The Use of Modified Scrabble Game to Improve Students' Vocabulary in English Class at SMAN 20 Surabaya

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Abstrak: Penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang bertujuan untuk mengetahui peningkatan penguasaan kosa kata bahasa Inggris peserta didik melalui penerapan game Scrabble modifikasi. Penelitian ini dilaksanakan di kelas XI-6 SMAN 20 Surabaya pada semester genap tahun ajaran 2024/2025 dengan peserta didik sebanyak 35 orang. Penelitian Tindakan Kelas (PTK) ini dilakukan dalam dua (2) siklus. Pengambilan data dilakukan dengan melalui tes penguasaan kosa kata bahasa Inggris. Data yang diperoleh kemudian dianalisis secara deskriptif, dimana indikator keberhasilan penelitian adalah adanya peningkatan presentase jumlah peserta didik yang mendapatkan nilai 75 setelah dilaksanakannya tindakan menggunakan game scrabble modifikasi adalah sebanyak 75%. Hasil penelitian ini menunjukkan bahwa pada siklus 1, terdapat 54,29% peserta didik mendapatkan nilai 75, sedangkan pada siklus 2 terdapat peningkatan dengan presentase lebih dari 75% peserta didik mendapatkan nilai 75 pada siklus dua (2) setelah dilakukannya tindakan menggunakan game scrabble modifikasi. Sehingga, dapat disimpulkan bahwa penggunaan game scrabble modifikasi diketahui dapat meningkatkan penguasaan kosa kata bahasa inggris peserta didik kelas XI-6 SMAN 20 Surabaya.

Katakunci: Kosa kata, Bahasa Inggris, Scrabble Modifikasi

Abstract: This research is a Classroom Action Research (CAR) which aims to determine the improvement of students' mastery of English vocabulary through the application of modified Scrabble game. This research was conducted in class XI-6 of SMAN 20 Surabaya in even semester of 2024/2025 academic year with 35 students. This Classroom Action Research (CAR) was conducted in two (2) cycles. Data were collected through English vocabulary mastery test. The data obtained were then analyzed descriptively, where the indicator of the success of the study was an increase in the percentage of the number of students who scored 75 after the implementation of the action using the modified scrabble game was 75%. The results of this study show that in cycle 1, there were 54.29% of learners getting a score of 75, while in cycle 2 there was an increase with a percentage of more than 75% of learners getting a score of 75 in cycle two (2) after the action using the modified scrabble game. Thus, it can be concluded that the use of modified scrabble game is known to improve the mastery of English vocabulary of students of class XI-6 SMAN 20 Surabaya.

Keywords: Vocabulary, English, Modified Scrabble Game

INTRODUCTION

A large vocabulary is necessary for learning a new language. Vocabulary is one of the elements that connects the four skills of speaking, listening, reading, and writing (Dauletova & Rahimova, 2022). This is because having a large vocabulary and understanding how to use it correctly are essential for effective communication in a foreign language, particularly English, which is an international language (Akramy et al., 2022). However, there are still many people in Indonesia, especially students as the nation's next generation, who have not mastered English due to vocabulary mastery problems, despite the fact that one of the key components of English is vocabulary.

According to Somantri & Nurhayati (2017), one aspect of language that needs studied and taught is vocabulary. It becomes essential to the process of learning a language, particularly when a language is being introduced. Furthermore, a strong vocabulary is a key factor in mastering a language; the more words a person knows, the better their ability to use and understand the language effectively (Rahayu et al., 2018).

Based on the preliminary study, the researcher found a problem in class XI-6 of SMAN 20 Surabaya. Some students in class XI-6 have problems in vocabulary mastery that affects their understanding of the lessons being studied. The pre-test results obtained at the beginning of the learning process demonstrate this. The students' scores can be reviewed through the following diagram:
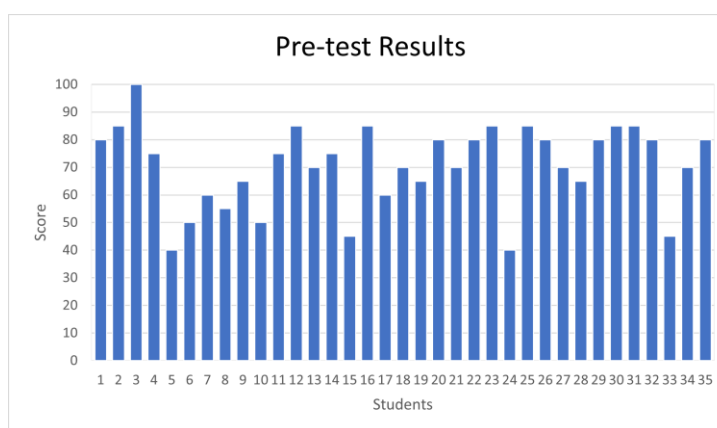

Diagram 1. Pre-test results at the beginning of learning

The acquisition of student learning achievement scores seen from the pre-test results at the beginning of learning shows that there are 17 students who have not reached a score of 75 with a percentage of 48.57%. This is certainly a major concern for teachers, where innovation is needed in order to create changes in student learning achievement in a better direction.

Therefore, the researcher used a modified scrabble to know the improvement of the vocabulary mastery of students in class XI-6 SMAN 20 Surabaya. The words that are arranged into vocabulary in this scrabble word game are modified and adjusted to the subject being studied, namely analytical exposition text. Another modification is that there are clues for vocabulary that can be formed from these words. In addition, there are no boxes/help lines on the word game scrabble board, so students can form the vocabulary they get where they want.

As cited in Somantri & Nurhayati (2017), Hidayatullah (2002) states that there are various methods for introducing new vocabulary, one of which is through word games, which come in many different forms. Scrabble is a word game that can be used to improve English vocabulary, where players create words using small plastic letter tiles and link them to existing words on the board (Hakim, 2011). Lee (2012), as cited in Somantri &

Nurhayati (2017), states that Scrabble is an enjoyable board game that helps students practice spelling while improving their vocabulary, reading, and overall grammar skills.

Previously, there is research that has been done related to vocabulary improvement through scrabble games conducted by Hakim (2011) with the title "Reinforcing Students' Vocabulary Through Scrabble Game". The purpose of this study is to explain how Scrabble is used to help 1st grade students at SMA Kartika X-1 strengthen their vocabulary. The research methodology used to address students' challenges with learning English, specifically in vocabulary, is called Classroom Action Research (CAR). According to the research's findings, teaching vocabulary to 1st graders at SMA Kartika X-1 using Scrabble game activities can improve their vocabulary and motivate them to learn English.

Based on this, the formulation of the problem to be studied is the use of scrabble modification to improve students' vocabulary in English class XI-6 SMAN 20 Surabaya. The purpose and benefit of this research is to describe and know the application of scrabble modification to improve students' vocabulary in class XI-6 SMAN 20 Surabaya.

METHOD

This research is a Classroom Action Research (CAR) which focuses on finding out the improvement of English vocabulary mastery with a learning approach using Game-based Learning. The participants in this research were students of class XI-6 SMAN 20 Surabaya as many as 35 with 15 male students and 20 female students. This research was conducted in February-April 2025 in the even semester of the 2024/2025 academic year. As cited in Anggraini (2023), in this study, two cycles of classroom action research were conducted using the Kemmis and McTaggart (2004) models with each cycle consisting of one (1) meeting. This Kemmis and McTaggart (2004) model includes the stages of planning, action, observation, and reflection, as presented in the following figure.
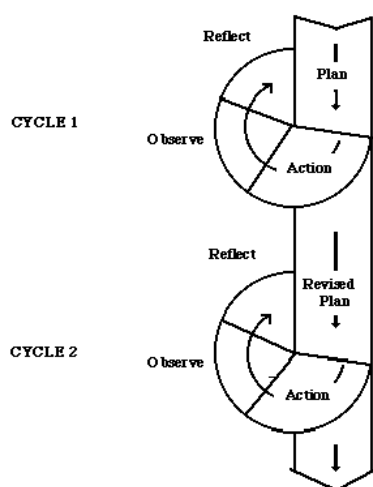

Figure 1: Stages of Classroom Action Research

The following is an explanation of each stage:

a. Planning
The planning stage includes making teaching modules, observing classroom learning phenomena, preparing facilities and infrastructure, and determining research indicators.

b. Action
The action stage includes all actions contained in teaching modules.

c. Observation
The observation stage includes observing research and action results.

d. Reflection
The reflection stage is carried out by analyzing the results of observations to determine the strengths and weaknesses of the corrective actions that have been taken, as well as the achievement of success indicators.

The data collection technique used is a test, with the research instrument in the form of test questions for vocabulary mastery related to the text studied in the subject matter, namely analytical exposition text. The data obtained is processed by reflecting on the improvement of vocabulary mastery test results in learning carried out for two (2) cycles. The indicator of success in this study is 75% of students score is 75 in the vocabulary mastery test related to the text studied in the subject matter, namely analytical exposition text.

RESULTS AND DISCUSSION

Learning by using game-based learning model through a modified scrabble game has been applied to students of class XI-6 SMAN 20 Surabaya with the aim to know the application of scrabble modification to improve students' vocabulary. Before the research was conducted, the researchers conducted discussions with the mentor (*guru pamong*) and supervisors regarding the making of learning tools which included teaching modules, teaching materials, learning tools and media, and research instruments in the form of test questions for vocabulary mastery related to the text studied in the subject matter.

Cycle 1 was conducted traditionally without any action using collaborative model. In cycle 1, the planning stage was carried out through discussions with mentor (*guru pamong*) and supervisor regarding learning tools after conducting diagnostic assessment and pre-test to determine the background and learning readiness of students. In this cycle, the test of vocabulary mastery was designed as a multiple-choice according to the material studied, namely analytical exposition text. In the pre-test, it was also known that students had difficulty in mastering English vocabulary so that it affected their understanding of the subject matter. The action stage is carried out by carrying out all the activities that have been written in the learning tools including the implementation of tests to determine the mastery of students' vocabulary, but the modified Scrabble game

has not been used. The observation stage was carried out by making direct observations in the learning process without the use of modified Scrabble games. Furthermore, at the reflection stage it is known that the vocabulary mastery test results are in accordance with the results of the pre-test where students have difficulty in mastering English vocabulary with the following details:

Table 1. Results of vocabulary mastery test cycle 1

No	Results of vocabulary mastery test	Cycle 1 Post-test	
		Total	Percentage
1.	Incomplete (<75)	16	45,71 %
2.	Completed (75)	19	54,29 %

Based on table 1 related to the results of mastery of vocabulary cycle 1, it can be concluded that there are 16 students with a presentation of 45,71 % who have not reached the completion value of 75. Therefore, the reflection stage is carried out by designing actions using modified scrabble games to know the improvement of students' vocabulary mastery through the implementation of cycle 2. In addition, the application of the collaborative learning model was also found to be less successful in improving students' vocabulary mastery, so after discussing it with mentor (*guru pamong*) and supervisors, it was decided to change the learning model in cycle 2.

In cycle 2, the planning stage was carried out by preparing learning tools, including making a modified Scrabble game learning media to know its use in improving students' vocabulary mastery using the game-based learning model. In addition, the vocabulary mastery test was designed in a more varied form, namely multiple choice, true false, match, and fill in the blank according to the material studied, namely analytical exposition text. The action stage is carried out by carrying out activities in accordance with the learning tools that have been prepared, namely the implementation of the modified Scrabble game in groups according to the game rules that have been explained, as well as the implementation of vocabulary mastery tests after the action using the modified Scrabble game. The observation stage is carried out by reviewing students' vocabulary mastery test results after the action using the modified Scrabble game, whether it has improved compared to cycle 1. The following are the results of the cycle 2 vocabulary mastery test after the action using the modified Scrabble game.

Table 2. Results of vocabulary mastery test cycle 2

No	Results of vocabulary mastery test cycle	Cycle 2 Post-test	
		Total	Percentage
1.	Incomplete (<75)	5	14,29 %
2.	Completed (75)	30	85.71 %

Considering the vocabulary mastery test results after the action using the modified Scrabble game, it can be seen that there has been an increase, although there are still 5 students who have not completed. The percentage of vocabulary mastery test results after the action using the modified Scrabble game is 85.71%, with a total of 30 students. This shows that the presentation of students who are complete has reached the specified success criteria, namely 75% of students get a score of 75. Based on these results, the reflection stage was carried out by summarizing the results of the two cycles. Therefore, it can be concluded that this research has achieved the expected goals so that it was completed in cycle 2. The modified Scrabble game is known to be able to improve vocabulary mastery of students' class XI-6 SMAN 20 Surabaya.

In addition, considering on the results of the observation sheet observed by the observer, in cycle 2, the implementation of the modified Scrabble game showed an increase in student engagement compared to cycle 1 which still used the traditional learning model without treatment. In cycle 2, all students in class XI-6 seemed enthusiastic and eager to join the game, showed good cooperation in groups, and actively composed words without needing to be directed. They remained focused throughout the activity, were not distracted by other things, and actively interacted through discussion and question-answer with friends. Positive expressions such as smiles and enthusiasm were evident throughout the game, and all students adhered to the rules and the allotted time. Meanwhile, in cycle 1, student engagement still tends to be limited because it has not been as active and fun as seen in cycle 2. Therefore, it can be said that the use of game-based learning through modified Scrabble game has a stronger influence in increasing student engagement during the learning process.

CONCLUSION, IMPLICATION, SUGESTION

Considering on the results of the actions that have been carried out in two cycles, as well as the entire discussion and analysis that has been done, it can be said that the use of modified scrabble game as an action in this research is known to improve vocabulary mastery of students' class XI-6 SMAN 20 Surabaya. This is shown from the English vocabulary mastery test results conducted by students after participating in learning activities with modified scrabble games have increased and have reached the success criteria set, namely 75% of students get a score of 75. It demonstrates that integrating fun and interactive learning methods can significantly improve student engagement and learning outcomes. Therefore, English teachers are encouraged to incorporate similar game-based learning activities to create a more dynamic and motivating classroom environment. Schools should also support such innovations by providing necessary resources and training for teachers. Future researchers are advised to explore the effectiveness of other educational games on different language skills or in varied educational settings to broaden the scope of this instructional approach.

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