

THE INFLUENCE OF SCRABBLE GAME TOWARDS VOCABULARY MASTERY FOR YOUNG LEARNERS (STUDY CASE IN AL-IRSYAD QURAN HOUSE LAPPA)

Khaerunnisa¹, Yunitasari², Zahrawati³, Harmilawati⁴

^{1,2,3,4} IAI Muhammadiyah Sinjai, Jl. Sultan Hasanuddin No. 20. Kec. Sinjai Utara, Kab. Sinjai, Sulawesi Selatan, Indonesia

E-mail: khansanissa45@gmail.com, yunitaasarii54@gmail.com, zahrawatij@gmail.com, iladilla1986@gmail.com, Tlp: 082393126361, 085299646330, 085394499494, 082292562626

Abstract

This research aims to know the influence of the application of the Scrabble game in learning English to know the increase in the vocabulary of the Al-Irsyad Quran House Lappa using the Scrabble game. The researchers use the quantitative methods, through techniques random sampling and focused on one group. The type of research is pre-experimental design. Through the application of pre-test and post-test designs. The instrument used in this research is a short objective test with a total of 10 items that have been randomized through content validity because the preparation of the instrument is adjusted to the material taught to students. Students experienced a significant increase in the vocabulary category as evidenced before the pretest, more students were included in the Enough category as many as 11 students or 44%, while in Excellent and Very good categories, there were only 2 students each who proved their vocabulary mastery was still low. After applying the Scrabble game, students experienced an increase, it can be seen in the Insufficient category that there were no more students who got a score of 60. This increased in the Excellent and Very Good categories which initially only 2 students, after the post-test the Excellent category was 11 students or (44%) funds in the Very Good category were 7 students (28%) of 25 students.

Keywords: English, Scrabble game, Vocabulary

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan Scrabble game dalam pembelajaran Bahasa Inggris untuk mengetahui peningkatan kosakata siswa Rumah Quran Al-Irsyad Lappa menggunakan permainan Scrabble. Dengan menggunakan metode kuantitatif, melalui teknik acak dan pengambilan sampel berfokus pada satu kelompok. Jenis penelitiannya adalah pra desain eksperimental. Melalui penerapan pre-test dan post-test desain. Instrumen yang digunakan dalam penelitian ini adalah tes objektif berbentuk isian singkat dengan jumlah soal sebanyak 10 butir soal yang hurufnya telah diacak melalui validitas isi (content validity) karena penyusunan instrumen disesuaikan dengan materi yang diajarkan pada siswa. Siswa mengalami peningkatan kosakata yang cukup signifikan yang dibuktikan pada saat sebelum dilaksanakannya pretest, lebih banyak siswa yang termasuk dalam kategori Sufficient sebanyak 11 siswa atau 44% sedangkan pada kategori Excellent dan Very good hanya ada masing-masing 2 siswa yang membuktikan penguasaan kosakata mereka masih rendah. Setelah dilaksanakannya permainan Scrabble, siswa mengalami peningkatan dapat dilihat pada kategori Insufficient sudah tidak ada lagi siswa yang mendapatkan score 60. Hal tersebut mengalami peningkatan pada kategori Excellent dan Very Good yang awalnya hanya 2 siswa, setelah post test kategori Excellent sebanyak 11 siswa (44%) dan pada kategori Very Good sebanyak 7 siswa (28%) dari 25 siswa.

Kata Kunci: Bahasa Inggris, Permainan Scrabble, Kosakata

1. Introduction

At this time English should not be underestimated. This matters because of the importance of English. Many parents want to teach their child to learn English from an early age, it is not easy to teach early childhood, not only English but other things. Teaching English to early childhood certainly has a very good way different when compared to adolescents or adults. Early childhood education is a very important period because children who are still at an early age have a high curiosity about something they do not know. As is the case with learning English, at an early age they are very well used to learn and introduce to foreign languages. In their development and growth, by learning languages, many methods make them funny in learning, such as singing English, English games, and many other games that can help early childhood language development. In language learning in the current technological era that is growing, foreign languages are very important, especially English. Therefore, as educators or prospective educators, they must be able to teach them various kinds of fun learning techniques and combined them with media images or posters so that they are able to recognize little by little English even though it is still in a small scope. English better start introduced to children as early as possible. Given that English is a language the first foreigner in Indonesia, then the process of learning must be carried out gradually (Arumsari et al., 2017: 140). The method used in early childhood learning must cover many aspects so that the application of the method is more creative and many so that they are interested in learning English and are not bored (Jazuly, 2016: 33).

In learning English, the main thing we need to know when we want to speak fluently is vocabulary. At an early age, it is very suitable to introduce them to vocabulary that they encounter every day in English, such as vocabulary of animals, families, and colors, numbers, and others. Vocabulary is a collection of several words that are owned by a language and give meaning when used. Yesi stated that vocabulary mastery is the activity of mastering or the ability to understand and use words contained in a language, both spoken and written (Yesi, 2012: 419). Someone is said to master vocabulary if he can demonstrate good language skills. This is supported by the purpose of teaching vocabulary which was stated by Suyanto that teaching vocabulary aims to help students to understand the language and develop their spelling skills. Teaching spelling does not stand alone, but there is a close relationship between spelling and context. By presenting the words to be spelled in sentences, it can help students to connect one word to another. Therefore, there is a need for a solution to overcome these problems, namely by applying the Scrabble model (Suyanto, 2015: 164).

Scrabble games are usually used by children as a game which is basically an exercise in developing and increasing knowledge of vocabulary and available letters. This game technique in principle requires students to be able to arrange or sort a language structure that has previously been deliberately confused (Febriyanto, 2018: 79). Based on the nature of the answer, the scrabble game consists of various forms: (1) Scrabble words, which is a game that composes words from letters that have been confused with the location of the letters so that they form a certain meaningful word. For example, from the letters: O-l-i-n **lion** C-c-k-e-n-h-i **chicken**. (2) Scrabble sentences, which is a game of compiling sentences from random words. The formation of the sentence should be logical, meaningful, precise, and correct. (3) Scrabble discourse, which is a game of compiling logical discourse based on reading sentences or paragraphs. The results of the arrangement of discourse in the scrabble game should be logical and meaningful.

There have been many studies related to the Scrabble game. However, with different objects and variables. One of them is a study written by (Rini Endah Sugiharti & Riftina, 2019: 14) about "Efforts to Improve Mastery of English Vocabulary through the Scrabble Model for Grade 4 Students at SDN Jatimulya 04 Tambun Selatan". South Tambun as evidenced by an increase in each cycle, in the main cycle acquired a normal worth of 76.00 with the acquisition of a classical learning mastery percentage of 51.52%, and in the subsequent cycle, a normal worth of 90.42 with the acquisition of a learning mastery percentage classical amounted to 87.88%. The significant increase in mastery of English vocabulary proves that the research is successful.

In addition, the use of the scrabble method also focuses not only on vocabulary but also on other objects, such as the research written by Wahyuni on "The Application of the Scrabble Method in Improving the Beginning Reading Ability of Class I Min 26 Aceh Besar Students" the results of this study show that the ability to read early through the application of the scrabble method for class I MIN 26 Aceh Besar has increased, this can be seen from the success of the teacher in managing by conditioning the class to be done well which shows an increase in aspects made by the teacher (Wahyuni, 2020: 72).

This shows that the scrabble method is suitable for use in any learning media. According to Shoimin who stated that Scrabble is used for a type of children's game which is an exercise in developing and increasing vocabulary thinking insight. In addition to training the accuracy of answers, also train speed, in this case, the time given in solving the questions is very limited (Shoimin, 2014: 166). In addition, he also stated that the Scrabble model is a method in the form of a random word game, arranging words and letters that have been confused so that they form a certain meaningful word, with an emphasis on practice questions that are done in groups.

Based on the observations that have been made by researchers, there were still many students who have difficult to understand or remember the vocabulary that has been learned. This observation was carried out at the Al-Irsyad Qur'an House Lappa which lasted for approximately one month to find out to what extent the students' ability to understand the vocabulary that had been taught by the teacher was. Based on these observations, it can be concluded that students find it difficult to understand the vocabulary they have just encountered. They need a long time to be able to recall the vocabulary they have learned. Therefore, as a follow-up to these observations, we conducted research on learning models related to vocabulary learning that can help students, this is the Scrabble game. This Scrabble game is expected to help students understand the new vocabulary they find.

Based on the above background, the formulation of the problem in this study is Does the use of scrabble games influence the vocabulary mastery of young students at the Al-Irsyad Qur'an House Lappa?

2. Method

The method of this research used quantitative research and the type of research is pre-experimental design. It means with one group pre-test and post-test design. This study applies a pre-test, treatment, post-test design to find out how far the scrabble game can increase students' vocabulary in learning English. This study consisted of 2 classes, with a population of 50 students at the Quran Al-Irsyad Lappa house, North Sinjai District, Sinjai Regency. The researcher used a random sampling technique and focused on one group. Based on the number of students over, the researcher chose 25 people as the sample of this study. This Scrabble game is also a board game and how to play it by arranging words that have meaning. Also, when the board to organize is not accessible, you can use the Whiteboard or arrange random words to play with (Mubasyira & Widiyanto, 2017).

In order to collect the data for this research, two tests were given. The researcher used pre-test and post-test to assess students' vocabulary. This test aims to measure student progress and the results of teaching and learning activities. The instrument used in this study is an objective test in the form of a short entry with a total of 10 questions whose letters have been scrabbled. The problem is based on Sohimin's theory that the Scrabble model is a method in the form of a random word game, arranging words and letters that have been confused. This study uses content validity because the preparation of the instrument is adjusted to the material taught to students.

The hypotheses in this study are:

H₀ : The Use of the Scrabble game has no influence on students' vocabulary mastery

H₁ : The Use of the Scrabble game has influence on students' vocabulary mastery

3. Result and Discussion

Based on the basic principles of the scrabble game, this research uses scrabble words, because the object of this research ranges from grades 3-6 elementary school which in fact they do not understand the sentence as a whole. So the researchers chose the word to scrabble game as a simple application.

The data analysis was by utilizing measurable methods. The data analysis is utilized to depict the conclusion of the research data. Because of the analysis of pre-test and post-test, the researchers made it in table forms. In table 1, the researchers present the students' pre-test to know the improvement of students in vocabulary to see its frequency and percentage. The table of pre-test and post-test' results are arranged based on the classification according to the range of score from 0-59 (Insufficient) 60-69 (Sufficient) 70-79 (Good) 80-89 (Very Good) until 90- 100 (Excellent) (Umasugi et al., 2018: 5).

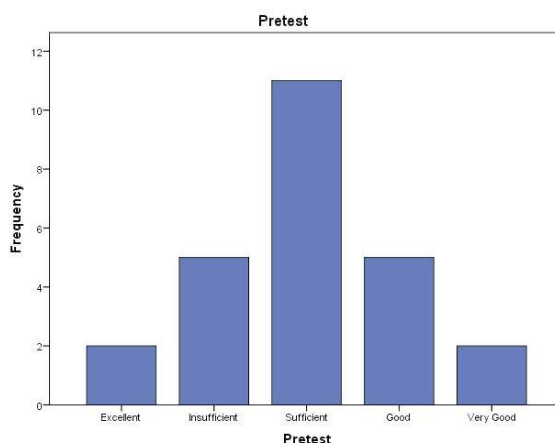
The frequency and percentage score of the students in pre-test can be seen on the table as follows:

Table 01 Result of Pre-Test

Range of Score	Classification	Frequency	Percent
90-100	Excellent	2	8%
80-89	Very Good	2	8%
70-79	Good	5	20%
60-69	Sufficient	11	44%
0-59	Insufficient	5	20%
	Total	25	100%

Based on table 1 above, the results of the pretest in the poor category were 5 students (20%), sufficient category was 11 students (44%), the good category was 5 students (20%), very good category was 2 students (8%) and very good category as many as 2 students (8%). In the table, students who score 90-100 are included in the very good category, if students score 80-89 then they are included in the very good category, if students score 70-79 then they are included in the good category, if students get a score of 60- 69 and being included in the sufficient category, whereas if the student gets a score of 0-59, it is included in the Insufficient category.

Diagram 01. Result of Pretest



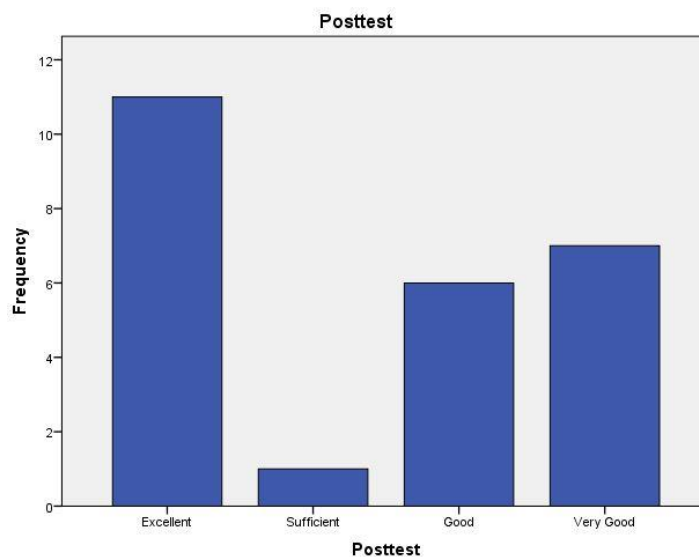
The graphic data above shows the post-test results before using the scrabble game. In the following table, researchers have collected student post-test data. The frequency and percentage of student scores on the post-test can be seen in the table below:

Table 02. Result of Post-Test

Score	Classification	Frequency	Percent
90-100	Excellent	11	44%
80-89	Very Good	7	28%
70-79	Good	6	24%
60-69	Sufficient	1	4%
0-59	Insufficient	0	0
	Total	25	100%

Based on the post-test results, the researcher found a significant increase. In the Insufficient category, there was none student, in the Sufficient category as many as 1 student (4%), in the Good category as many as 6 students (24%), in the Very Good category as many as 7 students (28%), then in the Excellent category as many as 11 students (44%). In the table, students who score 90-100 are included in the Excellent category, if students' score 80-89 then they are included in the very good category, if students score 70-79 then they are included in the good category, then if students score 60-69 and are included in the Sufficient category. So it can be said that the students' post-test results are included in Sufficient, Good, Very Good, and Excellent. The following is a figure of student post-test results:

Diagram 02. Result of Post Test



After the researchers carried out the post-test, it was clearly seen in the diagram above that there was an increasing of student in vocabulary mastery after using the scrabble game. The table below show the frequency and percentage of this research based on the pre-test and post-test' result score.

Table 03 Pre-Test and Post-Test Scores

No	Pre-Test	Post-Test
1.	91	99
2.	90	90
3.	87	95
4.	85	98
5.	74	98
6.	73	100
7.	70	100
8.	70	100
9.	70	95
10.	65	95
11.	65	99
12.	65	89
13.	63	88
14.	62	89
15.	60	87
16.	60	88
17.	60	85
18.	60	85
19.	60	75
20.	60	75
21.	58	77
22.	57	79
23.	55	79
24.	55	75
25.	55	65

The frequency and percentage scores of students' vocabulary in the pretest and post-test can be seen in the table below.

Table 04. Classification of students' scores on pretest and post-test

Score	Classification	Pretest		Post-test	
		F	%	F	%
90-100	Excellent	2	8%	11	44%
80-89	Very Good	2	8%	7	28%
70-79	Good	5	20%	6	24%
60-69	Sufficient	11	44%	1	4%
0-59	Insufficient	5	20%	0	0
	Total	25	100%	25	100%

In table 4 above, most of the students in the pretest were in a low category. While the presentation on the post-test is in the high category. The pretest presentation in the Insufficient category was 5 students (20%) while in the post-test 0 it meant that no students got a score of 0-59. In the pre-test with the Sufficient category, there were 11 students (44%) while in the post-test there was 1 student (4%). The pre-test with the Good category was 5 students (20%) while the post-test with the

same category was 6 students or (24%). In the pre-test with Very Good category as many as 2 students or (8%) while in the post test as many as 7 students or (28%). Then in the Excellent category, there were 2 students or (8%) who answered all correctly, while in the same post-test there were 11 students who answered all correctly or as much as (44%). This shows that after the implementation of the Scrabble game, there is an increase in students' vocabulary.

After gaining the result of pre-test and post-test, the researchers started to analyze them by using the matched t-test. The researchers calculated the matched t-test to find out whether the hypothesis is accepted or rejected. In this research, the researchers used paired sample t-test. The result of matched t-test can be seen in the following table:

Table 05. The Result of Matched T-test

No	X1 (Pre-Test)	X2 (Post-Test)	D (x2-x1)	D-Drt2	(D-Drt2)2
1	91	99	8	-13.4	179.56
2	90	90	0	-21.4	457.96
3	87	95	8	-13.4	179.56
4	85	98	13	-8.4	70.56
5	74	98	24	2.6	6.76
6	73	100	27	5.6	31.36
7	70	100	30	8.6	73.96
8	70	100	30	8.6	73.96
9	70	95	25	3.6	12.96
10	65	95	30	8.6	73.96
11	65	99	34	12.6	158.76
12	65	89	24	2.6	6.76
13	63	88	25	3.6	12.96
14	62	89	27	5.6	31.36
15	60	87	27	5.6	31.36
16	60	88	28	28	784
17	60	85	25	3.6	12.96
18	60	85	25	3.6	12.96
19	60	75	15	-6.4	40.96
20	60	75	15	-6.4	40.96
21	58	77	19	-2.4	5.76
22	57	79	22	0.6	0.36
23	55	79	24	2.6	6.76
24	55	75	20	-1.4	1.96
25	55	65	10	-11.4	129.96
Total	1670	2205	535		2438.44
D Rata2			21.4		
SD					10,07
SD Rata2					2,01
t	10,61				
t Table	1,71				

Before finding the result of matched t-test calculation, the writer calculated the SD (standard deviation) first. Standard deviation can be obtained by using the following formula:

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum(D-\bar{D})^2}{n-1}} & S\bar{D} &= \frac{SD}{\sqrt{n}} & t &= \frac{\bar{D}}{S\bar{D}} \\
 &= \sqrt{\frac{2438,44}{25-1}} & &= \frac{10,07}{\sqrt{25}} & &= \frac{21,4}{2,01} \\
 &= \sqrt{\frac{2438,44}{24}} & &= \frac{10,07}{5} & &= 10,64 \\
 &= \sqrt{101,6} & &= 2,01 & & \\
 &= 10,07 & & & &
 \end{aligned}$$

In order to determine whether the hypothesis of the research was accepted or rejected, the researchers used the formula as follows:

If t-count \leq t-table, Ho is accepted and Ha is rejected

If t-count \geq t-table, Ho is rejected and Ha is accepted

In this research, researchers used critical value of t-table with significance level is 0,05 and degree of freedom (df) is 24 (25-1) from the amount of sample. The null hypothesis (Ho) will be accepted if the t-count is less than t-table as its critical value (10,64, n = 24). If the t-count is equal to or higher than t-table as its critical value (10,64, n = 24), the null hypothesis will be rejected.

Based on the calculated above, the researchers found that t-count is 10,64 and t-table is 1,71 with significance level is 5% with the degree of freedom (df) = 24. The result of t-count (10,64) indicates that Ho is rejected and Ha is accepted. It means that the use of scrabble games has an influence on the vocabulary mastery of young students at the Al-Irsyad Qur'an House Lappa.

4. Conclusion

Based on previous observations, there are still many students who have difficulty understanding or remembering the vocabulary that has been learned. However, after applying the scrabble game, it showed an increase in vocabulary understanding. This can be seen from the results of the pre-test and post-test that have been carried out. Students experienced a significant increase in vocabulary as evidenced before the pretest, more students were included in the Sufficient category as many as 11 students or 44% while in the Excellent and Very good categories there were only 2 students each who proved their vocabulary mastery was still low. After the implementation of the Scrabble game, students experienced an increase, it can be seen in the Insufficient category, there are no more students who get a score of 0-59. This has increased in the Excellent and Very Good categories which were initially only 2 students, after the post-test the Excellent category was 11 students (44%) funds in the Very Good category were 7 students (28%). The increase is very clear in the table above. Therefore, we recommend the application of this Scrabble game to young learners so that students' vocabulary can increase at any time. In addition, we also recommend for the next researchers discuss scrabble sentences and scrabble discourse.

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