

Using Scramble Game To Develop English Vocabulary Of Grade Seven Students At SMP Negeri 1 Pematangsiantar

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan permainan scramble untuk mengembangkan kosakata bahasa Inggris siswa kelas tujuh di SMP Negeri 1 Pematangsiantar. Penelitian ini menggunakan penelitian kuantitatif dengan desain penelitian kuasi eksperimen. Populasi penelitian ini adalah siswa kelas VII SMP Negeri 1 Pematangsiantar yang berjumlah 352 siswa. Sampel penelitian ini dibagi menjadi dua kelas, yaitu kelas VII-7 sebagai kelas kontrol yang terdiri dari 32 siswa yang menggunakan media konvensional dan kelas VII-8 sebagai kelas eksperimen yang terdiri dari 32 siswa yang menggunakan permainan scramble. Instrumen pengumpulan data menggunakan pilihan ganda untuk pre-test dan post-test. Teknik analisis data yang digunakan dalam penelitian ini adalah SPSS versi 21, dengan melakukan uji normalitas, uji homogenitas dan uji hipotesis. Pada hasil post-test kelas eksperimen diperoleh rata-rata sebesar 79,68, sedangkan pada kelas kontrol diperoleh rata-rata sebesar 74,53. Berdasarkan uji hipotesis dengan menggunakan uji independen menunjukkan nilai sig (2-tailed) sebesar $0,016 < 0,05$ maka H_a diterima dan H_o ditolak. Oleh karena itu, dapat disimpulkan bahwa penggunaan permainan scramble dapat meningkatkan kosakata bahasa Inggris siswa kelas tujuh di SMP Negeri 1 Pematangsiantar.

Kata kunci : Kosakata Bahasa Inggris; Permainan Perebutan

Abstract

The objectives of this research was find out whether the using scramble game to develop English vocabulary of grade seven students at SMP Negeri 1 Pematangsiantar. This research used quantitative research with a quasi-experimental research design. The population of this study was the VII grade students of SMP Negeri 1 Pematangsiantar with a total of 352 students. The sample of this study was divided into two classes, class VII-7 as the control class consisting of 32 students who used the conventional media and class VII-8 as the experimental class consisting of 32 students who used scramble game. Data collection instruments used multiple choice for pre-test and post-test. The data analysis technique used in this research is SPSS version 21, by conducting normality test, homogeneity test and hypothesis test. In the post-test results for the experimental class, the average was 79.68, while in the control class the average was 74.53. Based on the hypothesis test using an independent test, it shows a sig (2-tailed) value of $0.016 < 0.05$, then H_a is accepted and H_o is rejected. Therefore, it can be concluded that the use of scramble game can improve the English vocabulary of grade seven students at SMP Negeri 1 Pematangsiantar.

Keywords: English Vocabulary; Scramble Game

INTRODUCTION

Vocabulary has an important role in language learning. The importance of vocabulary in language learning is illustrated by Wilkins in Thornbury (2002 : 13), which states that "without grammar, little can be conveyed; without vocabulary, nothing can be conveyed". Vocabulary is the main capital for learning sentence construction and other skills in language. Mastering a lot of vocabulary will make it easier for someone to read, write, listen and speak English. Vocabulary is a collection of several words that are combined, so that they have meaning or significance. Vocabulary cannot be separated from the four skills in language, reading, writing, listening and speaking (Pitarch, 2020).

Vocabulary knowledge is very influential on English skills. Nation in Scmit and Mc Carthy (in Agustin & Ayu, 2021) stated that vocabulary knowledge is a component of language skills such as reading and speaking. Vocabulary makes it easy to interact with the other person. Conversations or dialogues will come alive because they submit ideas to each other and give each other responses or responses. Vocabulary makes it easy to write a series of sentences to express ideas. Vocabulary is the first thing to pay attention to before writing sentences rather than other aspects such as grammar, spelling, punctuation. Other aspects follow as you write, and grammatical, spelling, and punctuation errors can be corrected after writing. In writing, vocabulary makes it easy for learners or students to expand their ideas based on main ideas by Cross (Sutrisno, 2020).

There are several difficulties faced by students in learning vocabulary. Among them are students' difficulties in memorizing words, students still having difficulty choosing the right meaning of words, students also having difficulty writing and spelling a word, and students experience difficulties in write down every vocabulary he hears. As students experience error when assigned to write noun based on what he heard, some students still write the word "cat" with 'ket' and "flag" with "flek". The problem was also triggered for language learning activities England is still conventionally that causing boredom students and the creation of student conditions less active during learning activities English (Cayari, 2018).

This is supported by the results of student worksheets when researchers carried out teaching internship in class VII SMP Negeri 1 Pematangsiantar showing students still having difficulty writing English vocabulary. This is reinforced by the number of students who make mistakes in writing vocabulary and remembering vocabulary. Of the 30 students, only 10 students were able to remember and write vocabulary correctly and precisely in the "Many Things" material. Therefore, researchers use the Scramble learning mode to see whether or not a learning process influences student learning outcomes (Gamboa Galarza, 2022).

This scramble learning model is a game in the form of the activity of arranging letters randomly into a word or sentence. It can be interpreted as the activity of rearranging the structure of language which had previously been messed up to be rearranged. The use of the scramble model in the learning process will help deliver it to students to make it more interesting and make students more enthusiastic about participating in learning. In the scramble learning model students are given a vocabulary and asked to sort it alphabetically according to the vocabulary that

has been prepared by the teacher to become the right word (Indahsari, 2020). Then students come forward alternately to compose vocabulary using the media provided. Research related to the scramble learning model has been carried out by several researchers. The use of the Scramble game learning model can improve students' English vocabulary and has been proven effective by several researchers (Nofrika, 2019).

The use of scramble games can help increase students' English vocabulary. Based on previous research by Fiqrah Vebriani's (2019) about "The effectiveness of scramble game method to improve Students' Vocabulary at SMPN 4 Tamaletea Regency". The study investigates the efficacy of the scramble method in improving students' vocabulary skills. A quasi-experimental approach was used, with 34 students from two classes divided into experimental and control groups. Vocabulary instruments were used, and data analysis was conducted using scoring classification. Results showed an increase in students' English vocabulary skills after learning the scramble method. The study concluded that the scramble method is effective in improving seventh-grade students' English vocabulary (Hiklová, 2020).

Based on the background above, in order to increase students' English vocabulary. Researchers are trying to conduct research on "Using Scramble Game To Develop English Vocabulary Of Grade Seven Students At SMP Negeri 1 Pematangsiantar"..

METODE

In this research, researchers use the quantitative research method and a quasi-experimental research design. According to Ary et al. (2014) defined quantitative research is involves collecting numerical data through controlled methods and analyzing it to address predetermined questions or test hypotheses. According to Ary et al (in Fonda & Sumargiyani, 2018) stated that quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and consider these factors in their interpretation. According to Ary et al (2006) stated that the illustration of randomized subjects, Pre-test, Post-test control group design.

Creswell (in Simamora & Saragih, 2019) defined quasi-experimental research as a type of research design that involves assigning participants to groups, but without the use of randomization. This research was conducted in two groups, experimental and control groups, which involved pre test and post-test measurements for two groups. The result of the treatment is comparing in the pretest and posttest score.

This research will be held in SMP Negeri 1 Pematangsiantar in class VII which is located at Jl.Merdeka No.331 Pematangsiantar, Pardomuan, Kec. East Siantar, City of Pematang Siantar. This research will be carried out in the 2023/2024 academic year. The subjects of this study were students of class VII-7 and VII-8, and the object was the learning process in class.

Population is the total number of samples to be studied. According to Ary et al states that population is the larger group about which the generalization is made. A population is defined as all members of any well-defined class people, events, or objects. The population taken in this study was all class VII students of SMP Negeri 1 Pematangsiantar for the 2023/2024 academic year, which consisted of 11 classes, namely VII with a total of 352 students (Jacobsen, 2020).

According to Marguerite G. Lodico, et al, the sample is a small group selected from the larger population. According to Ary et. al. (2010), this technique is also known as judgment sampling, whereby sample elements that are deemed typical or representative of the population are selected. The most important aspect of sampling is that the sample must be representative of the larger population that is drawn. So that the sample is part of the existing population. In this sampling technique using purposive sampling technique, namely taking a sample of the same number of members of the population. The sample used in this research was class VII-7 as the experimental class using the Scramble game model and class VII-8 as the control class using conventional methods (Elfeky, Masadeh, & Elbyaly, 2020).

Tests (pre-test and post-test) were used in the research instrument to collect data. The writer gave the students a pre-test and a post-test which were used to test the two groups of students. The pre-test and post-test are the same both in form and content, but the time and purpose are different. First, both the experimental class and the control class were given a pre-test before the lesson started to find out students' knowledge of the material to be taught. Second, both the experimental class and the control class were given the same material but with different presentation techniques (Bulian & Jambi, 2018). The experimental class was given game techniques and the control class was given no games. The final step in the experiment was giving a post-test to two classes, namely class VII-7 and class VII-8. Giving a post-test after learning is complete, to find out the students being taught. The data will be collected through tests. The test will be in the form of multiple choice which consists of 20 questions. The tests are arranged according to the material provided, namely about Where are you from? (personal identity, spelling, and description of someone).

numbers, statistical processing, structures and controlled experiments. Data analysis in quantitative research is a series of activities after the data has been collected. Quantitative research uses data analysis techniques or inferential statistics which aim to analyze a sample data and the results of the analysis are applied to the population itself, and the form of the hypothesis used is the associative hypothesis (Stehle & Peters-Burton, 2019). The data analysis technique was carried out by means of descriptive analysis. Presenting the data with a list of frequency distributions and making a histogram. From the list of frequencies, the mean, standard deviation, median and mode were calculated (Serevina, Astra, & Sari, 2018).

RESULT AND DISCUSSION

This research conducted in two classes of SMP Negeri 1 Pematangsiantar, were class VII-8 as the experimental class and class VII-7 as the control class. The pre-test and post-test of each

sample were collected for this quantitative research. The researcher gathered data using a quasi-experimental research methodology. Then the researcher analyzed student scores use SPSS Version 21 which was mentioned in Chapter III.

Scores of Pre-test and Post-test in Experimental Class

The experimental class for this research consisted of 32 students in class VII-8 of SMP Negeri 1 Pematangsiantar. To find out the differences in student learning outcomes before and after the treatment (use Scramble game), the data that has been obtained will be processed and analyzed. The data processed are pre-test and post-test scores (Sitorus & Fukada, 2019). The following pre-test and post test data are presented in table form below:

Table 1. Score of the Pre-test and Post-test in Experimental Class

NO	Name of Students	Pre-Test (X)	Post-Test (Y)
1	Adinda	50	95
2	Aura	30	75
3	Cantik	55	80
4	Dara	50	75
5	Daud	35	75
6	Della	55	100
7	Elisabeth	30	70
8	Fakhri	40	85
9	Fio	55	80
10	Hansvito	45	85
11	Immanuela	55	85
12	Jesen	40	85
13	Jesyka	50	90
14	Joy	40	75
15y	Kalista	30	65
16	Kelvin	60	85
17	Kesyah	50	70
18	Keyta	35	80
19	Kirana	45	70
20	Lahiman	50	80
21	Mizwa	35	70
22	Mutia	45	70
23	Nazla	55	90
24	Neyla	65	85

25	Rezka	50	75
26	Rizky	45	85
27	Sofi	50	80
28	Theyza	45	90
29	Tiar	65	85
30	Win	45	75
31	Yosua	40	70
32	Zivara	30	70
	Σ	1470	2550
	Mean	45,93	79,68

The highest student score on the pre-test in the experimental class (VII-8) Was 65 and the lowest score was 30. The highest student score on the post-test in this class was 100 and the lowest score was 65.

Hypothesis testing

Hypothesis testing is carried out after the data is normally distributed and homogeneous. This test uses the independent samples ttest. The independent samples ttest aims to compare the differences in the means of two classes significantly. The test criteria carried out were H_a accepted and H_0 , rejected if the value of $t_{test} > t_{table}$, meaning that there was no difference between the two treatments given. Vice versa, H_a is rejected and H_0 is accepted if the value of $t_{test} < t_{table}$, in other words if $Sig > \alpha$, then H_0 accepted if $Sig < \alpha$, then H_0 is rejected (Purba, Malau, Siahaan, & Napitupulu, 2022).

The criteria for accepting or rejecting the hypothesis in this research are as follows:

1. If the significance value or sig. (2-tailed) > 0.05 , then H_0 is accepted and H_a is rejected.
2. If the significance value or sig. (2-tailed) < 0.05 , then H_a is accepted and H_0 is rejected.

Tabel 2. The Result of Hypothesis Test

	Levene's Test for		T	Df	t-test for Equality of Means			95% Confidence	
	F	Sig.			Sig. (2-tailed)	Mean Differen	Std. Error Differen	Lower	Upper
Equal variances assumed	.138	.711	2.472	62	.016	5.156	2.086	.987	9.325
Equal variances not assumed			2.472	61.979	.016	5.156	2.086	.987	9.325

Based on the table above, we get t_{test} of 2.472 and t_{table} of 1.461 with $N = 64$, where $t_{test} > t_{table}$ then H_a is accepted. Based on the data output in table 4.5, it is known that the sig (2-tailed) value is $0.016 < 0.05$, it can be concluded that H_0 is rejected and H_a is accepted. So it can be concluded that from the hypothesis test using these two approaches the H_a results were accepted,

which means using scramble game develops English vocabulary of grade seven students (Cristy, Lubis, & Chunliu, 2023).

Findings

After carrying out the data analysis process, several findings were obtained that could answer the research problems.

1. The researchers found findings to answer the research problem, "Does using scramble game develop English vocabulary of grade seven students at SMP Negeri 1 Pematangsiantar?". In data analysis it was found that t_{test} of 2,472 and t_{table} of 1,461 with $N = 64$, where $t_{test} > t_{table}$ then H_a is accepted. So it can be concluded that using scramble game develops the English vocabulary of grade seven students at SMP Negeri 1 Pematangsiantar.
2. The researchers found findings to answer the research problem "What is the effect of using scramble game to develop English vocabulary of grade seven students at SMP Negeri 1 Pematang Siantar?" In data analysis, it was found that there were several influences that occurred in samples that used and did not use scramble games in increasing students' English vocabulary. In the experimental class the average pre-test score was 45.83 and post-test was 79.68 and no students experienced a decrease in score (negative rating) or a constant score (tie). In the control class which did not use the scramble game, the average pre-test score was 44.53 and post-test score was 74.53 and no students experienced a decline in their scores or their scores remained constant. Both classes experienced improvements and grades Sig (2-tailed) in the hypothesis test is 0.016, it can be seen that the average post-test score for the experimental class is higher than the control class. In the hypothesis test, $t_{test} > t_{table}$ was also found, namely $t_{test} 2.472 > t_{table} 1.461$. Based on the data above, it can be concluded that using scramble games and not using scramble games has an impact on students' ability to improve English vocabulary, but the experimental class (class that uses scramble games) has a more significant influence than classes that do not use scramble games on improving English vocabulary of grade seven students at SMP Negeri 1 Pematang Siantar.

Discussions

The researcher found a substantial difference in students at SMP Negeri 1 Pematangsiantar after conducted research there. It was proved by the significant difference score vocabulary ability between before and after using Scramble Game . The used of Scramble Game was able significantly improve english vocabulary. The researcher conducted pre-test and post-test to ascertain the effect of using Scramble Game (Nosa, Malau, Sinurat, & Purba, 2021). In this research, the researcher used two classes as the sample that consists of 32 students of each class. One class was chosen to be the experimental group and this group received treatment by using Scramble Game and the other one as the control group received a different treatment or without using Scramble Game (Khair, 2022).

To know that using Scramble Game can or can't develop english vocabulary in personal identity, spelling, description of someone material, the researcher gave the student a pre-test and post-test. The test was multiple choices by 20 questions about personal identity, spelling, description of someone material (Lin, Chen, & Lai, 2022).

From the analysis of the data, the researcher found that the mean of pretest in experimental class was 45,83 and the mean of post-test in experimental class was 79,68 and the mean of pre-test in control class was 44,53 and the mean of post-test in control class was 74,53. Then, T-test was higher than T-table ($2,472 > 1,461$) at the level of significant with $df = 62$, it means that there enhancement was using Scramble Game to develop English Vocabulary of grade seven students at SMP Negeri 1 Pematang Siantar in personal identity, spelling, description of someone (Rahmawati, Haryanti, & Laila, 2022).

After applying the using Scramble Game in the experimental and conventional classes, the researcher found that the using Scramble Game helped students develops english vocabulary. This was different from the conventional class (Tarigan & Stevani, 2022). The using Scramble Game also increased students' critical thinking and engagement in understanding the subject matter. By using Scramble Game, teachers and researchers can support students in developing english vocabulary and creating an inclusive and interactive learning environment (Rajagukguk, 2019).

CONCLUSION

The findings of this research indicate that the use of Scramble Game is effective in improving students' ability to develop English vocabulary. This is proven by the students' scores in the experimental class being higher than the scores in the control class and in the ttest, namely Sig (2-tailed) of $0.016 < 0.05$, so H_a is accepted and H_o is rejected. Based on the research results and supported by several previous studies, it can be concluded that the use of scramble game can improve the English vocabulary of grade seven students at SMP Negeri 1 Pematang Siantar.

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