

# EFEKTIVITAS PENGAJARAN KOSAKATA PADA SISWA KELAS SEPULUH DI SMK DARUL HUDA TAHUN SEKOLAH 2022/2023 MENGGUNAKAN PERMAINAN SCRABBLE

## *Effectiveness of Teaching Vocabulary Mastery to Tenth Grade Students at SMK Darul Huda in The Academic Year 2022/2023 By Using Scrabble Game*

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### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pengajaran penguasaan kosakata melalui Scrabble. Penelitian ini merupakan penelitian kuantitatif dengan desain kuasi-eksperimental. Populasi dalam penelitian ini adalah seluruh siswa kelas X SMK Darul Huda tahun ajaran 2022/2023. Dalam penelitian ini peneliti menggunakan jenis purposive sampling. Sampel penelitian ini adalah siswa kelas X TKR A dan X TKR B. Instrumen penelitian ini adalah tes kosa kata (Pre-Test dan Post-Test). Dalam menganalisis data, peneliti menggunakan Independent-samples test pada program IBM SPSS Statistics 25 untuk windows. Hasil penelitian menunjukkan bahwa siswa yang diajar menggunakan permainan Scrabble memiliki penguasaan kosakata yang jauh lebih baik daripada siswa yang diajarkan menggunakan metode konvensional. Hal ini dibuktikan dari nilai signifikan  $0.000 < 0.05$  yang berarti ada perbedaan yang signifikan pada penguasaan kosakata siswa yang diajar menggunakan permainan Scrabble dan siswa yang diajar menggunakan metode konvensional. Berdasarkan hasil penelitian disimpulkan bahwa permainan Scrabble berpengaruh signifikan terhadap penguasaan kosakata..

### Kata Kunci:

Efektivitas  
Penguasaan Kosakata  
Permainan Scrabble

### Keywords:

Effectiveness  
Scrabble Game  
Vocabulary Mastery

### Abstract

*This research is aimed to find out the effect of teaching vocabulary mastery through Scrabble game. This research was a quantitative research with quasi-experimental design. The population of this research is all of the tenth grade students of SMK Darul Huda in the academic year of 2022/2023. The researcher used purposive sampling. The sample of this study was X TKR A and X TKR B. The instrument of this research were vocabulary tests (Pre-Test and Post-Test). In analyzing the data, the researcher used the Independent-samples test in the IBM SPSS Statistics 25 program for windows. The results showed that the student who are taught using Scrabble game have significantly better vocabulary mastery than those who are taught using conventional method. This is evidenced from the significant values of  $0.000 < 0.05$  which means there are significant difference on student vocabulary mastery of those who are taught using scrabble game and who are taught using conventional method. Based on the results of the study, it can be concluded that Scrabble game have significant effect toward vocabulary mastery.*

## INTRODUCTION

Language is very important because language is a means of communication people use in everyday life. Through language, According to (Villar, 2018, p. 1), English is the third most spoken language in the world after Chinese and Spanish. This means that it is important to learn and mastery English for students' and other people.

According to (Al Husaeni et al., 2023, p. 2), education is a learning process that helps students learn, understand and make humans more critical in thinking. Education begins when a person baby and continues until the end of life. Education is not just about understanding what is in the lessons at school.

In learning English, students' must be able to learn and mastery the skills language. The skills include language components: pronunciation, spelling, grammar, and vocabulary. Vocabulary is a One of skill

that students must possess and master. Many students complain about the difficulty of learning English problems experienced by students such as they do not understanding the meaning of the vocabulary they use to speak or write and they have difficult to remembering vocabulary..

Considering the importance of mastering vocabulary in learning English, teacher must be creative in developing and choosing appropriate techniques and activities in teaching vocabulary. (Nguyen & Khuat, 2003, p. 14) stated that games in vocabulary pedagogy will make teaching and learning fun, students will also become more active in class and the target language can be achieve. It means that teachers can create a positive learning environment and increase student engagement trough games. In learning vocabulary, there are many types of games that teacher and learners can use, such as Pictionary, Scrabble, Flashcards and more. These games help students understand vocabulary easily.

Scrabble is a simple game that helps teachers teach vocabulary. It is especially useful for remembering, spelling, and understanding the meaning of a word. (Klimova, 2015, p. 1158) stated that scrabble is one of the most popular board games that especially highlights language. Scrabble is a board game for 2-4 players. In a Scrabble game, the player's mission is to use the letter available on the game board to create words and score points. The object of the game is to form words with the highest possible score.

The benefit of the Scrabble game as a learning medium is that students are not aware that they are learning by playing the game. Scrabble games bring real-life word context into the classroom so students can learn new words and vocabulary naturally. Through this game, students will focus on learning.

Based on the description above, researcher assumes that students can effectively learn English vocabulary using the learning media of Scrabble games.

This research will study "Effectiveness of Teaching Vocabulary Mastery to Tenth Grade Students at Smk Darul Huda in the Academic Year 2022/2023 By Using Scrabble Game".

## METHODOLOGY

In this study, the researchers collected data, analyzed the data and drew conclusions from the research with a quantitative approach. (Creswell, 2018, p. 625) stated that in quantitative studies, researcher present detailed information about specific result of descriptive and inferential statistical analyses. The researcher chose the quantitative method because studies using this method are more systematic and objective. The researcher also focused on investigating two variables so that the data obtained was clear, detailed and specific.

To conduct the study, researcher used a quasi-experimental design. According to (Creswell, 2018, p. 326; Johnson & Christensen, 2020, p. 936; Singh, 2021, p. 2) stated that; A quasi-experimental research design was an experimental study in which potential confounding variables cannot be fully controlled. It was sometimes called ex-post facto design or after the fact experiment, because the experimentation took place after the groups were formed, more than one groups was involved in this design. In this research, the researcher chose SMK DARUL HUDA as a place of research. The researcher used two class there are X-TKR A and X-TKR B.

The researcher collected the data by conducting the pre-test, treatment, and post-test. After the researcher got the data, to examine significant differences in vocabulary mastery between those taught with Scrabble game and those who taught without Scrabble game. In this study, researcher used Independent Sample T-Test formula at SPSS 25.0 for window.

## FINDINGS AND DSCUSSIONS

### Findings

1. The results on pre-test and post test of experimental class and control class

**Table 1.** The Score Of Pre-Test And Post-Test In Experimental Group

| NO    | NAME | SCORE    |           |
|-------|------|----------|-----------|
|       |      | Pre-Test | Post-Test |
| 1     | MAJ  | 50       | 80        |
| 2     | MA   | 42       | 74        |
| 3     | MI   | 54       | 84        |
| 4     | MW   | 60       | 80        |
| 5     | MY   | 70       | 70        |
| 6     | MI   | 50       | 72        |
| 7     | MZ   | 48       | 84        |
| 8     | MB   | 70       | 80        |
| 9     | MN   | 72       | 84        |
| 10    | MH   | 80       | 90        |
| 11    | MY   | 50       | 84        |
| 12    | MR   | 90       | 94        |
| 13    | MK   | 48       | 78        |
| 14    | MN   | 74       | 74        |
| 15    | PC   | 60       | 72        |
| 16    | RP   | 62       | 70        |
| 17    | RR   | 60       | 84        |
| 18    | RI   | 70       | 78        |
| 19    | RO   | 64       | 72        |
| 20    | RH   | 92       | 92        |
| 21    | SI   | 68       | 80        |
| 22    | SH   | 54       | 78        |
| 23    | SVV  | 52       | 70        |
| 24    | AP   | 48       | 82        |
| 25    | HM   | 44       | 70        |
| SCORE |      | 1532     | 1976      |

The table above shows of this research consists of the students' name (sample) and the total score of pre-test is 1532 and the mean is 61.32.

**Table 2.** The Score Of The Pre-Test And Post-Test In Control Group

| NO | NAME | SCORE    |           |
|----|------|----------|-----------|
|    |      | Pre-Test | Post-Test |
| 1  | AF   | 58       | 58        |

|       |    |      |      |
|-------|----|------|------|
| 2     | AS | 58   | 82   |
| 3     | AB | 56   | 68   |
| 4     | AM | 72   | 84   |
| 5     | AR | 64   | 72   |
| 6     | AM | 72   | 72   |
| 7     | AR | 82   | 62   |
| 8     | AN | 60   | 74   |
| 9     | AA | 74   | 74   |
| 10    | AF | 48   | 64   |
| 11    | HS | 78   | 80   |
| 12    | IS | 68   | 72   |
| 13    | KP | 48   | 78   |
| 14    | LA | 58   | 78   |
| 15    | MA | 74   | 58   |
| 16    | MA | 56   | 74   |
| 17    | MR | 72   | 82   |
| 18    | MA | 80   | 84   |
| 19    | MI | 64   | 74   |
| 20    | MN | 60   | 70   |
| 21    | MS | 90   | 92   |
| Score |    | 1392 | 1552 |

Based on the table above, it can be concluded that the total score of pre-test is 1392 and the mean is 66.29.

2. Normality testing

**Table 4.** Normality Testing

| Class               | Test of normality               |    |      |               |    |      |
|---------------------|---------------------------------|----|------|---------------|----|------|
|                     | Kolmogorov-smirnov <sup>a</sup> |    |      | Shapiro-Wilk  |    |      |
|                     | stati<br>stic                   | df | Sig. | stati<br>stic | df | Sig. |
| Pre Test<br>Exp     | .145                            | 25 | .185 | .932          | 25 | .097 |
| Post<br>Test<br>Exp | .124                            | 25 | .200 | .930          | 25 | .085 |
| Pre Test<br>Cont    | .140                            | 21 | .200 | .965          | 21 | .625 |
| Post Test<br>Cont   | .128                            | 21 | .200 | .969          | 21 | .703 |

a. Lilliefors Significance Correction

From the table above, we can see that the significance value of the pre-test experimental class is 0.097 and the significance value of the post-test experimental class was 0.85. We could see that the

significance value of the pre-test control class was 0.625 and the significance value of the post-test control class was 0.703. The researcher conclude that the data distribution was normally distributed.

### 3. Hypothesis testing

**Table 5.** Hypothesis Testing

|                                       |                                                  | F         | Si<br>g. | t         | d<br>f     | S<br>i<br>g<br>.<br>(<br>2<br>-<br>taile<br>d) | Me<br>an<br>Differ<br>ence | Std.<br>Error<br>Differ<br>ence | 9<br>5<br>%<br>Confiden<br>ce<br>Interval<br>of the<br>Differen<br>ce<br>Lower<br>Upper |
|---------------------------------------|--------------------------------------------------|-----------|----------|-----------|------------|------------------------------------------------|----------------------------|---------------------------------|-----------------------------------------------------------------------------------------|
| Has<br>il<br>Bel<br>ajar<br>Sis<br>wa | Equa<br>l<br>varia<br>nces<br>assu<br>med        | 9,6<br>87 | ,0<br>03 | 5,8<br>01 | 48         | ,000                                           | -<br>17,720                | 3,055                           | 23,8<br>62 11,5<br>78                                                                   |
|                                       | Equa<br>l<br>varia<br>nces<br>not<br>assu<br>med |           |          | 5,8<br>01 | 35,9<br>32 | ,000                                           | -<br>17,720                | 3,055                           | 23,9<br>15 11,5<br>25                                                                   |

Based on Independent Sample T-Test, it is known that the significant (2-tailed) was 0.000 was the significant result obtained during hypothesis with SPSS 25.0. it means that the alternative hypothesis was accepted. In other words, there was significant effect of using Scrabble game towards students' vocabulary mastery of the tenth grade of SMK Darul Huda.

## CONCLUSION

In this section contains the conclusions from the research based on the statement of problem. The conclusions are (1) The students' vocabulary mastery of the experimental group who were taught by using scrabble game improved significantly, it can be seen from the significant result in the independent samples test. (2) Scrabble games can be effective and used to increase students' vocabulary if the teacher finds

learning topics that really required students' vocabulary mastery.

## SUGGESTION

Based on the result of the research, the discussion and the conclusions, several suggestions can be made: (1) To the English teacher, Scrabble can be used to improve vocabulary mastery. In this case, Scrabble can be applied when the teacher finds appropriate learning topics, such as recount text and descriptive text. (2) The next researcher can conduct a study with modified variables, different populations, and a larger sample. The next researcher may modify a more modern Scrabble game which in this study uses a traditional Scrabble game. It was hoped the research was given to other researchers to improve this research.

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