their old. In that time, students still have a lot of behavior to play. The process of learning has to give more attention of this condition. It is the duty for the teacher to make the students have more understood about the lesson. Scrabble game was chosen as the way to solve it.

RESEARCH METHOD

The method in the research is the pre-experimental study, with one group pre-test and post-test design. Hatch and Farhady (1982:20) says that there are two tests in this experiment, before and after the experiment. In addition, the reason of using this method is to discover whether the teaching vocabulary using scrabble

game increase the students' vocabulary achievement and the appropriateness of using scrabble game on teaching vocabulary.

Nawawi (1991) stated that "population is a whole object of research which may consist of human being, plants, indications, test score or events which have certain characteristics of data resources in a research". Moreover, Arikunto (2006:132) stated that "when the total population is not more than a hundred, it is going to be taken as whole sample".

The population of this research is the first-grade students of SMP Negeri 1 Sungai Raya Kepulauan in the academic year 2017/2018, their age ranges from 15-16 years old, which consists of 20 students, 12 female and 8 male.

Technique and Tool of Data Collecting

The measurement technique in this research is through multiple choice test. This test will apply twice. First, pretest will conduct to collect the data before the experiment, so that the researcher will know the students' pre condition before the treatment. The second is posttest to collect the data after the treatment given. The result of both pretest and post then will be measured by using t-test in order to figure of the significance of interval score of pretest and posttest. The tool to collect the data in this research is matching test in form of multiple-choice test, for both pretest and posttest. This test constructed measures the students' vocabulary skill. Instrument is one of the common threats to internal validity of a research; hence, it is important that the test instrument used both valid and reliable. The test will consist of 20 items of multiple-choice test. which each has four options.

Hatch (1982: 132) says that a test's validity is represented by degree to which the test measures what is a purpose to measure. The researcher applies test as technique to discover students' competence in the first treatment and last treatment. Heaton (1994: 160) says, "The test should be constructed as to contain a representative sample of the course, the relationship between the test items and course objective always being apparent". To know the content validity of the test, the writer should construct the table of specification, so all the items to be tested and the level of achievement can be seen clearly. Moreover, Arikunto (2006:178) stated that "reliability refers to a definition that an instrument is reliable to be used as the tool of data collecting if the instrument is good enough. The writer did the test before giving treatment and after giving treatment four times. A test is said to be reliable if the result of the test is consistent. It is in line with what Evelyn and Farhady (1982:244) state, that "…reliable can be defined as the extent to which a test product shows consistent result when administered under similar   condition….".

FINDING AND DISCUSSION

Finding

1. The Data Findings on Pre-test and Post-test

The data collected on the multiple choices test both pre-test and post test can be seen in the table below:

Table 1
Students' Score on Pre-test and Post-test

Subject	Pre-test	Post-test	Gain (d). (Post-test - Pre-test)
1	4.0	5.6	1.6
2	4.3	6.3	2.0
3	4.3	5.6	1.3

4	4.6	7.0	2.4
5	5.0	6.3	1.3
6	5.0	7.6	2.6
7	5.3	7.6	2.3
8	5.6	6.6	1.0
9	6.0	7.6	1.6
10	6.3	8.3	2.0
11	4.0	6.0	2.0
12	6.0	7.6	1.6
13	3.0	5.6	2.6
14	5.0	6.3	1.3
15	4.3	6.0	1.7
16	4.0	6.0	2.0
17	3.0	5.6	2.6
18	6.0	7.6	1.6
19	6.3	8.3	2.0
20	5.3	6.6	1.3
N = 20	**97.3** $\overline{X_1} = 4.86$	**134.1** $\overline{X_2} = 6.70$	**36.7** $\sum d = 36.7$

$$Md = \frac{\sum d}{N} = \frac{36.7}{20} = 1.83$$

$$\sum X^2{}_d = \sum d^2 - \frac{\left(\sum d\right)^2}{N}$$

$$\sum X^2{}_d = 72.22 - \frac{\left(\sum 36.7\right)^2}{20} \qquad \sum X^2{}_d = 72.22 - \frac{1346.89}{20}$$

$$\sum X^2{}_d = 72.22 - 67.34 \qquad \sum X^2{}_d = 4.88$$

After calculating the students' average score and the squared deviance, the researcher calculates the interval score of pre-test and post-test by using the subtractions formula:

$$X = X_2 - X_1$$

X = 6.70 – 4.86

X = 1.84

The interval of student's total score is **1.84**

2. The Significant Difference of Mean Score of Pre-test and Post-test

The significance of the interval of post-test and pre-test is calculated by using t-test formula. To analyze the result of the experiment in applying one group pre-test and post-test design, the t-test is applied (Arikunto, 2006: 306), the formula is as follows :

$$t = \frac{Md}{\sqrt{\dfrac{\sum X^2 d}{(N-1)}}}$$

$$t = \frac{1.83}{\sqrt{\dfrac{4.88}{(20-1)}}} \quad t = \frac{1.83}{\sqrt{\dfrac{4.88}{19}}}$$

$$t = \frac{1.83}{\sqrt{0.25}} \quad t = \frac{1.83}{0.5} \quad t = 3.66$$

t observed value is **3.66**

The final step is to check this observed t value against the t critical value in the t distribution table in the Appendix VI. The *df* (Degree of Freedom) is (the number of pairs N – 2). Since there are 20 pairs in the research, *df* = 9. Turn to the *t-test* table in appendix VI and look at the intersection of 9 *df* and .975. The more higher the observed t value exceeding the t critical value, the higher the significance of the difference gained. As the value of the observed t value is 3.66,much exceeding the t critical value of 2.262, it shows that the students' scores differ significantly from Pre-test to Post-test.

3. Testing the Hypotheses

The critical t needed for rejection the Null Hypothesis is 2.262. On the previus findings, the Null Hypothesis is rejected and the alternative hypothesis is accepted because the value of 3.66 exceeds 2.262; therefore, the information can be summarized in a simpler statement as follows:

$$t = 2.262, \ df = 9, \ p < 0.5.$$

From the statement above, in conclusion the following alternative hypothesis is accepted: Teaching Vocabylary using scrabble game to the first grade students of SMP Negeri 1 Sungai Raya in academic year 2017/2018 significantly increases the students' achievement.

DISCUSSION

From the previous explanation, it is clear that there was a difference in the students' performances of prior to and the after the three meetings or treatments. Based on the research finding mentioned above, the Null hypothesis of no significant increase is rejected.

The t test gives confidence of evidence, that the difference is real in the data of this research. It shows that the students' scores differ significantly from Pre-test to Post-test. However, to adequately address the issue, the result must necessarily be considered individually. Each student of the experimental group attained a very well achievement, as shown from the increase of Post-test score than Pre-test score. In the Pre-test, the highest score is 6 from 5 students (6,6,6.3,6 and 6.3) and the lowest score is 3 from 2 students (.3 and 3). In the Pre-test the average score is 97.3 which classified Poor to Average. While in the post-test, the highest score is 8.3 from 2 student and the lowest score is 5.6 from 4 students. In the Post-test the average score is 134.1 which classified Average to Good.

Aside from the result, the students during the three-time treatments, always seemed enthusiastic, with the fact that they were given the opportunity to learn vocabulary using scrabble game in term of game activity. In addition, they were obviously very familiar with the game and the mecanism to play it. Because it very famous in indonesia exactly, and very famous in television with the scrabble game program. The general educator designed a WebQuest that included vocabulary instruction as a part of the two-week unit. The general educator activated background knowledge by having students brainstorm ideas about each term. (Mathis and Jackson, 2009). The students had to think of words that associated with the main vocabulary word. This teaching strategy is similar to the game of Scrabble, except that students must use prior knowledge to formulate words related to

the main word. For example, if the main word is elephant, the student creates a word using the letters within the word to make words that would relate to elephant.

In summary, on teaching vocabulary many problems can be faced by the students. Lack of motivation to learn vocabulary. But the teacher can use some supporting activities that can help to solve the problems, teaching vocabulary must be meaningful, vocabulary in content area, purposeful, and have a social interaction between the students so they can learn and share with their friends, use multimedia approach, provide variety on teaching and encourage students' participant (Carole. 1998). The definition "Games are fun" is simple and exact (Celce-Murcia, 2001:53). The games like activities that involve play and enjoyment. She states that who understands the games like "activities governed by rules, which set up clearly defined goals. The achievement of these goals signals the end of the game. The game as "an activity with rules, a goal and an element of fun." Deersi(2002).

However the game in education must be more than just fun; learners have to learn through playing games, too. Wright, Betteridge and Buckby (1979) highlight that enjoyment of games is not restricted by age but it depends on the appropriateness of the games. Thornbury (2006) proclaims game as the way how to put language to work and supports this opinion with known long history of language play that is applicable so for the children as for adults and some of them can be transferred from first language to second and foreign language too (e.g. Hangman).

It is clear then that games-since children naturally want to play them- can be motivating.". Deng, Q. H. (2006) supports this opinion by her statement that enjoyable activity is memorable then and the possible success that the children could reach in language learning will develop motivation for their further learning. He reminds of the fact that game and love are the basic activities of our lives and the game is the goal for itself not only the instrument how to reach the goal. However, he emphasizes that pedagogic value of the game is perceived according to its activating possibilities. His opinion is based on results of psychological and pedagogical researches. We can say that to define the term game is not simple and likewise the usage of it can be problematic. It has advantages on one side but there exist many factors that can influence using games either positively or negatively.

Jiang, L. (2008:12).says that "the focus should continue to be on language as a vehicle of communication and not on the grammar….You can give them tasks in which they discover for themselves simple grammatical rules, or you can focus their attention on the structure of the language in order to help them formulate an „internal grammar" of their own." Mulyadi(2004:29) speaks about the alternative to divide a lesson into "studying" and "fun" sections. But the problem can appear here because children will always tend to compare those two sections. In comparison integrating games smoothly to teaching/learning process allow us using games without distinguishing between "fun" and "study". It can also happen that class, that normally enjoys games in lessons, can refuse the game from time to time. That is why teacher must be very attentive to students" reactions and the atmosphere of each lesson. The teacher must prepare the game thoroughly. Games may be good fun but they need to be carefully prepared and well organized. Before a game is used with a class the teacher must be sure that the necessary facilities (for example the overhead projector) are available. …. When materials are used which have been prepared on previous occasion (including commercial cards or board games), the teacher must make sure the contents are complete." Giving instructions is another important aspect of using games in language teaching. The teacher should make sure that exact instructions were given and they

are clear for everyone. Deng, Q. H. (2006) also stresses that "the activities should be simple enough to understand what is expected of them." It expects teacher"s proper choice of the game and they should also monitor in the course of the game whether students follow the instructions and understand them. In the context of giving instruction we should speak about language we should use when explaining the game. It finds less frustrating when you use mother tongue for giving instructions for a complicated activity. He also suggests the children to repeat the instructions in their mother tongue to see they understand. He refers to "noise factor - disturbing of the classes around you and size of the class" on the top of it. It could really be the problem when the teacher decides to use an activity which presupposes noise. However it has solution, too. If teacher finds some activity really useful, they can change the place or ask other teachers for their favour and patience. Scrabble game is a board game and arrange words that played with two or four people which collect point based on word score that formed from alfabeths on the squares board game. Scrabble is simply game, but so many benefits for students especially to improve vocabulary. Scrabble game have some mechanismn and rules, those are: The 12 students read an information sheet about the intended research and signed a consent form. An introductory questionnaire was distributed with a series of graded, multiple-choice questions and one ranking question. The first part asked about a participant's country of origin, gender, age group and English study history. The second part was concerned with learning styles (including games experience). The third part introduced the topic of Scrabble. All the students completed the questionnaire efficiently and enthusiastically. There followed a series of Scrabble game classes, each accompanied by one or more data-collection activities.

The first class ran for two hours. The Scrabble equipment was set up at two games tables. Each game had three 'doubles' teams (two players working together on a team). One player at each game (the most 'experienced' one) kept score for all three teams. Apart from an initial recap of rules, players were largely left to their own devices, including decisions as to how to find words and rule on their acceptability. Neither game was finished in the two hours. The students were given check-sheets before the game, to complete afterwards. These included open questions, closed questions, rankings and an opportunity for comments and suggestions 'in their own words'. Before the second Scrabble class a week later, the check-sheets were collated and analyzed. Based on the responses, some variations for round two were introduced. Again, 12 students were present. Three games tables (instead of two) were set up. Two games had two doubles teams, and one had four single players. One of the doubles teams for the researcher to 'observe' was set up, according to a set of prepared criteria. This was to obtain a view of the group dynamics in action, to add to the participants' subjective assessments. Ninety minutes of playing time was allocated, divided into three equal time slots. After the first half an hour, and again after one hour, some doubles players and single players were swapped between the two non-observed groups, without changing the progress of the games. This was to give players an opportunity to try the game both ways: in teams and solo. Another change for each time slot concerned dictionary use.

For the first half hour, all students could use dictionaries any way they liked (as for the first round of games). For the second half hour, they had to make words without the aid of dictionaries. For the third half hour, the groups were able to decide whether to use dictionaries or not, and they all chose a compromise ('spellcheck only') rule. They then completed a second check-sheet, in which some questions had been changed to reflect responses from the previous week and the variations to that day's games.

The used of synonym and antonym material in form of scrabble game, as a matter of fact did not become a burden in learning for the students because they seem interested to play that game. The use of scrabble

game in teaching vocabulay, helped them to build their vocabulary, where is the synonym and which is antonym. Based on the research finding above, the researcher can make a conclusion, scrabble can be used for teaching vocabulary because the content of a vocabulary usually in arrange in many skill form. Students often have difficulties when they have to use English especially in speaking, so teachers need to pay more attention to this issue. To solve this problem, researchers told the students to create vocabulary lists or tables that have been in the know, later in search antonyms and synonyms. Appropriate materials should be based on students' needs and interests. This means that teachers must find an interesting vocabulary to become the game of scrabble related synonyms and antonyms, online gaming Scrabble themselves can build student interest in memorizing vocabulary.

CONCLUSION

1. There is a significant increase or the difference between the student's achievements on Pretest and Posttest mean from 97.3 to 134.1 (36.8 is the difference). The result of students' score of posttest is considered average to good, which are about 134.1.

2. The obtained observed t value 3.66 (significant of the interval of pre test and post test) concerned to the research problem asked is significant.

3. As the t observed value is greater than the t table (3.66>2.262), the Null hypothesis (H_0) stated previously is rejected and the Alternative hypothesis $\left(H_a\right)$ is accepted, that: "**Teaching Vocabulary using scrabble game to the first grade students of SMP Negeri 1 Sungai Raya Kepulauan in academic year 2012/2013 significantly increases the students' achievement**".

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