

## **THE EFFECTIVENES OF SCRABBLE GAME FOR STUDENTS' SPELLING MASTERY IN VOCABULARY LEARNING FOR SEVENTH GRADERS OF SMP MUHAMMADIYAH SURABAYA**

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### **ABSTRACT**

The analysis of "The Effectiveness of Scrabble Game For Students' Spelling Mastery In Vocabulary Learning" is still difficult to find. The researcher formulates the statement of the research, scrabble game is effective for students' spelling mastery in vocabulary learning. The objective of the research is to find out whether scrabble game is effective for students' spelling mastery. This research uses experimental design, with the hypothesis there is difference in spelling mastery of seventh graders taught by scrabble game and who are not. The subjects are seventh graders students of SMP Muhammadiyah 6 Surabaya where VII<sup>P</sup> as experimental class and VII<sup>C</sup> as control class. Data collection technique uses test, pre-test and post test. The score pre-test and post test are compared to count the difference. The pre-test and post test score are counted using SPSS 1.6 Software to know the significant different. The counting result shows the  $p$ -value is 0,000 for the experiment class. Meanwhile the Eta square result is 0,41 that means the treatment gives large effect. It proves that the scrabble game is effective for student's spelling mastery.

Keywords: Scrabble game, spelling, experimental

English is international language. It is used by people all around the world. According to Harmer (2007:20) people who have different language and culture meet in a country need to speak each other using one understandable language namely English. Another researcher, Freeman and Long (1991:1) stated that English plays an important role in the fields of business and commerce, science and technology and international language relations and diplomacy. It means that English is a lingua franca. Lingua franca itself defines as language widely used to communicate between two speakers who have different native language. English also used in many aspects, such as internet facilities, computer features, science books, etc. All of it uses English. Therefore, people who are not English native speaker are challenged to master English.

As commonly known, in learning language it has four major skills, such as listening, reading, speaking, and writing. In addition, all of them have different characteristic to master. Yet one of the most important things from all ways is vocabulary. Many students are difficult to remind some new vocabularies, especially when they want to make it in sentence. It could be happen in students who are not the native of English or who are in process of learning the English.

There are many kinds of research conducting of teaching English, especially in teaching vocabulary. Deighton (1971:61) stated that vocabulary is the most important component of language power in using the language. Researcher has done developing teaching method and new media to make a new way in teaching vocabulary. One of learning media that well known is game, included board game.

A board game is game that involves counters or pieces moved on pre-marked surface or board, according to a set of rules. Games can be based on pure strategy, chance, or mixture of two, and usually have a goal that a player aims to achieve. Early board game represented a battle between two armies and most modern board games are still based on defeating opposing player in terms of counters, winning position, or accrual of points. There are many varieties of board games, one of them scrabble games.

Game can reduce the students' boredom and help them to learn vocabulary easily. According to Kuzu and Ural findings (as cited in Donmus, 2010, p.1449) when games and education are combined, it can be educative, and education environment can be entertaining. Sometime many teachers keep the teaching and learning process in monotonous ways. Their talk is formally in front of their students. For example giving explanation from book by grammar translation method is used by them. By using this method continually, it can make the students bored or less participation. In consequence, the teacher has to mix the method with new strategies, for instance game.

Scrabble game contains premium squares for quadruple word letter scoring. The game started by placing the letters on board. To the uninitiated, this game is determined whether you have good or bad letters on your rack. Simmons (2012:16) says that whilst there is undoubtedly an element of luck in the two-player game, there is also a great deal more skill than the casual observer may realise. It just like vocabulary. Before the game begins, players should agree which dictionary they will use, in case of a challenge. According to Hasbro (2009:2) all words labeled as a part of speech (including those listed of foreign origin, and as archaic, obsolete, colloquial, slang, etc.) are permitted with the exception of the following: words always capitalized, abbreviations, prefixes and suffixes standing alone, words requiring a hyphen or an apostrophe. The tiles must form words which in cross fashion, flow left to right in rows or downwards in columns.

Based on the problem above, the experiment the learning media (scrabble game) for the vocabulary learning is needed. The purpose of this research is to identify the effectiveness of scrabble game for students' spelling mastery in vocabulary learning for seventh graders of SMP Muhammadiyah 6 Surabaya.

### **Review of Related Literature**

In learning language, vocabulary becomes the basic aspect. Richards (2001:4) defines that vocabulary of the obvious components of language and one of the things applied in linguistic. Another researcher, Allen and Valette (1997:149) say that students who are involved into a new linguistic setting tend to pick vocabulary first and gradually develop a more accurate structural framework to use words. It means that vocabulary as the first thing should be mastered by the pupils who are learning a new language. As a new learner, neither younger or older students usually have a problem in learning vocabulary. It is a teachers' duty to fix it. As a good teacher, he or she has to solve it using a creative way. The teacher should explore his or her knowledge to find the techniques on how to teach vocabulary. Therefore the learning process becomes easier.

A good mastery of vocabulary helps the students to express their idea precisely. By having many stocks of vocabularies, the students will get ease in learning language skills. It means that the students will minimize the difficulties in learning those language skills.

According to Shaheen (2009:168) there are some techniques in teaching language as follows:

1. Music

Music can be alternative ways when teaching language. It will help the teacher to attract the students' attention. Moreover it also helps the teacher to reinforce the core of daily learning that taught at that day, such as teaching parts of body vocabularies. Cakir, 1999 as cited in Shaheen (2009:166) stated that every student has a natural taste for music and because of that English language teacher around the world use such enjoyable and supportive means for children to improve language learning and acquisition.

2. Rhymes

Action rhymes can captivate the students and help the teachers deliver the meaningful language learning. Action rhymes also help even beginners associate words and phrases with meaning. Repetition during rhymes is the most important core. Students do not realize that they are learning English. They just feel happy. They do not find difficulties when they try to memorize it. They remember the whole rhymes with ease.

3. Games

Just like songs and rhymes, games also provide the wonderful atmosphere in the learning English class. It has proved by many research.

According to Shaheen (2009:168) there are some reasons why using game in learning English is effective as follows below.

1. Game creates the fun class atmosphere. Students are willing to join in game. They do not just present at class, sit and listen what the teachers say. They enjoy themselves by joining in game.

2. Every game has purpose and outcome. In order to play, game has more specific purpose. Students have to communicate with their team if they want to win. Another purposes, they have to listen about the instruction. So they have to pay attention. If they do not pay attention, they will

lose. Furthermore they have to able to listen the attention and work in team. Addition games creates a good group working between students.

From all those strategies, the researcher takes conclusion that felling anxiety, worry, or another bad felling can influence the students' willing in learning language. To avoid it, the teacher needs a good way to solve this problem. One of the ways is teaching creatively, especially by using a game.

## Research Design

Based on the statement above, it could be said that this research is experimental quantitative research, in the form of two group design pre-test and post-test. Ary (2010:26) states that experimental research is the study of the effect systematic independent variable(s) to another variable. One group served as the experimental group and the other as the control group. The class which was taught using scrabble game was experimental group and the class which was not taught using scrabble game was the control group.

The research design in conducting the experiment can be illustrated in the following table.

Tabel 3.1

GROUP	PRE-TEST	TREATMENT	POST-TEST
A	Y1	-	Y2
B	Y1	X	Y2

Where

- A : The control group that was not given scrabble game.
- B : The experimental group that was given scrabble game.
- X : Scrabble Game
- Y1 : The pre-test administered before the treatment
- Y2 : The post-test administered after the treatment

## Result and Discussion

The researcher will discuss about the result of the research. The result include the score of pre-test and post-test. In this research, the researcher uses experimental research to get the data. It means that the research is implemented to find out the comparison among two groups, experiment and control group, which both get different deal. The experiment group gets the treatment but the control group does not. Comparison here realtes to the value or achievement among both class. In this case, the treatment is scrabble game.

This research conducted is about a month, 20th April 2015 untill 15th May 2015 at SMP Muhammadiyah 6 Surabaya. Before starting the learning, the researcher choosed 2 of 4 classes as a sample, experiment and control class, based on the teacher suggestion. This way calls snowball sampling. After choosing the class, the pre-test was held to 42 students. In the pre-test, students were asked to make a short paragraph about description place. Furthermore giving a treatment for experiment class by playing the scrabble game. The last step was giving posttest. Post test was held after the treatment had done. The post test was the same as the pre-test.

## Pre-Test of Both Class

1.1.1 In this occasion, the researcher will discuss about the pre-test score. The pre-test had given before the gave treatment. Yet the treatment just only gave for the experiment class. The pre-test was taken at 28th May 2015 for the experiment class and 29th May 2015 for the control class. The score of the pe-test can be seen in the tabel below:

Table4.1

Pre-test score of experiment and control class

No	Passing Grade	Experiment Class	Control Class
1	75	60	60
2	75	<b>100*</b>	<b>80*</b>
3	75	<b>80*</b>	60
4	75	40	40
5	75	40	<b>100*</b>
6	75	60	60
7	75	40	<b>80*</b>
8	75	40	60
9	75	60	60
10	75	<b>80*</b>	<b>100*</b>
11	75	40	40
12	75	60	<b>80*</b>
13	75	40	40
14	75	60	60
15	75	<b>80*</b>	40
16	75	20	40
17	75	40	60
18	75	40	<b>80*</b>
19	75	40	40
20	75	20	60
21	75	60	40
<b>Average Score</b>		<b>52,3</b>	<b>60,9</b>

Explanation : \* Students who exceed the passing grade.

From the data above, 4 students of experimental class exceed the passing grade. The maximum score is 100 and the minimum score is 20. This class has average score 52,3. Meanwhile the control, 6 students exceed the passing grade. The maximum score of this class is 100 and the minimum score is 40. Control class has average score 60,9.

## Post of Both Class

After learning process, the students of both class were given a test. It calls post test. The aim of the post test is to measure the achivement students' spelling mastery after got the learning process. The score are presented in the tabel below:

Table 4.2

The post test score of experiment and control class

No	Passing Grade	Experiment Class	Control Class
1	75	80	80
2	75	100	80
3	75	80	100
4	75	80	80
5	75	100	100
6	75	80	80
7	75	80	80
8	75	80	80
9	75	80	80
10	75	100	100
11	75	60*	80
12	75	80	80
13	75	100	100
14	75	80	80
15	75	80	80
16	75	60*	60*
17	75	80	80
18	75	80	80
19	75	80	80
20	75	60*	60*
21	75	60*	60*
<b>Average Score</b>		<b>80</b>	<b>80,9</b>

Explanation : \* Students who do not exceed the passing grade

The data above shows that experiment class has 17 students exceed the passing grade. The average score of experiment class is 80 with 60 the minimum score and 100 for maximum score. Then for control class, it has 80,9 for average score. While the minimum score is 60 and the maximum score is 100. 18 students are exceed the passing grade for this class.

### Percentage Students' Score Improvement of Passing Grade

Next the researcher is going to discuss about the percentage pre-test and post test value. The data are as follows:

Table 4.3

Passing Grade	Experiment Class		Percentage of The Test	
	Pre-test	Post test	Pre-test	Post test
75	4	17	4,76%	80,95%

The number of students exceeding the passing score  
In the pre-test and post test (Experiment Class)

Based on the percentage in tabel above, the result of the comparison of pre-test and post-test shows that the students' percentage which exceed the passing grade of pre-test is 4,76% and post-test is 80,95%. So the increasing is 76,19%.

Table 4.4

The number of students exceeding the passing score  
In the pre-test and post test (Control Class)

Passing Grade	Both Class		Percentage of The Test	
	Pre-test	Post test	Pre-test	Post test
75	6	18	28,57%	85,71%

Based on the data above, the result of comparison the students who exceed the passing grade in the pre-test is 6 students or equal to 28,57% and in the post test is 18 students or equal to 85,71%. The increasing number is 57,14%.

Table 4.5

The comparison percentage of post test  
For both class (Experiment and Control Class)

Passing Grade	Control Class		Percentage of The Test	
	Experiment	Control	Experiment	Control
75	17	18	80,95%	85,71%

Based on the data above, the percentage of students exceeding the passing grade 80,95% for experiment class and 85,71% for control class. The difference percentage is 4,76%. From these data, the control class has higher score than experiment. It is influenced by the students' attitude. During the learning process, the control class is more decipline. They pay attention to what the teacher's say. But in other class, experiment class, the students are rowdies even there are teachers.

## Data Analysis

### Normality Distribution

To show the distribution is normal or not, the score of pre-test that had been given by the researcher was counted. Test of normality distribution of both classes in pre-test used statistics with hypothesis formulate as below:

$H_0$  :  $\rho > \alpha$  The data normality distribution.

$H_1$  :  $\rho < \alpha$  The data is not normality distribution.

In processing the data, the researcher uses SPSS 16.0 software of Kolmogorov-Smirnov test. In here, there are 2 terminologies. They are  $\rho$ -value and  $\alpha$  (alpha)-value. Probability-value symbolized  $\rho$  means the significant value of the data. Then alpha symbolized  $\alpha$  means the standard of the significancy. In this test, the researcher uses 0,05 as  $\alpha$ -value. The result of test as below:

Table 4.6

**One-Sample Kolmogorov-Smirnov Test**

		Control	Experiment
N		21	21
Normal Parameters <sup>a</sup>	Mean	60.9524	52.3810
	Std. Deviation	1.94691E1	20.47065
Most Extreme Differences	Absolute	.234	.251
	Positive	.234	.251
	Negative	-.147	-.177
Kolmogorov-Smirnov Z		1.071	1.151
Asymp. Sig. (2-tailed)		<b>.201</b>	<b>.141</b>

a. Test distribution is Normal.

Based on the result of processing, the data is normality distribution. It can be seen from the  $\rho$ -value of both classes. The experiment class has  $\rho$ -value 0,141 and 0,201 for the control class. It means that  $\rho$ -value is more than  $\alpha$ -value. Based on the hypothesis,  $H_0$  is accepted if the  $\rho > 0,05$ . So the  $H_0$  is accepted.

**Hemogeneity Test**

To know what the both class have same characteristic, the researcher measure the pre-test score of both class by using Levene test of homogeneity of variances. Here the result.

Table 4.7

**Test of Homogeneity of Variances**

VAR00001

Levene Statistic	df1	df2	Sig.
1.758	3	16	.196

Based on the result above,  $\rho$  value (significant value) is higher than  $\alpha$  value.  $\rho > \alpha$ ,  $0,196 > 0,05$ . Back to the hypothesis,  $H_0$  is accepted if  $\rho > \alpha$ . So it means that the classes are homogenie.

**T-Test**

To know the effectiveness of the scrabble game for students' spelling mastery in vovabulary learning, the reseacher measures the pre-test and post test score of experiment class. The reseacher uses T-Test to measure it. The hyothesis and result as below:

$H_0$  :  $\rho > \alpha$  The scrabble game is not effective for students' spelling mastery.

$H_1$  :  $\rho < \alpha$  The scrabble game is effective for students' spelling mastery.

Table 4.8

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
VAR00008 Equal variances assumed	7.923	.008	5.260	40	.000	-27.61905	5.25107	-38.23185	-17.00625
Equal variances not assumed			5.260	33.329	.000	-27.61905	5.25107	-38.29841	-16.93968

Based on the hypothesis and the result above, the using of scrabble game proved effective for students' spelling mastery in vocabulary learning. It can be seen from the Sig.(2-tailed) value. T-Test for Equality of Means showed the same number, Sig.(2-tailed) is 0,000. It means that  $p$ -value less than  $\alpha$ -value or  $p < 0,05$ . So  $H_0$  is pushed away.

### Eta Square

After getting the result of T-Test, the researcher measure the effect size of treatment given by a calculation of Eta Square. This calculation is used to support the result of the T-Test. According to Pallant (2010:243) there are three scales of this calculation, 0.01 is small effect, and 0.06 is moderate effect and 0.14 or above is large effect. The calculation of this research as seen below:

$$\begin{aligned}
 \text{etasquared} &= \frac{t^2}{t^2 + (N_1 + N_2 - 2)} \\
 &= \frac{(-5,260)^2}{(-5,260)^2 + (21 + 21 - 2)} = \frac{27,67}{27,67 + 40} = 0,41
 \end{aligned}$$

From the calculation above, the Eta square value is 0,41. This number is higher than 0,14. It means that the treatment give large effect to the post-test form. This number also support the T-Test result that substitute hypotesis is confirmed and the null is rejected. So the scrabble game is effective for spelling students's mastery in vocabulary learning.

### Discussion

In this session, the researcher will answer the research question namely whether scrabble game is effective for students' spelling mastery in vocabulary learning or not. Based on the hypothesis, the null hypothesis is rejected and the substitute hypothesis is accepted if there is different score between experimental and control group after conducting the treatment. On the contrary, the null hypothesis is accepted and the substitute hypothesis is rejected if there is no different score between experimental and control group after conducting the treatment.

To answer those hypothesis, the researcher does some calculations using SPSS 16.0 software. Firstly the reseacher calculated the students' homogeneity namely homogeneity test. This test is used to measure the ability the students of both class whether the students' ability of both experimental and control groups are equal or not. The test was counted from the pre-



test score among both classes. The result shown that both classes are homogeneous or have the same characteristic.

The second is measuring of normality distribution. The normality distribution is needed to know whether the sample represents the population or not. To test the data distribution is normal or not, the researcher uses Kolmogorov-Smirnov test with the hypothesis,  $H_0$  is accepted if  $p\text{-value} > \alpha$  (0.05) and rejected  $H_1$  which means the data normality distribution. In the other hand,  $H_0$  is pushed away if  $p\text{-value} < \alpha$ , and accepted  $H_1$  which means this research is not normality distribution. The calculation shows that the result of pre-test score from both classes is significant. The  $p\text{-value}$  of experimental is 0,141 and controlled class is 0,201. So,  $H_0$  is accepted and the data is normality distribution.

The third is measuring the effectiveness of scrabble game for students' spelling mastery in learning vocabulary using T-test. The hypotheses are:

$H_0$ : Scrabble game is not effective for students' spelling mastery in learning vocabulary.

$H_1$ : Scrabble game is effective for students' spelling mastery in learning vocabulary.

Based on the calculation, the data shows the same significance. The result is 0.000. The  $p\text{-value}$  less than 0,05. It means that  $H_0$  is pushed away. Finally the researcher concludes that Scrabble game is effective for students' spelling mastery in learning vocabulary.

In other side, during implementation this treatment, the researcher finds some advantages of scrabble game. Such as the students do not realize that they are in learning process. Sometimes they feel bored when they are in learning process. By applying this treatment, the learning process more attractive. As known, scrabble game has many aspects, for example visual and dynamic. By all these aspects, the students more enthusiasm and their learning interest are built.

## Conclusion.

The aim of this research is to answer the researcher's hypothesis, if the scrabble game is effective for students' spelling mastery in vocabulary learning. In previous chapter, the researcher has discussed the result of the research. The result shows the improvement in posttest of the experiment class. When the pre-test, the students who exceed the passing grade are 28,57%. Then in the post test after gave the treatment, the students who exceed the passing grade are 85,71%. The increasing is 57,14%. Even the students' increasing is not 100%, it can be concluded that scrabble game is a good way for teaching spelling in learning vocabulary. It is supported by the result of the T-Test which also shows that  $p\text{-value}$  is 0,000. It means that  $p\text{-value}$  is less than the  $\alpha\text{-value}$ , 0,05. Meanwhile the Eta Squared shows the result 0,41 that means the treatment give the large effect to the students. Another side, the students' learning interest is higher than before during the implementation of the treatment. It is proved by the students' enthusiasm during learning process. Based on this, it proves that scrabble game is effective for students' spelling mastery in learning vocabulary

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