The effect of using Scrabble Game on students' vocabulary mastery through blended learning at the eleventh grade of SMAN 14 Bandar Lampung

Thio Galih Kuncoro[1], Cucu Sutarsyah[2], Khairun Nisa[3]

Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No. 1

Bandar Lampung, Indonesia [1,2,3]

Correspondence: thiogalih32@gmail.com

ABSTRACT

This research was aimed to find out whether there is any significant improvement in students' vocabulary mastery after using of scrabble games, and how are students' response in learning vocabulary after using of scrabble games. The subjects of the research were 32 students of class XI at SMAN 14 Bandar Lampung. One group pre-test post-test design was used in this research. The researcher conducted the research in six meetings which consisted of try out test, pre-test, three times of treatment, and post-test. The data were analyzed by using Repeated Measure T-Test in which the significance was determined by $p<0.05$ and hypothesis testing was computed using Statistical Package for Social Science (SPSS).Based on the calculation, the result of the research showed that the mean score of pre-tests is 77.625 and the post-test is 84.0625 in which the gain is 6.4375. The results of t-value (10.376) is higher than t-table (2.0395) and the value of two-tailed significance is $0.000 < 0.05$. It showed that the hypothesis is accepted that is, there is a significant improvement of students' vocabulary mastery after the use of guessing games. The result also shows that the most improving aspect of vocabulary is verb with the mean score of pre-tests is 77.86 and the mean score of post-tests is 86.46. The improvement of the verb is 8.60 with the percentage is 33.74%. In opposite, the lowest improvement aspect of vocabulary is a noun. It showed that the mean score of pre-tests is 93.23 and the mean score of post-tests is 97.14. The gain is 3.91 with the percentage is 15.34%. Moreover, the researcher used the open-ended questionnaire to find the students' responses in learningvocabulary by using a scrabble game. The result of the questionnaire showed that the majority of the students work with no pressure, have some fun, and get some new information. Therefore, based on the result, it is concluded that scrabble game technique can be applied to improve the students' vocabulary mastery and it is recommended as a reference to teach English in vocabulary class.

Keywords: vocabulary, scrabble game, students' respons.

1. INTRODUCTION

This chapter presented several points such as background of the research, research questions, objectives of the research, uses of the research, scope and limitation of the research, and definition of terms.

Background of The Research

Language, in daily lifeis a very important tool for information. This is reasonable because it is used by people in the world as a means of communication in order to share their aims and purpose, for example asking questions and sharing ideas. Languagein practicemay have different meaning, so they will try to understand what other people say if they have different language. For this reason, people have to be able to know the meaning of language or words which is spoken or written by people to understand their aims. In relations to this, Indonesia has formulated the policy that English is the first foreign language which is taught as a compulsory subject, which has been officially taught since 1967 under deceition of Minister of Educational and Cultural. As the present time, English has been introduced since the level of elementary school or even in play groups. It is also a compulsory foreign language taught in junior high school.

In reference to the explanation above, this study conducted a research mainly dealing with the effectiveness of using text twist game to find out the improvement of students' vocabulary mastery at the eleventh grade of senior high school students. Thus, the title of this research is "The Effect of Using Scrabble Game on Students' Vocabulary Mastery through Blended Learning at The Eleventh Grade Of SMAN 14 Bandar Lampung".

II. RESEARCH METHODS

Design

This research used quantitative and qualitative research. This research aimed to find out whether there is any significant improvement in students' vocabulary mastery after the use of scrabble game online and to find out how is students respond after the use of scrabble game.

To answer the first research question, the researcher used quantitative research. The design involved one group as the subject and it involved three steps, those were pre-test, treatment, and post-test. The data were analyzed by the t-test formula. The research design would be presented as follows:

The design could further be described as follows:

T1 refers to pre-test

$$\boxed{\textbf{T1 X T2}}$$

X is concerned with scrabble game

T2 relates to the post-test

(Setiyadi 2006)

Try-Out of the Instrument

Tryout test is administered to the students before the researcher applied the technique. The test is in multiple-choice consisting of 60 items related to content words of vocabulary which had four options (a,b,c,d). The time for doing the test is 80 minutes. The test aimed to know the quality of the vocabulary test. The class that is selected for try-out test is XI. The test could be specified well if it had good reliability, validity, and also the test is not too difficult and not too easy. The composition of the test items is presented in the table below.

Table 3.1 Specification of Try-Out Test

No.	Aspect to be measured	Item	Total	Percentage
1.	Noun	1,2,3,12,18,19,20,28,29,37,43,44,45,51,52	15	25%
2.	Verb	4,8,9,13,14,24,25,30,31,38,39,46,47,53,54	15	25%
3.	Adjective	5,6,11,15,21,22,32,33,36,40,48,49,55,56,57	15	25%
4.	Adverb	7,10,16,17,23,26,27,34,35,41,42,50,58,59,60	15	25%
Total		60		100%

Result of the Try-Out Test

Before the researcher administering the pre-test, the try-out test is conducted the eleventh grade students of SMAN 14 Bandar Lampung analyze the reliability, level of difficulty, and discrimination power of the test. The students are given 60 items of multiple-choice questions. There are 60 items in the try-out test.

Table 3.2. Result of Try-out Test

Criteria	Items	Decision
Poor	9, 16, 19, 21, 30, 34, 38, 43, 49, 56	Dropped
Satisfactory	2, 3, 4, 7, 10, 11, 13, 14, 15, 17, 18, 22, 24, 25, 26, 27, 29, 33, 35, 36, 37, 39, 40, 41, 44, 45, 50, 51, 53, 54, 55, 57, 58, 59, 60	Administered
Good	1, 5, 6, 8, 12, 20, 23, 28, 31, 32, 42, 46, 47, 48, 52	Administered

Qualitative Data

In qualitative data, questionnaire is administered. In analyzing the data of qualitative instrument, the researcher checked the validity of the questionnaire.

Questionnaire

The researcher administered the questionnaire to answer about students' responsusing blended learning model on students' vocabulary mastery of scrabble game onlineat SMAN 14 Bandar Lampung. The questionnaire is delivered at the end of treatment. The questionnaire consisted of 10 questions about aspects of vocabulary and students' interest in scrabble games online. Question number 1-4 are about the aspect of vocabulary and question number 5-10 are about students' interest in learning vocabulary by using a scrabble game online.

Validity of the Questionnaire

The type of the questionnaire in this research was open-ended questionnaire. The students are required to answer the questionnaire by choosing Yes/No and write their reasons based on the question. According to Sugiyono (2016), the questionnaire is valid if the instrument could be used to measure what should be measured. The researcher analyzed the validity of the questionnaire by using interrater. In this research, there are two raters. The first rater is the researcher and the second rater is the English teacher at SMAN 14 Bandar Lampung.

Consistency of the Questionnaire

To find out the consistency of the questionnaire, the researcher conducted triangulation. Its aim to make sure the data which is collected by the researcher to identify the students' response which occur during implementing of scrabble game onlineis consistence.

Data Analysis

In analyzing the data, the researcher used quantitative and qualitative data inorder to answereach of the research questions. To analyze the first researchquestion about the significant improvement of students' vocabulary mastery, the researcher used quantitative data. The researcher used the test which was tryout test, pre-test, and post-test as the instruments. The data analyzed using the T-test in SPSS. In order to find out the students' progress in mastering the vocabulary, the researcher analyzed the data using some steps as follows:

1. Scoring pre-test and post-test.

2. Finding the mean of the pre-test and post-test using a formula. The researcher computed the formula which is designed by Arikunto (2006), as follows:

$$X = \frac{\Sigma x}{N}$$

The design can further be described as follows:
X denotes as mean score
Σxrelates to sum of individual score

N refers to number of students

3. Drawing conclusion by comparing the means of the pre-test and post-test, the analysis by using SPSS to test how significant the improvement between score of the pre-test and post-test, in which the significant be determined by p <0.05.

Moreover, to answer the second research question the questionnaire was used as the instrument to find out the students' response of using a scrabble game to improve students' vocabulary mastery.

Hypothesis Testing

After collecting the data, the researcher analyzed to find out whether there is an improvement in students' vocabulary mastery after being taught through a scrabble game. The researcher used *Repeated Measured T-Test* to determine whether the hypothesis is accepted or rejected. The researcher analyzed at a significance level of 0.05 in which that the probability of error in the hypothesis is only about 5%. The hypothesis is drawn as follows:

Ho : There is no significant difference of the students' vocabulary mastery after being taught through scrabble game.

H1 : There is a significant difference of the students' vocabulary mastery after being taught through scrabble game.

The criteria for accepting the hypotheses are as follows:

1. Ho will be accepted if the alpha level is higher than 0.05 ($\alpha > 0.05$).
2. H1 will be accepted if the alpha level is lower than 0.05 ($\alpha < 0.05$).

This chapter had discussed the research design, data source, variables, research instruments, data treatments; validity and reliability, research procedure, data analyses, and hypothesis testing.

III. RESULT AND DISCUSSION

Teaching and Learning Process

In this research, the researcher held six meetings to get the data. In the first meeting, the researcher administered the try-out test in XI class before giving the post-test. The second meeting was to get the result of the pre-test in XI class. In this study, the aim of giving the pre-test was to know the students' vocabulary mastery before getting the treatment and also to know the problem of the students in vocabulary. In conducting the treatment, the researcher used scrabble game as the treatment to teach vocabulary.

Result of the Research

This section attempts to answer the research question. This research was directed to figure out whether there is any significant improvement of students' vocabulary mastery after the implementation of the technique and the students' response in learning vocabulary using the technique.

This research was conducted in SMAN 14 Bandar Lampung on April 05th – April 23th 2021. This research used two classes, the first class was XI S2 as the try out class and the second class was XI S

4 as the subject of the research. The first class consisted of 32 students and the second class also consisted of 32 students.

The try-out test was administered first in XI S 2 class to analyze the reliability, level of difficulty, and discrimination of power to achieve good test instrument criteria. The pre-test and post-test were administered in XI S 4 class to investigate the improvement of students' vocabulary mastery after being taught using a scrabble game. after that, the questionnaire also conducted in XI S 2 class to investigate the students' response in learning vocabulary using scrabble game.

IV. CONCLUSION AND SUGGESTION

Conclusion

1. Scrabble game can give significant improvement to students' vocabulary mastery. Based on the result, there is an improvement of students' vocabulary mastery after being taught by using scrabble game. It was proved by the increase of the students mean score in the post-test which was higher than in the pre-tests. Indicatively, the students' mean score increased from 77.625 to 84.0625 which the gain was 6.4375. It happens since the students were capable to get involved actively in the process of scrabble game activity.
2. The majority of the students give a good response in learning vocabulary by using scrabble game. The students' response are positives such as the students' feel happy and enjoy while learning. Besides that, the students become confident, they can communicate with others in group, and learn without pressure. It makes the students' vocabulary is improved after the use of scrabble game.

5.2 Suggestions

In reference with the conclusion above, some points of recommendations are put forward as follows:

5.2.1. Suggestions for English Teachers

1. Since there is a significant improvement on students' vocabulary mastery after being taught using scrabble game, English teacher are suggested to apply this technique in teaching vocabulary. Considering scrabble game, this game is such attractive and challenging game. It is able to increase students' motivation in learning more about vocabulary so that they can improve their vocabulary mastery.
2. To minimize the time, the teacher needs to manage the time properly. When it is introducing the rules of the game, the teacher is suggested to explain it as clear as possible in order to avoid some questions from the students. During the activity, the teacher needs to be consistent with the time given in every section of the game.

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