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The Effect of Using Game-Based Learning Assisted By Scrabble Game on Vocabulary Mastery in Seventh Grade Students' at SMP Negeri 1 Bangli

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Abstrak

Penelitian ini bertujuan untuk menguji pengaruh penggunaan pembelajaran berbasis permainan berbantuan permainan scrabble terhadap penguasaan kosakata siswa kelas tujuh di SMP Negeri 1 Bangli. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan menggunakan pendekatan Quasi Eksperimental Design, untuk mengetahui hasil pengaruh pembelajaran kosakata siswa yang diajarkan menggunakan permainan scrabble dan teknik konvensional. Populasi dalam penelitian ini adalah seluruh siswa kelas VII SMP Negeri 1 Bangli. Sampel penelitian ini adalah 32 siswa kelas 7F sebagai kelas eksperimen dan 32 siswa kelas 7G sebagai kelas kontrol. Sampel dalam penelitian ini diambil dengan teknik random sampling. Teknik pengumpulan data yang digunakan adalah Post-Test berupa soal pilihan ganda. Data penelitian dianalisis menggunakan teknik analisis statistik deskriptif dan teknik analisis statistik inferensial (uji-t) dengan taraf signifikansi 5%. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan penggunaan pembelajaran berbasis permainan berbantuan permainan scrabble terhadap penguasaan kosakata siswa kelas VII SMP Negeri 1 Bangli.

Kata Kunci: *Kosakata, Pembelajaran Berbasis Game, Game Scrabble*

Abstract

This study aims to examine the effect of using game-based learning assisted by scrabble game on vocabulary mastery among seventh grade students at SMP Negeri 1 Bangli. The method used in this research is quantitative using a Quasi Experimental Design approach, to find the results of the effect of students' vocabulary learning taught using scrabble games and conventional techniques. The population in this study were all seventh grade students at SMP Negeri 1 Bangli. The samples of this study were 32 students from class 7F as the experimental class and 32 students from class 7G as the control class. The samples in this study were taken by random sampling technique. The data collection technique used was Post-Test in the form of multiple-choice questions. The research data was analyzing using descriptive statistical analysis techniques and inferential statistical analysis techniques (t-test) with a significance level of 5%. The results showed that there was a significant effect of the use of game-based learning assisted by scrabble game on vocabulary mastery in class VII students of SMP Negeri 1 Bangli.

Keyword: *Vocabulary, Game-Based Learning, Scrabble Game*

INTRODUCTION

In Indonesia, English is often taught as a foreign language. A foreign language is a language that is not used as a means of communication in the country where it is taught. Foreign languages are often taught as one of the subjects at school. According to Helmanto (2020), English has become an important requirement for the future of every student. The need to master English has now become a necessity to get a job. Many people around the world communicate by speaking and writing in English. We all know that learning English is necessary for international communication in the era of globalization because English is a universal language.

English is an international language spoken all over the world. Many students obviously need it to express their thoughts and interact in various situations. Related to the English teaching and learning process, English language skills require a series of words called vocabulary. Vocabulary is central to language competence and provides much of the basis for speaking, reading and writing skills (Richards & Renandya, 2002). Vocabulary is one of the language elements that need to be learnt and taught. It is at the centre of any language acquisition process, especially when introducing a language.

Vocabulary is the basic foundation of a language. It is usually defined as all the words used by speakers when using their language. This means that without knowing and having enough vocabulary, a language learner was have difficulty understanding other language skills such as speaking, reading, writing and listening. Vocabulary is one of the things that must be mastered first by students when learning English, because no one can speak English if they have a limited vocabulary and without an adequate amount of vocabulary they was have difficulty in learning English. According to Sucandra (2022), students' poor vocabulary

is a problem that needs to be solved properly because vocabulary is very important for learning English. Students' competence is the foundation of its success, but the problem is that teachers always misunderstand the word competence in a broad context. Therefore, there is a need for innovation and creativity to improve students' vocabulary and learning ability.

In providing learning materials, teachers must be creative so that students are not bored when learning in class. Changes in the use of learning media that are suitable for students' conditions are very important to ensure that students can continue to learn well. Providing distractions while learning can also be a solution to maintain a pleasant learning atmosphere. Millennial Generation is a generation that is familiar with gaming. Children in general love games so the use of learning through games is very suitable for the current generation. Game-based learning is a learning method that uses games specifically designed to support the learning process.

Game-based learning is a good strategy to help students understand English vocabulary learning for junior high school students. Games can make students happy and interested in learning vocabulary. Playing games in the classroom greatly improves students' ability to use language because students have the opportunity to use language with purpose in the situations provided (Deesri, 2002). In addition, games make students remember things faster and better, because it makes it easy and relaxed atmosphere (Uberman, 1998). Using games in learning vocabulary for grade seventh students was give students an understanding of language that they can feel emotionally, not just learn.

Teaching vocabulary through game-based learning is beneficial and fun for vocabulary teaching and can increase students' interest in learning. Learning nowadays emphasises on the use of technology as a learning tool. The use of game-based learning supported by technology was have a great effect, especially for students who rarely speak or participate in class activities, automatically interact with teachers, students and classmates and was make these students active and motivated in learning. Therefore, there are many good reasons why the use of technology-based games in vocabulary teaching is useful and appropriate in vocabulary learning.

The use of scrabble application game in teaching vocabulary can help students' activities in teaching because teachers realise students' weaknesses in understanding language, especially in mastering English vocabulary. Through the scrabble game, students can also enrich their vocabulary and learn how to spell words. Scrabble application game can also be utilized by educators for the language learning process, especially English, which serves to evaluate students in remembering vocabulary. In this case, the researcher used the

scrabble game to enrich vocabulary because this game has many advantages. One of them is helping students learn vocabulary, because when playing this game students can spell, understand, remember and use words (Apsari, 2018). Games are an effective tool when combined with education, especially in vocabulary learning to increase student engagement and make the learning process fun. (Prensky, 2003). According to Young & Wang (2014), students' pronunciation achievement improved significantly when using the game-based method, compared to students who were taught by explaining alone. Scrabble games can increase students' vocabulary and can inspire students to learn with fun. When playing scrabble, the game is played by two to four players, each player using their vocabulary to create words. Scrabble allows students to use many words in the same language.

According to Erfianti (2020), the use of Scrabble game to develop language skills, including vocabulary mastery. The Scrabble application game has many benefits, one of which is increasing vocabulary, because in this game students must arrange pieces of letters into vocabulary in order to memorize vocabulary well. According to Sunarti (2019), students who use games have better vocabulary skills. Scrabble application game is a word arrangement game played by two to four people. Scrabble is a game that can be used as a supplement to vocabulary learning to make learning more lively, interesting, and able to stimulate various opportunities in learning, (Kobzeva, 2015).

Teaching vocabulary through games is important to keep students interested in the learning process. Using games is the solution to this problem. Through games, students can easily understand what the teacher is saying. This means that using games was help students enjoy English lessons in class. The game that the researcher was use in this study is called Scrabble. Scrabble is a simple game that can help teachers teach vocabulary, including memorization, spelling, and understanding the meaning of words. Scrabble is a great way to teach English in the classroom as it challenges students' ability to memorize vocabulary in a more fun way.

In seventh grade students at SMP Negeri 1 Bangli, it was found that there were still students who did not really understand the English material delivered by the teacher in class. Students often quickly feel bored in learning, not enthusiastic in learning, and less quickly understand the learning material, especially in mastering English vocabulary and in learning it turns out that the teacher is lacking in using interesting media for students, teachers still use conventional techniques in learning, namely in the form of explaining material to students which causes students to easily feel bored and learning becomes less comfortable for students. Therefore, this researcher decided to use game in the form of Scrabble game in understanding the vocabulary mastery of seventh grade students at SMP Negeri 1 Bangli.

METHOD

1. Design

This research is an experimental study that uses Scrabble Game to find out whether Scrabble game has a significant effect on vocabulary mastery of seventh grade students of SMP Negeri 1 Bangli. The researcher applied an experimental research design and obtained the data used was a Quasi Experimental approach. According to Creswell (2012), experimental research is used to conduct quantitative research. This study used a experimental research design, where the researcher chose two groups, one group as the control group and one group as the experimental group. Based on Creswell (2012), researchers randomly assigned participants to different experimental variable conditions. Individuals in the experimental group received treatment using scrabble game and gave post-test only after the treatment, while the control group received treatment using conventional technique and gave post-test only after the treatment.

2. Population and Sample

In this study, the population was all seventh grade students of SMP Negeri 1 Bangli. The population in this study was 318 students. The author used random sampling as a sampling method to select experimental and control classes. In this study, the sample selected was class 7F with 32 students as the experimental group taught using scrabble game. While the control group is class 7G which has 32 students as a control group taught using conventional techniques. After conducting the treatment, the author gave an assessment in the form of a post-test to the experimental and control groups. The post-test results from both groups were analyzed using descriptive and inferential statistics.

3. Instrument

The instruments used in this research are post-test questions, blueprint of post-test, teaching scenario, and blueprint of teaching scenario. The instrument was used with reference to the vocabulary of seventh grade students at SMP Negeri 1 Bangli. Furthermore, researchers was give a Post-Test in the form of multiple-choice questions to the experimental group and control group after treatment.

4. Analysis Data

This study uses descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis was conducted by analysis data in the form of mean, mode, median, standard deviation, range, and variance. Meanwhile, Inferential Statistical Analysis was conducted to identify normality, homogeneity and t-test to determine Game-Based Learning Assisted By Scrabble Game on Vocabulary Mastery in Seventh Grade Student at SMP Negeri 1 Bangli.

RESULT AND DISCUSSION

Based on the data obtained, it could be seen that the highest score obtained by the students in the experimental group was 90, and the lowest score was 60. Meanwhile, the highest score in the control group was 90, and the lowest score was 45. After presenting and organizing all of the post-test scores, then the score was analyzed statistically. The result of descriptive analysis could be seen in the following.

Table 1. The Result of Descriptive Statistics Analysis

<i>Experimental</i>		<i>Control</i>	
Mean	76.56	Mean	67.97
Standard Error	1.11	Standard Error	2.03
Median	75.00	Median	70.00
Mode	75.00	Mode	60.00
Standard Deviation	6.28	Standard Deviation	11.49
Sample Variance	39.42	Sample Variance	132.03
Kurtosis	0.92	Kurtosis	(0.70)
Skewness	0.09	Skewness	0.25
Range	30.00	Range	45.00
Minimum	60.00	Minimum	45.00
Maximum	90.00	Maximum	90.00
Sum	2,450.00	Sum	2,175.00
Count	32.00	Count	32.00

1. Mean

In this study, the mean was obtained from the result post-test of the students. Table 1 showed that the mean score of the experimental group was 76.56, and the mean score of the control group was 67.97.

2. Median

In this study, the median is the middle score from a ranked or listed group. Based on table 1 it was found that the median score of the experimental group was 75.00, and the median score of the control group was 70.00.

3. Mode

In this study, the mode is the most frequent score that occurred. Table 1 showed that the experimental group mode score was 75.00, and the mode score of the control group was 60.00.

4. Range

In this study, the range is the difference between the highest score and lowest score obtained. It could be seen on the table above that the highest score obtained by the student in the experimental group was 90.00, and the lowest score was 60.00. Meanwhile, the highest score in the control group was 90.00, and the lowest score was 45.00. The range score of the experimental group was 30.00, and the range score the control group was 45.00.

5. Variance

In this study, variance is the measurement of the mean's distance score. Table 1 showed that the experimental group variance score was 39.42, and the variance score of control group was 132.03.

6. Standard Deviation

In this study, standard deviation measures the amount of variation or distribution of a number of data score. Table 1 it was found that the standard deviation score of the experimental group was 6.28, and the standard deviation score of the control group was 11.49.

After analysis the post-test data, normality and homogeneity analyses was be carried out on the students' post-test results. The significance value of the normality result test was 0.36. In Kolmogorov-Smirnov exceeded 0.05, it indicated that both group were distribution normal. The significances value of the homogeneity result test was 0.08. In the significances value of both groups exceeded 0.05, it indicated that both groups were homogeneous.

After the data were analyzed in normality and homogeneity test in this study, hypothesis testing was conducted. To test the hypothesis of this study, independent sample t-test was used to analyze if there was a significant difference between both group and investigate the effect of the treatment in this study. T-Test analysis by using the IBM SPSS 25.0 program, if the value of Sig. (2-tailed) exceeds 0.05 which means the null hypothesis is accepted while the alternative hypothesis is rejected. In other words, it shows that there is no significances effect of using game-based learning assisted by scrabble game on vocabulary mastery. In contrast, if the value of Sig. (2-tailed) is lower than 0.05, it indicated that the null hypothesis is rejected and alternative hypothesis is accepted. Similarly, it means that there is a significance effect of using game-based learning assisted by scrabble game on vocabulary mastery.

Table 2. The Result of Independent Sample T-Test

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences			95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Experimental Group - Control Group	8.59375	12.52316	2.21380	4.07867	13.10883	3.882	31	.001

The results of the t-test analysis in this study showed that there was a significant effect on the group taught with scrabble game compared to the group taught with conventional techniques in seventh grade students at SMP Negeri 1 Bangli. This refers to the results of the t test that has been carried out which shows that the Sig. (2-tailed) is 0.01 less than 0.05. This means that H0 is rejected and Ha is accepted. So, it can be concluded that there is a significant effect of using game-based learning assisted by scrabble game on vocabulary mastery of grade VII students at SMP Negeri 1 Bangli.

According to Wardani (2015), vocabulary is an important aspect of language because it appears in every language skill. A person's ability to speak is closely related to the amount of vocabulary he has. The game-based learning model assisted by the Scrabble application has been proven to have a significant effect on students' vocabulary mastery because using the scrabble game can train students directly to engage in fun learning. Scrabble is an interactional word formation game, which aims to help students develop language skills (Martí-Parreñoa, et al., 2016). According to Bakhsh (2016), teaching with games can not only motivate students but can also increase their interest in using English. Games can not only help learners to master their learning environment but also help learners in creating their imaginary world. The use of games in learning can make learning more interesting and help increase students' attention, perseverance and attitude towards learning.

In addition, games are an interesting teaching method for students in vocabulary learning. According to Simmons (2016), scrabble is considered game where luck plays an important role in determining whether you have good or bad letters on your shelf.

By using games with Scrabble application, it was create students' comfort in learning, increase motivation and students can easily remember the lessons they have learned in class. games are a strong motivator, encouraging students to be creative and develop their ideas, understanding and language. The communicative approach, then, encourages students to practice the target language using an infinite range of individual, pair and group work activities one among these activities is learning through games since it is claimed that it can help students to find out and practice the vocabulary easily and effectively in an amusing classroom atmosphere (Darfilal, 2015). Game-based learning is a learning model designed to

combine learning materials with education so that students can interact with each other in learning activities (Aini, 2018). Through game-based learning method assisted by scrabble application game in vocabulary learning, students was explore, apply and try new things that they know and can do.

A cohesive and rigorous set of vocabulary is an important achievement in any language and also the basis of linguistic ability. Vocabulary is considered an important element in learning. In fact, many students find vocabulary learning boring because they have to memorise unfamiliar words and spellings without changing their learning habits, (Darfilal, 2015). Games in learning as interactive, collaborative, and competitive games tend to motivate and encourage students' participation in the learning process (Martí-Parreñoa, et al., 2016). According to Komalasari (2022), vocabulary is an important part of mastering a foreign language, therefore language learning as the meaning of words is very often emphasised. Therefore, using games can add to mastering vocabulary as a first step. The use of scrabble games was mobilise participants with strong motivation and engagement in their own learning (Abanikannda, 2017).

As a summary, based on the previous study, prior observation, and the curiosity of the use scrabble game. In this study to make clear evidence about the implementation of scrabble game whether it gives effect or not. Then, after giving treatment to the students in SMP Negeri 1 Bangli and analyzing their post-test score, it was found that scrabble game can significance affect the student vocabulary mastery.

CONCLUSION

Based on descriptive and inferential analyses, it can be concluded that the use of game-based learning assisted by scrabble game has a significant effect on the vocabulary mastery of seventh grade students' at SMP Negeri 1 Bangli. Scrabble game proved to have a significant effect on the experimental group. Based on the findings and discussion, descriptive statistical analysis showed that the mean score of the experimental group was 76.56 better than the control group which obtained a mean score of 67.97. Furthermore, the results of the independent t test calculation show the value, Sig. (2-tailed) 0.01 is lower than the value of 0.05. From these findings, the data shows that the experimental group treated with scrabble game is better than the control group. Therefore, it can be confirmed that the use of scrabble game is significantly effective in increase the vocabulary acquisition of seventh grade students at SMP Negeri 1 Bangli. Teachers are expected to use interesting learning models for students in learning, because by applying interesting learning for students, student motivation in learning have increase, especially in vocabulary learning.

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