

ARTICLE

**THE EFFECT OF SCRABBLE GAME TO
THE EIGHTH GRADE STUDENTS' VOCABULARY MASTERY
AT SMPN 1 SEMEN IN THE ACADEMIC YEAR 2016/2017**



by:

RATIH SRIWULAN HAPSARI

12.1.01.08.0212

Advised by:

- 1. Drs. Agung Wicaksono, M.pd**
- 2. Hj. Rika Riwayati Ningsih, M.pd**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2017**

SURAT PERNYATAAN
ARTIKEL SKRIPSI TAHUN 2017

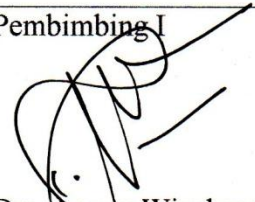
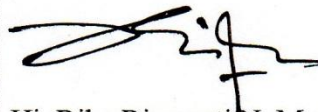
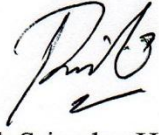
Yang bertanda tangan di bawah ini:

Nama Lengkap : Ratih Sriwulan Hapsari
NPM : 12.1.01.08.0212
Telepon/HP : 085815035625
Alamat Surel (Email) : hapsariratih9@gmail.com
Judul Artikel : The Effect of Scrabble Game to the Eighth Grade
Students' Vocabulary Mastery at SMPN 1 Semen in the
Academic Year 2016/2017
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi : Jl. K.H. Ahmad Dahlan No. 76, Mojoroto,
Kediri, Jawa Timur 64112, Indonesia

Dengan ini menyatakan bahwa :

- artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 30 Januari 2017
 Drs. Agung Wicaksono, M.pd NIDN. 0711076802	 Hj. Rika Riwayati N, M.pd NIDN. 0721107201	 Ratih Sriwulan Hapsari NPM. 12.1.01.08.0212

THE EFFECT OF SCRABBLE GAME TO THE EIGHTH GRADE STUDENTS' VOCABULARY MASTERY AT SMPN 1 SEMEN IN THE ACADEMIC YEAR 2016/2017

Ratih Sriwulan Hapsari
12.1.01.08.0212

FKIP – Pendidikan Bahasa Inggris
Hapsariratih9@gmail.com

Drs. Agung Wicaksono, M.pd dan Hj. Rika Riwayati Ningsih, M.pd
English Departement Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

ABSTRACT

The objectives of this research are to know the students' vocabulary mastery before being taught by using scrabble game, to know the students' vocabulary mastery after being taught by using scrabble game, to know is there any effect of using scrabble game to the students' vocabulary mastery. The design of this research is experimental research with one-group pretest-posttest students. The subject of the research is the students VIII-D of SMPN 1 Semen in the Academic year 2016/2017. The total sample of students was 33 students. The instruments used in this research were pre-test and post-test in the form of written vocabulary test with the topic of adjective word and physical appearance using multiple choices questions. The data were analyzed using t-test formula. The result of the research showed that t-score (13,587) higher than t-table at the level significant of 5% (2.042) and 1% (2.750). It means the alternative hypotheses (H_a) were accepted and the null hypotheses (H_o) were rejected. So, it can be concluded that there is significant effect of scrabble to the students' vocabulary mastery at SMPN 1 Semen in the Academic year 2016/2017. Therefore, it can be suggested that the use of scrabble can be alternative media to teach English especially vocabulary, in order to improve vocabulary mastery.

KEYWORDS: Vocabulary, Game, Scrabble

I. BACKGROUND

Vocabulary is really needed in language acquisition. As we know that vocabulary mastery is very useful for practicing of other language skills. According to Ur (1991: 60) "Vocabulary as defined, basic as the word we teach in the foreign language". From the statement, it can be concluded that vocabulary is an important part in learning language because having good mastery of

vocabulary makes it possible to use the language for communication and without vocabulary mastery we can't present our idea in oral or written communication.

Mastering vocabulary is not easy because there are many factors that make a word difficult to learn. Thornbury (2002: 27) stated that there are some factors that make word difficult, such as pronunciation, spelling, length and complexity, grammar, meaning, range,

connotation and idiomaticity. Good vocabulary mastery supports mastery of each of the language skills, both receptive (Listening and Reading), and productive (Speaking and Writing). It can be known that it is important to learn vocabulary for mastering language skills as well.

In Junior High School, English is important subject with various vocabularies and the students should study as hard as possible, because vocabulary is the basic of English to support the language skills: Listening, speaking, reading, and writing skill. According to Buku standar isi (2006: 123) Kemampuan berwacana, yakni kemampuan memahami atau menghasilkan teks lisan/tulis dapat direalisasikan untuk menunjang keempat ketrampilan bahasa, mendengarkan, berbicara, membaca, dan menulis.

From the explanation above, it can be concluded that vocabulary is one of the language elements which can improve listening, speaking, reading and writing.

Vocabulary cannot be separated from the language; it is important part of language. This research focused on teaching to improve students' vocabulary in reading skill. According to Harmer (2007: 99), "Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading

also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing."

Reading is one of the language skills that should be mastered by students. Vocabulary and reading cannot be separated, because both of them relate to each other. As the writer explains before, by having and mastering vocabulary we will know the meaning of vocabulary in the context. It can also help to avoid making mistake in understanding. Vocabulary is very important in reading. Readers cannot understand what they are reading without knowing what most of the word mean. Most reader will just continue the reading even if they find the difficult words.

When the writer had teaching practice in one of Junior High School in Kediri, the writer found some students' problem in learning vocabulary. There are, they are still difficult to memorize the unfamiliar words that they heard or read in the text. They don't know the meaning when the teacher explains the material with English language. The students get difficulties such as they cannot know how to recognize spelling and find the meaning of words, also they do not know synonym and antonym. This is happened because in the teaching learning process, the teacher just teaches from hand book, ask the students to discuss and write. The teacher

never use some variety of models or media to teaching. So, many students were still confused with the materials. That problem is also faced by students at SMPN 1 Semen. They got bad score when they did the test because they did not understand some meaning in the test and have lack of vocabulary. So, they could not do the test

Here, the writer is interested in using game in teaching vocabulary. Since there are many kind of games that can be applied. Hadfield (1999: 4) says “Games is an activity with rules, a goal and an element of fun”. Games makes the learners relax to study the new word with different situation. The writer uses scrabble game as an alternative way to teach vocabulary. Scrabble game could help the students to improve their vocabulary mastery in learning English. Since Scrabble Game is very useful, easy and entertaining game to practice any set of vocabulary. It provided board contains of word and there are a different score in every word, it can be played by two players (or teams). In line with Warner (2005: 2) said that scrabble is proprietary board game, which involves the building of words for point score, for two or more players (or teams). Students had to arrange the letters that they got and the challenge here is every word have a meaning. It forced the students to learn easily the vocabulary, store in it memory

and recall. It also made the students remember vocabulary faster and better.

There is a previous study teaching language using scrabble game. The research was conducted by Wulansari (2010). This research used quasi experimental which aimed to gain data about the difference of students’ France vocabulary before and after being taught through scrabble media and also to find the advantages and disadvantages scrabble media in increasing France vocabulary. This method was quasi experimental with one group pretest and posttest design. This method used to answer the problem and to test the hypothesis in this research.

She gave pretest, treatment by using scrabble media and post-test during process of the research. Then the writer gave questionnaire for the students. After analyzing the data, the result showed that the average score of students’ pretest was 5,88 and posttest was 7,80. There is an increase of students’ score. The hypothesis testing also shows t-count 4,14 with significant 0,01 and degree of freedom was 24 and t-table 3,84. This testing stated that t-count was bigger than t-table and proves that the hypothesis is accepted. It can be concluded that this research has proved that the scrabble media can be used to increase France vocabulary effectively for the students.

Therefore in this study, the writer uses the scrabble game to teach vocabulary in reading skill at the eighth grade Junior High School. SMPN 1 Semen is chosen as place of the research because the English teacher of that school had never applied Scrabble Game in teaching learning process. The writer assumed that the scrabble game can help student to improve their vocabulary.

Based on the explanation above, the writer decides to conduct a study entitled “The Effect of Scrabble Game to the Eighth Grade Students’ Vocabulary Mastery at SMPN 1 Semen in the Academic year 2016/2017”.

II. METHOD

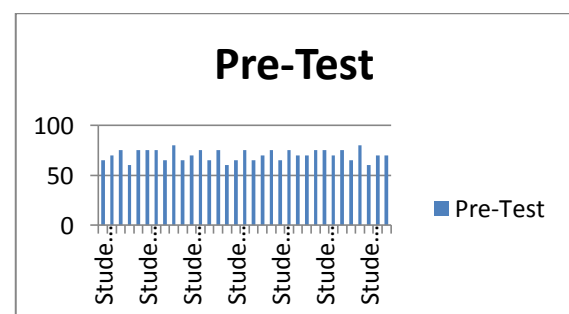
This research used quantitative research as a method of the research. Definition of quantitative research comes from Ary et.al (2010: 22) quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. In this research, the writer used experimental research to find out “The Effect of Scrabble Game to the Eighth Grade Students’ Vocabulary Mastery at SMPN 1 Semen In the Academic year 2016/2017”. According to Ary et. al (2010: 265) “ An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other

relevant variables, and observes the effect of the manipulations on dependent variable(s).

The writer conducted the experiment in one class. The writer gave pre-test to know the students’ vocabulary mastery in reading descriptive before being taught by using scrabble game. Then, the writer gave post-test to know students vocabulary mastery in reading descriptive after being taught by using scrabble game. The result of pre-test and post-test was analyzing using t-table to know the effect of scrabble game to the students’ vocabulary mastery.

III. FINDING AND DISCUSSION

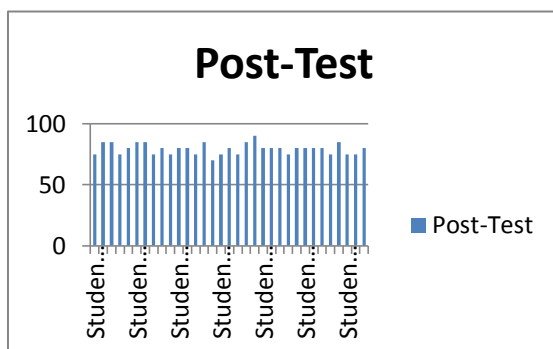
The pre test was done on November 2, 2016. The total score of pre-test was 2320. The total sample was 33. The mean of pre-test can be counted from the total score of pre-test divided by the number of sample. So from the pre-test the writer found 70,3 as the number of mean in pre-test. The following graphic shows the result of pre-test:



Graphic 4.1: Score of Pre-test

The post-test was conducted on November 10, 2016. The total score of

post-test is 2620. The total sample is 33. The mean of post-test can be counted from the total score of post-test divided by the number of sample. So from the post-test the writer found 79,39 as the number of mean in post-test. The following graphic shows the result of post-test:



Graphic 4.2: Score of Post-test

From the graphic above, it can be seen that there is increasing score from students pre-test to student's post-test. And it is known the differences between mean of pre-test and mean of post-test that shown students' vocabulary was increased. The following table shows the mean score between pre-test and post test.

Table 4.4
The Difference of Mean Pre-test and Mean Post-test

N= 33 Students	Pre-test	Post-test
Total Score	2320	2620
Mean	70,3	79,39

From the calculation, it is known that the result of the-test is 13,587 at the degree of freedom (db) is 32. The writer compared

the result and t-table to know the result is significant or not. The result of this research shown that t-score was 13,587 at the degree of freedom 32, t-table was 2.042 at the level of significance 5 % and 2.750 at the level significance 1 %. It means that t-score (13,587) higher than t-table at the degree of significance 5 % and 1 %. The t-test based on level significance 5% and 1% showed by the following table:

Table 4.5
The Difference Level of Significance from t-table and t-score

Db (N-1)	t-score	t-table		(Ha)	(Ho)
		5%	1%		
32	13,587	2.042	2.750	Accepted	Reje cted

Based on the data on the table above, it can be seen that t-score (13,587) > t-table at the degree of significance 5% and 1%. It means that t-score was very significant. So, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. It can be concluded that scrabble has very significant effect to the eighth grade students' vocabulary mastery of SMPN 1 Semen in the Academic year 2016/2017.

From the data analysis being showed in Chapter IV, the writer concludes that scrabble is effective to be used to teach

vocabulary especially in the eighth grade students of SMPN 1 Semen in the academic year 2016/2017. It can be seen by checking the result of t-score (13,587) that is higher than t-table in the level of significance 5% (2.042). Besides that, the students' vocabulary mastery also increased after being taught by using scrabble. It is proved by the mean of post-test (79,39) that is higher than the mean of pre-test (70,3). It means that there is any effect of scrabble to the students' vocabulary mastery. Thus, this media should be applied in teaching English especially vocabulary. By applying scrabble as media in teaching vocabulary, the writer knows the students' vocabulary mastery is really well developed and they are really interested by using this media in their learning process. Thus, that the students can understand the material easily.

Based on the result of the research, the writer proposes some suggestions in conduct a successful to making teaching learning process especially in learning vocabulary become interesting to students. First, to the English teachers should provide scrabble media as many as the group of students in the class needed to make the activity of applying scrabble in learning vocabulary run well, the teacher should give clear explanation about the rule of the scrabble not only once, also she gives an example to do the game and ask

one group to come in front class as example or model in playing that game to make the students understand clearly about rule of scrabble, the teacher should have a good control and can handle the students during the treatment because some of students are too noisy when work in group with their friends. Second, the students must give more attention the teacher's explanation in the classroom so they can understand the lesson well, the students should ask to the teacher if there is something that they don't understand about the teacher's explanation or if there any difficulties, when do scrabble the students should do in a group. It also suggests the students to compete in playing the game for example, the students feel that they have competitor so they must compete in playing game, it makes them interested in answering the question in the game until they become the winner. This activity helps them to increase their vocabulary. Besides, the students more active and it makes the good atmosphere in learning activities. The last for the other researcher, the researcher recommended for the other researcher to develop scrabble in teaching vocabulary in different level of students or different language skill and different material, the other researcher who are interested for advance research related to this research, can use this as a reference.

IV. BIBLIOGRAPHY

- Ary, Donald et. Al. 2010. Introduction to Research in Education: Eight Edition. Canada: Nelson Education, Ltd.
- Badan Standard Nasional Pendidikan. 2006. Standard Kompetensi dan Kompetensi Dasar. Jakarta.
- Hadfield, Jill. 1999. Intermediate Vocabulary Games. England. Longman.
- Harmer, Jeremy. 2007. How to Teach English. England: Longman. Pearson Education Limited.
- Nur Patmasari, Cucu Sutarsyah, Ramlan Ginting. 2014. *Increasing students' vocabulary through scrabble game*.
- Thornbury, Scott. 2002. How to Teach Vocabulary. Harlow: Longman. Person Education Ltd.
- Ur, P. 1991. A course in Language Teaching- Practice and Theory. Great Britain: Cambridge University Press.
- Warner, Howard and T. Pascal Brown. 2005. Adult ESL students' perceptions of Scrabble® as a classroom learning tool. New Zealand: Prospect.