

REINFORCING EFL YOUNG LEARNERS' VOCABULARY THROUGH SCRABBLE GAME

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ABSTRACT

The objectives of the research were to know the use of scrabble game can reinforce EFL Young Learners vocabulary. The writer was applied pre-experimental with one group pre-test and post-test. This research was conducted at SMPN 35 Makassar sub-district of Biringkanaya, Makassar city. In this research, the population was the seven grade students of SMPN 35 Makassar. The total numbers of population were 240 students. The researcher was used total sampling technique. The total number of samples was 30 students from class VII-1. In analyzing the numerical data, the writer used SPSS for windows. After conducted the research, the writer concludes that the use of Scramble Game in teaching English vocabulary enriches the students' vocabulary; it is proved by the mean score of the students in pre-test and posttest. The mean score of the pre-test before the treatment was 57.40 and after the treatment the students gained score 74.67. The t-test of the students' vocabulary achievement in posttest was smaller than α . The researcher found that the p-value (probability value) was lower than α ($0.00 < 0.05$) and the degree of freedom was 29. The t-test value of pre-test and post-test was remarked significantly different. It indicated that the alternative hypothesis (H1) was accepted and, of course, the null hypothesis (H0) was rejected. o learn autonomously and it is compulsory subject from the school.

Keywords: EFL Young Learners, Vocabulary, Scrabble Game

Introduction

There are many elements in language, one of them is vocabulary. Nowadays, people concern vocabulary as important element of language. As what Zimmer Man stated (in James Coady: 1997), vocabulary is considered one of the most important aspects of second language learning and priority was placed on developing a scientific and rational basis for selecting the vocabulary content of language courses

Learning vocabulary is important because to be able to speak, write, and listen we have to know adequate vocabulary first. Peoples across the world have

the strong feelings that the lack of vocabulary mastery can impede the process of English learning. They found problems in learning language that related to the lack of vocabulary. The problems are: 1) cannot speak English fluently, 2) easy to forget new words learned recently, 3) tend to use the same idiomatic expressions to express different sort of things, 4) sometimes it is hard to find the correct word to say (Thornbury, 2002:13). There are also other problems occurs related to the lack of vocabulary mastery as quoted from Handayani's thesis (2009), the problems are: 1) the problems in catching words or sentences which were said, 2) the problems in understanding meaning of words.

Mastering vocabulary is not easy, yet other aspects of the language are considered as sound, and structure. Vocabulary is one of the most important elements in a language. To speak the language well needs to master it. No matter how well you learn grammar, how successfully the sound of the foreign language just cannot happen in any meaningful way.⁵ We can improve our vocabulary such as by reading books, watching TV, or learning through internet such chatting among the country and film video. Increasing learning process, the teachers are hoped to develop their students' ability to communicate to others by giving them practice pattern, which contains the vocabulary items for every day situation. The importance of learning new vocabulary has encouraged language teachers of English today to move from passive learning to active learning, to find better ways of engaging students in the English language learning process, because Students need something fun and easy to access the vocabulary quickly when is required for use. By using a suitable method, his subject matter will be more interesting and teaching learning process can be more effective and efficient, therefore the purpose can be achieved. To help drive active students in the class, teachers need games to involve in the teaching-learning process. Games in the school are sometimes viewed as an activity in which students can only get fun or amusement without anything they can learn from it but games can also be used as one of educational aids in teaching. In teaching and learning process, the important thing is not only how much or how less teaching and learning are done in the classroom, but also how the students are active and fun in their learning process. It has formed the philosophy of learner-centered method that is divided into two focuses on the language process and the language content.

Based on the problems above, the writer tries to give a solution for the teacher to implement an English teaching strategy which can motivate and give more opportunities for the learner to contribute in English teaching process that is playing scrabble game. This strategy is designed to create students' interests to learn with pleasant. In playing scrabble game activity, the game played with two to four players with the players using their vocabulary to create words. Scrabble allows players to use any word in the English language except for words that are capitalized which need hyphens, abbreviations, prefixes or suffixes. Using scrabble

game in teaching vocabulary will encourage the students to reinforce their vocabulary that they have stored in their brains. These types of activities are extremely effective in the foreign language classroom. Based on the problems above, the writer was interested in applying scrabble game to reinforce students' vocabulary and will make the teaching learning process be alive and fun.

METHOD

In this research, the researcher was applied pre-experimental and there is no possibility for the researcher to randomize them as the sample of the research. The consideration is relevant to the statement of (Gay, et al. 2006:258). The research design was used pre-experimental research with one group pre-test and post-test. In collecting the data, the instrument was vocabulary test. The vocabulary tests were administered in the pretest and posttest. The instrument was intended to measure the students' enrichment of vocabulary. The test vocabulary aspects in this research are: nouns, verbs, and adjectives.

Finding Dan Discussion

Findings.

This section deals with the presentation and the elaboration of data about pretest and posttest, and the students' improvement in learning vocabulary before and after employing treatments. In addition, mean score of pretest, posttest, and questionnaire and standard deviation of pretest and posttest as consideration in this research is also explored further. The detailed results are provided in the further presentation of the data.

The presentation of the data in this part is obtained through the vocabulary test interpretations. The interpretations are taken from mean score, standard deviation, frequency, and any other supporting source of statistical elements.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into six levels based on Puskur (2006:35). The following table is the students' pretest score and percentage of experimental and control group.

Table 1 The Percentage of Students' Pretest Score

| Classification | Score | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Very Good | 81-100 | 0 | 0 |
| Good | 61-80 | 10 | 30 |
| Fair | 41-60 | 15 | 50 |
| Poor | 21-40 | 5 | 20 |

| | | | |
|-----------|------|----|-----|
| Very Poor | 1-20 | 0 | 0 |
| Total | | 30 | 100 |

Based on the data in Table 1, pre-test showed that out of 30 students, there was none student of them categorized as very good. There were 10 (30%) students yielded good. In the next level categorized as fair which was by 15 (50%) students. There were 5 (20%) students positioned in category of poor and there was none student of them categorized as very poor.

Before the treatments were performed, the researcher was given pretest to know the students' prior knowledge. Furthermore, the purpose of the test was to find out whether the students at the same level or not.

After calculating the result of the students' pretest, the mean score and standard deviation are presented in the following table.

Table 2 The Mean Score and Standard Deviation of Students' Pretest

| Mean Score | Standard Deviation |
|------------|--------------------|
| 57.40 | 11.494 |

Based on the classification of vocabulary test, the mean score of the pre-test (57.40) was considered fair with the standard deviation 11.494. It indicates that the points of the classification reached by the students are still low.

The scores of students' vocabulary achievement was classified into five levels. Those scores then were tabulated and analyzed into percentage. The following table is the statistical summary of the students' posttest of both groups.

Table 3 The Percentage of Students' Post-test Score

| Classification | Score | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Very Good | 81-100 | 11 | 37 |
| Good | 61-80 | 19 | 63 |
| Fair | 41-60 | 0 | 0 |
| Poor | 21-40 | 0 | 0 |
| Very Poor | 1-20 | 0 | 0 |
| Total | | 30 | 100 |

From the classification, the scores, and the rate percentage of the posttest illustrated in the table above that out of 30 students, three of the bottom categories, fair, poor and very poor were not employed by anyone of them. There were 19 (63%) students leveled as good. In this group, there were 11 (37%) students have the ability to gain the very good level.

Based on the description above, it is clear that there is a much more significant improvement of vocabulary reached out by the students in post-test through treating those students using Scramble Game during the research.

The result of the posttest was defined to be the way to know the mean score and the standard deviation. The following table presents the mean score and the standard deviation of post-test.

Table 4 The Mean Score and Standard Deviation of Students' Posttest

| Mean Score | Standard Deviation |
|------------|--------------------|
| 74.67 | 7.535 |

It can be observed in the table above that post-test was valued 74.67 for its mean score with the standard deviation obtained 7.535. It can be referred from the description about the mean score and the standard deviation for posttest. Post-test produces a better improvement or a higher achievement that turns from 57.40 pretest to 74.67 in posttest or fair classification to good classification.

a. Test of significance (t-test).

T-test is a test to measure whether or not there is a significant difference between the results of the students' mean scores in the pretest and the posttest. By using inferential analysis of t-test or test of significance run by SPSS Version 16, the significant differences can be easier to analyze. The level of significance is (α) = 0.05 and the degree of freedom (df) = 29, N1– 1, the number of students (each 30) minus 1. The following table illustrates the t-test value result:

Table 5 The Paired t-test Value of Students' Achievement

| Variables | Probability Value | α | Remarks |
|------------------------|-------------------|----------|-------------------------|
| Pre-test and Post-test | 0.00 | 0.05 | Significantly different |

Based on the result of data analysis as summarized in table 4.5 pretest and post-test, the researcher found that the p-value (probability value) was lower than α ($0.00 < 0.05$) and the degree of freedom was 29. The t-test value of pre-test and

post-test was remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the use of Scramble Game significantly enriches students' vocabulary. It is more effective, more productive and faster to enrich the students' vocabulary.

Discussion

Relating to collected data through the pretest and posttest, the comparison of the enrichment of students' achievement can be proved by analyzing the pretest and post-test result. It can be stated that after giving treatment by using Scramble Game, the mean score of the pre-test before the treatment was 57.40 and after the treatment the students gained score 74.67. In the pretest, there was none student of them categorized as very good. There were 10 (30%) students yielded good. In the next level categorized as fair which was by 15 (50%) students. There were 5 (20%) students positioned in category of poor and there was none student of them categorized as very poor.

By noticing the result of students' pre-test, the researcher assumed that the prior knowledge of the students seems lack because the students did not have any knowledge about the test or they are not given the treatment yet by using scramble game. There are some factors that can influence students' achievement. Slameto (1988) states that factors that influence teaching and learning process can be divided into two parts namely: internal factor and external factor. External factors consist of school factor, teaching procedure, school physical condition, curriculum, school discipline, teaching media, time schedule, and peer group. While internal factors are motivation, physical condition, students interest, student intelligence, attitude, language aptitude, and concentration. Another factor that can influence students' achievement in pretest that is teaching media and students' attitude. Therefore, pretest was given to find out prior knowledge of students, so the researcher should treat the students by using word wall media as one technique to overcome the low mastery of students.

The result of posttest indicates that the use of scramble game gives progress significantly toward students' achievement. It means all the students could enrich their vocabulary; it is proved by the students' mean score before and after the treatment gets increase as stated before. The vocabulary achievement showed better post-test.

The statistical data based on the t-test through SPSS Version 16 to test the hypothesis indicated that the probability value of the experimental group is lower than alpha (α) in which ($0.000 < 0.05$). It meant that the H_1 of the hypothesis was accepted.

Based on the findings of the research above, the researcher may point out that before giving the treatment (pretest), almost all of the students got fair and poor

classification in mastering vocabulary. The difficulties that the students faced are specially to remember the meaning and the spelling.

Furthermore, from the researcher observation during the treatments conducted for six meetings in different topics that employed the scramble game, the students could enrich their ability to master vocabulary. Scramble game provided a really enjoyable atmosphere while learning a new vocabulary.

The procedure of the treatment has an important role for the students' vocabulary mastery. It is proved by the enhancement of students' vocabulary achievement after giving the treatment by using scramble game for four times.

Conclusions

Based on the research findings and discussion in the previous chapter, the researcher concludes that the use of Scramble Game in teaching English vocabulary enriches the students' vocabulary; it is proved by the mean score of the students' in pre-test and posttest. The mean score of the pre-test before the treatment was 57.40 and after the treatment the students gained score 74.67. The t-test of the students' vocabulary achievement in posttest was smaller than α . The researcher found that the p-value (probability value) was lower than α ($0.00 < 0.05$) and the degree of freedom was 29. The t-test value of pre-test and post-test was remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected.

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