



THE USE OF SCRAMBLED WORD GAME ON STUDENTS' VOCABULARY

Vanilla Sakinah Dewi ^{a)}, Atti Herawati ^{a)}, Lungguh Halira Vonti ^{a)}

^{a)}Pakuan University

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*Correspondence Address:

vanillasdewi@gmail.com

Abstract

Learning vocabulary is often monotonous because the teacher only asks the students to do the worksheet without giving activities to make them enjoy learning. For that reason, the teacher needs an appropriate medium that can offer a fun learning process and attract the students' interest. One of the teaching mediums is scrambled word games. The aim of this research is to investigate the use of scrambled word games on students' vocabulary retention. The population of this research is the first-grade students of SMP Negeri 3 Cikembar. The total number of samples are 10 students of class VII-B. The sample is chosen by simple random sampling technique. In conducting this research, the writer applies a pre-experimental method and uses one group pretest-posttest design. The writer gives pre-test, two treatments, and post-test to the students. Vocabulary test is given to measure the students' vocabulary in descriptive text as the topic. The data is analyzed by using the t-test formula. Based on the calculation of the data, the mean of the difference is 12.6 and the total of deviation of difference is 764.4. In conclusion, the final result shows that the use of scrambled word games has an effect on students' vocabulary retention.

INTRODUCTION

Vocabulary is an essential aspect of a language. Even though people are good at grammar, they have to master vocabulary first. Kramsch (2007) argued that the existence of vocabulary cannot be denied or ignored as a main unit of language. Therefore, people who desire to learn a language must learn vocabulary, and it is believed that learning vocabulary is easier when they are still children.

Slattery & Willis (2001) state there are two groups of learners: very young learners (< 7 years old) and young learners (> 7 years old). Even though it is not explained

explicitly, the categories included those aged between 2 to 13 years old. Therefore, the first-grade students of junior high school are still in the young learner category. Young learners have a strong memory to memorize new words, and it might increase their vocabulary.

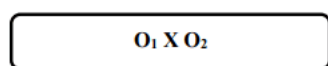
However, creating a conducive situation to learn vocabulary is not easy. Hidayat (2016) proves that students have problems in memorizing vocabulary, since the teacher only asks students to do exercises in their worksheet. Thus, the teaching learning activity goes monotonously and the students acquire only a few vocabularies.

As a solution to the problem, the writer suggests scrambled word games to teach vocabulary. The use of scrambled word games makes students' vocabulary more improved as supported by Dewi & Kurniawan (2017) in their research. Moreover, scrambled word games can enhance students' excitement in learning.

Aim of this research is to investigate the effect of using scrambled word games on students' vocabulary. While the statement of the problem is "is there an effect of using scrambled word games on students' vocabulary?" Students' vocabulary in this research is limited to nouns, adjectives, and action verbs, which will be measured in terms of their spelling in descriptive text. The three limitations are chosen because those are major lexical categories which are important to learn a new language Payne et al. (2015).

RESEARCH METHODOLOGY

This research uses a quantitative approach. The method for this research was pre-experimental, and the design applied was one group pretest-posttest. The design of this research was as follows:



- O₁ : vocabulary test 1
- X : scrambled word game
- O₂ : vocabulary test 2

This research was conducted at SMP Negeri 3 Cikembar. The population was the first-grade students, and class VII-B was chosen as the sample that consisted of 10 students: 9 female and 1 male. The sample was chosen randomly by using simple random sampling, which used a lottery system.

The data obtained was the result of vocabulary test given to the students as pre-test and post-test. The pre-test was given to measure the students' vocabulary knowledge. Afterwards, scrambled word games were applied in teaching learning activities as the treatment. In the end of the research, the post-test was given to them. The difficulty level of the test was the same as the pre-test. The scores of the pre-test and the post-test were analyzed by using the t-test formula to find out the effect of the treatment.

DISCUSSION

After collecting the data, it was found out that the lowest score of pre-test was 58 and the highest score of pre-test was 86. There was one student who got a score in the range 58 – 65. Two students were in range 66 – 73. Two students in range 74 – 81. Five students were in range 82 – 89. The polygon of vocabulary test score is shown in figure 4.1.

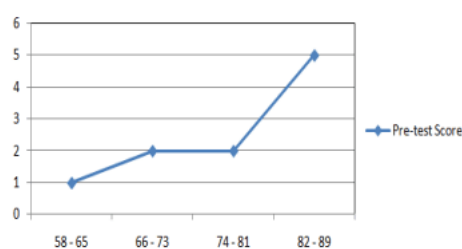


Figure 4.1 Polygon of Pre-Test Score

After collecting the data for the post-test, the writer found out that the lowest score of the post-test is 79 and the highest score of the post-test is 100. There was one student who got a score in the range 79 – 84. Four students were in range 85 – 90. One student was in range 91 – 96. Four students were in range 97 – 100. The polygon of vocabulary test score is shown in figure 4.2.

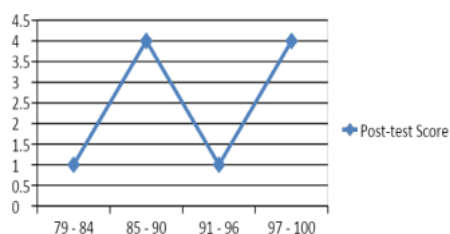


Figure 4.2 Polygon of Post-Test Score

According to the data obtained, the mean of difference is 12.6. The t-calculated value is 4.32, and the degree of freedom is 9. The value of t-table at the degree of freedom of 9 with the significance level of 0.05 is 2.26. It can be shown that $2.26 <$

4.32, or the t-table value is lower than the calculated value. Thus, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that the use of scrambled words has an effect on students' vocabulary.

Based on the research findings, it is found that the use of scrambled word games has an effect on the vocabulary of the students of class VII-B of SMP Negeri 3 Cikembar. The word classes of vocabulary for this research are limited to nouns, action verbs, and adjectives. It is proven by the data calculation. The t-table value at a significant level of 0.05 is 2.26, while the t-calculated value is 4.32. It can be described that $2.26 < 4.32$, or the t-table value is lower than the calculated value. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. In addition, there is a difference between the students' pre-test and post-test scores. Therefore, the use of scrambled word games has an effect on students' vocabulary.

Beside the calculation that shows this research is positive, there is also a result of this research which supports a theory in chapter II. That scrambled word game encourages the students to be active in teaching-learning activity, the same as the theory of Suratno (2014). The students at class VII-B were very active, especially when the writer told them that they would play word games. They enjoyed playing the game and said that it helped them to improve their vocabulary.

CONCLUSION AND SUGGESTION

In conclusion, the use of scrambled word games has an effect on students' vocabulary because there is a significant difference between the students' pre-test and post-test scores. The students also enjoy the learning process and are more active in learning the topic. Moreover, the learning process is not monotonous.

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