Using Scrabble Word Game to Improve Student's Vocabulary Mastery

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ARTICLE INFO	ABSTRACT
	This research was conducted using the Classroom Action Research method, which was conducted to describe the application of the scrabble game to improve the vocabulary of the first graders of SMPN1 Bahorok. Classroom Action Research Method (CAR) is a method used to solve students' problems in learning English, especially vocabulary. The Kemmis and McTaggart design used in this study, which consisted of four stages; planning; action; observation; and reflection on each cycle. To support the research results, two types of data were collected; Qualitative data obtained from observations, teacher and student interviews. As for quantitative data, data from tests; pre-test and post-test. Furthermore, the data were analyzed descriptively and statistical analysis to determine the final result of the application of the scrabble game on the student learning process in Classroom Action Research (CAR). The results of this study indicate that the use of scrabble games for vocabulary learning in class I SMPN 1 Bahorok is said to be effective and can help students increase vocabulary. Student responses indicate that students are interested in learning English because students find the activity interesting. Simultaneously, student achievement obtained from the pre-test and post-test showed a significant increase. The mean score of the pre-test students was 56.42 while the average score of the post-test students was 74.82, an increase of 18.4. From these results, it can be concluded that teaching vocabulary using scrabble games in grade I SMPN1 Bahorok is effective and can increase students' vocabulary

I.   INTRODUCTION

Vocabulary is one of important components, if students' vocabulary increases then the language produced will get better. Studying vocabulary is an important aspect of the second language or acquisition of foreign languages and leads to academic achievements that are useful for related English language skills. (Tozcu and Coady, 2004). Vocabulary is also a connecting tool of the four English skills, namely speaking, listening, reading and writing. Vocabulary is like a door in learning a foreign language, the more vocabulary that is obtained, the better the language and the accuracy of using the vocabulary (Tanjung, 2011). Schmitt (in Tanjung, 2011) Mastering vocabulary is not easy, not infrequently even foreign language students still lack vocabulary. No matter how well a student learns grammatical structures or how good a foreign language sounds if he doesn't master the vocabulary, it will not go well. We can improve our

vocabulary mastery through nearby things besides school such as watching European films, studying from Youtube or the internet. The importance of learning vocabulary urges a teacher to make students from passive to active, this is a challenge as a teacher. Students need to get something that is considered fun or not stressful, it aims to achieve the desired learning process results. To make students active, it is necessary to include games in the teaching and learning process, some people may think that games will only waste time and have no results, but if the methods and materials are in line, it will be very helpful for students. After undergoing the School Field Implementation (PLP) activities 3 times with different schools, the researcher found several obstacles that caused students to find it difficult to understand English lessons. The biggest factor in every school is the lack of vocabulary. Students still have little vocabulary, this is because in the teaching and learning process students only read books, without studying theories such as reading a lot and using English in English subjects.

Based on the problems above, the researcher decided to review this research by using a teaching strategy that is not boring, namely by using the word game Scrabble. This strategy is designed to foster students' interest in learning English. Scrabble word game allows players to use any word except capital letters that require hyphens, abbreviations, prefixes or suffixes. Using scrabble games in the teaching and learning process makes students remember words that have been stored in their brains better. This type of game is already used in many countries, especially for foreign languages, in running the game is played by two to four players.

II. METHODS

This research applied by Classroom action research with pre-test and post-test design. This research was conducted in one class. In this Classroom Action Research (CAR) the researcher used the CAR principle to collect data. Classroom Action Research is carried out in four processes consisting of: (1) planning, (2) action, (3) observation, (4) reflection. This research consists of 3 cycles and each cycle consists of four stages of the process. The researcher described the cycle through the action research scheme designed by Kemmis and Mc Taggart while based on Ummi Ruchaniah (2011) CAR is a type of research that offers a product to improve teacher professionalism in the teaching and learning process in the classroom by looking at several indicators of the success of the process and learning outcomes that occur in students, in other words, through this CAR, teachers can improve learning practices to be effective, Likewise Fadilah (2011) Classroom action research is an effective medium to improve the performance of English teachers" and students "achievement in learning English. In classroom action research, teachers self-assess their effectiveness in teaching and plan improvements based on the assessments made. Classroom action research is one of the creative learning strategies that can help increase students" success in learning English. It means classroom action research is a research in which there are work problems, problem solving, action and improvement. Cohen and Manion say that this is situational, contextual, small-scale, practical, flexible, adaptive, self-evaluation and participatory research (Kunandar, 2008) Researcher concludes that classroom action research is a formative, rational, clear, mediative, experiential model of educational research based on investigations and research that emerges during the teaching and learning process. The research was conducted at SMP Negeri 1 Bahorok. This school is located on Jl. Pendidikan No. 69, Pekan Bohorok, Kec. Bohorok, Kab. Langkat Prov. Sumatera Utara. The research instrument in this research consisted of two stages, namely pre-test and post-test, where this stage is carried out to find out how the value or score obtained by students after being taught and introduced to the game of scrabble. In addition, to supporting the research the researcher also conducted observations, documentation of the teaching and learning process and interviews.

There are three stages in data collection that the researcher did, namely: observation, test and interview.

III. RESULT AND DISCUSSION

The results showed that there was an increase in students' ability in the process of learning activities in the use of Scrabble games to increase students' vocabulary. This can be seen from the average value of students in each cycle. This is supported by the fact that the comparison of the average score of students, the pre-test score (56.42) for the post-test score I (64.82) while for the post-test score II (74.82). This shows that for each test in the cycle there is a significant increase. Furthermore, the increase was also seen from the percentage of students who achieved the KKM target (70). This is supported by the fact that the comparison of the percentage of students' scores, the pre-test score of 17.85% (five students), the score for the post-test I was 39.28% (eleven students) while the post-test score II was 96.42 (twenty-seven students). The increase in the percentage of pre-test and post-test I was 21.43% while the increase in the percentage of post-test I and post-test II was 57.14%. so it can be concluded that for each meeting the students become better. This shows that the application of the scrabble game is said to be effective for improving students' vocabulary learning. Researchers also analyze qualitative data that supports research findings in addition to quantitative data. Qualitative data in the form of notes, interviews and observation sheets. Based on qualitative data, students showed a good response to learning, thus based on quantitative and qualitative data the actions and implementation of scrabble games continued to increase.

Discussion

From the theory of Rosidi and Falianti (2014) Scrabble is a board game with a certain brand that contains a word structure for scores with two to four players (teams). This research was conducted to find out how the application of scrabble games in increasing students' vocabulary. The results that the researchers saw from cycle I, cycle II and analysis showed that the average value of cycle I was sixty-four point eighty-two. These results indicate that students still have difficulty in compiling English vocabulary. In cycle II there was an increase of seventy-four point eighty-two. These results show a better improvement than the first cycle. The application of scrabble games can be said to be more effective, so that teaching and learning objectives can be achieved. The effect for students in this scrabble game is that it is easier to remember vocabulary and produce more creative students. English teachers are advised to use scrabble games in the teaching and learning process of English, especially in teaching vocabulary.

IV. SUGGESTION AND CONCLUSION

Based on Classroom Action Research (CAR) which has been carried out in two cycles with topics according to the book Test Your Vocabulary for SMP, SMA/SMK, the researcher can conclude that learning activities in both cycles have increased significantly. understanding of words, independence and success in playing scrabble games. Student responses to the learning process activities got a very good response. students feel happy with the game of scrabble and students' vocabulary is better than before students were taught the game of scrabble. Student learning outcomes increase in each cycle. The results showed that the pre-test score (56.42) was for post-test I (64.82) while for post-test II (74.82). This shows that for each test in the cycle there is a significant increase. Furthermore, the increase is also seen from the percentage of

students who reach the KKM target (70). This is supported by the comparison of the percentage of students' scores, the pre-test score of 17.85%, the post-test I score of 39.28%, while the second post-test score was 96.42. The results of the percentage of students who achieve the KKM target indicate that this CAR is successful.

With regard to this conclusion, the researcher will give some suggestions for improving English language skills as follows:

1. English teacher, it is better to use more methods and strategies in teaching English, especially vocabulary teaching.
2. Second for students, increase discussion with groups and be more active in asking questions.
3. Third, for the readers, I hope this research can help you in teaching vocabulary.

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