

The Effect of Scrabble Game on Students' Vocabulary Mastery of Grade Eight at SMP Negeri 12 Pematang Siantar

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Abstrak

Tujuan dari peneitian ini adalah untuk mengetahui Pengaruh Strategi Membaca Dengan Keras Terhadap Kemampuan Pengucapan Siswa Kelas Tujuh Smp Negeri 3 Pematangsiantar. Dalam penelitian ini peneliti menggunakan metode penelitian kuantitatif dengan desain quasi eksperimen dan desain pre-test, post-test, dan kontrol. Sampel penelitian ini terdiri dari siswa kelas VIII SMP Negeri 12 Pematang Siantar dengan rata-rata jumlah kelas 32 pada tahun ajaran 2022–2023. Ada sekitar 288 siswa di kelas VIII. Dengan menggunakan teknik tersebut, maka sampel yang akan digunakan dalam penelitian ini terdiri dari dua kelas, yaitu kelas VIII-8 sebagai kelas eksperimen dan kelas VIII-9 sebagai kelas kontrol di SMP Negeri 12 Pematang Siantar. Dari hasil penelitian yang dilakukan di SMP Negeri 12 Pematang Siantar ditemukan bahwa terdapat pengaruh penerapan permainan Scrabble terhadap penguasaan kosakata. Hal ini terlihat dari nilai rata-rata siswa dalam tes yaitu pre-test 54,21 dan post-test 76,09, sedangkan hasil belajar peneliti menemukan bahwa t-test dalam penelitian ini adalah 2,14. Berdasarkan rumus hipotesis yang telah dirancang sebelumnya, hipotesis nol ditolak jika thitung lebih besar dari ttabel. Maksud dari hasil tersebut adalah siswa yang diajari menggunakan permainan Scrabble lebih baik dibandingkan siswa yang tidak menggunakan permainan Scrabble dalam proses perlakuan di kelas. Setelah dilakukan perhitungan peneliti menemukan bahwa pada penelitian ini t-hitung lebih tinggi dibandingkan dengan t-tabel. Mengacu pada hal tersebut, maka dapat dirumuskan hipotesis sebagai berikut. t-hitung > t-tabel 5% yaitu 2,14 > 1,670. Karena nilai t-hitung (2,14) lebih tinggi dari t-tabel (1,670) pada taraf signifikan 5% untuk uji dua sisi, maka hipotesis nol ditolak dan hipotesis alternatif diterima. Oleh karena itu, Scrabble Game sangat efektif digunakan sebagai media pendukung pembelajaran khususnya dalam meningkatkan penguasaan kosakata.

Kata kunci : Membaca Dengan Keras, Strategi, Pengucapan Siswa

Abstract

The aim of this research is to determine the effect of the reading aloud strategy on the pronunciation abilities of seventh grade students at SMP Negeri 3 Pematangsiantar. In this research, researchers used quantitative research methods with a quasi-experimental design and pre-test, post-test and control designs. The sample for this research consisted of class VIII students at SMP Negeri 12 Pematang Siantar with an average class size of 32 in the 2022–2023 academic year. There are around 288 students in class VIII. By using this technique, the sample that will be used in this research consists of two classes, namely class VIII-8 as the experimental class and class VIII-9 as the control class at SMP Negeri 12 Pematang Siantar. From the results of research conducted at SMP Negeri 12 Pematang Siantar, it was found that there was an influence of the application of the Scrabble game on mastery of mathematics. This can be seen from the students' average score in the test, namely pre-test 54.21 and post-test 76.09, while the researchers' learning results found that the t-test in this study was 2.14. Based on the previously designed hypothesis formulation, the hypothesis is not rejected if tcount is greater than ttable. The meaning of these results is that students who were taught to use the game Scrabble were better than students who did not use the game Scrabble in the classroom treatment process. After carrying out calculations, the researchers found that in this study the t-count was higher than the t-table. Referring to this, we can put forward the following hypothesis. t-count > t-table 5%, namely 2.14 > 1.670. Because the calculated

t-value (2.14) is higher than the t-table (1.670) at the 5% significance level for a two-sided test, the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, the Scrabble Game is very effective as a learning support medium, especially in improving mathematics mastery.

Keywords: *Reading Aloud, Strategy, Students' Pronunciation*

INTRODUCTION

Among the most significant and extensively spoken international languages in the world is English. This is necessary for everyone, but especially for students, to be able to communicate with foreigners in a variety of settings. Indonesian students must take English as a foreign language from kindergarten through university, per the 2013 curriculum. Some elementary schools even teach English to students in these grades (Guerberof Arenas & Moorkens, 2019).

Throughout their education, students should acquire the four English language skills as well as other language-related abilities. The phonemes, or English sounds; the vocabulary, or morphemes; the syntax, or structure and grammar; and a lexicon with definitions of sentences are the four components of the English language (Bulian & Jambi, 2018). The four main English language skills are speaking, writing, listening, and reading. One aspect of language that needs to be taught and acquired is vocabulary. It is essential to learning any language, but it is especially important when learning a new language. The vocabulary defined by Richards and Renandya (2002) forms the basis of language proficiency and supplies a large portion of the framework needed for students to read, write, and communicate successfully. Word learning is a necessary part of learning English (Hutauruk & Puspita, 2020).

To communicate intelligently with one another, everyone uses language, a traditional system of symbols, vowels, letters, and gestures. Humans need language because without it, they find it difficult to communicate with others and convey the information they want them to know. All nations, including Indonesia, speak English as one of their official languages and as one of the first foreign tongues. The first foreign language that is deemed essential for development is English. Indonesia communicates with other nations through its borders. English proficiency is required in Indonesia at every educational level, from elementary school to tertiary education (Cahyati, Parmawati, & Atmawidjaja, 2019).

Reading, speaking, and writing the target language are prerequisites for understanding spoken and heard language. Vocabulary mastery is a prerequisite for linguistic competency. According to Zainuri (2004), a person's vast vocabulary and ability to use words appropriately and efficiently are the keys to using words in an interesting and engaging way. He continues by saying that having a larger vocabulary makes tasks easier and that words can help people become well-liked and confident. Learning a language requires acquiring vocabulary. It's common knowledge that expanding your vocabulary is a good method to learn other language skills. It is impossible to distinguish between language and vocabulary. It is a crucial linguistic component. As stated by Schmidt and Chartey (1997), one of a language's primary constituents is its vocabulary. We need to acquire vocabulary in order to communicate (Cristy, Lubis, & Chunliu, 2023).

Gaining proficiency in vocabulary can be difficult, particularly since some language usage is seen as solid and structured. According to Harmer, vocabulary is the element that supplies the flesh and other important organs, while grammar or the structure of a language plays the role that builds the framework of the language. Since vocabulary is essential for learning English, it is one of the most important parts of the language. We won't be able to speak the language correctly if we can't master the vocabulary (Kuang & Zheng, 2022). No matter how well we understand grammar or foreign sounds, communication in a foreign language will only be meaningful when words that express a broader meaning are used.

Students need to become proficient in a basic vocabulary in order to understand words, read texts in English sentences, write essays, respond to essay questions in English, and take part in class discussions. However, a number of obstacles stand in the way of these pupils' ability to expand and master their vocabulary. Both external and internal factors play a role in this. The student's lack of enthusiasm or drive to learn new words could be an internal factor. They find external elements, like the teacher's method of instruction, to be extremely dull (Julianti, 2018).

To increase vocabulary, a teacher must be dedicated to helping students become more engaged and motivated in their English language studies. Since these pupils find it extremely boring to follow their teachers' instructions. Therefore, in order to increase student engagement and success, methods for teaching English vocabulary need to be improved.

Owing to the rigorous pedagogical program that the educational institution implemented through classroom observations and casual in-person interviews with multiple students, the participants gained firsthand knowledge of Grade 8 students at SMP Negeri 12 Pematang Siantar. According to the researcher, this makes it difficult for students to focus in class. This can happen because students typically learn English only by listening to their teachers explain things; they don't have to participate in the process (Herman, Purba, Sitohang, Van Thao, & Trang, 2022). In this instance, their only job is to sit in chairs and listen to their teacher. When instruction is mostly passive and repetitive, students naturally become disengaged. Because they were ignorant of vocabulary, students were less interested in learning it. When learning vocabulary, pronoun phrases are also frequently used by students. Instead of attempting things on their own, students rely on their teachers, and as of late, English teachers have only been using traditional media, which has made the learning process tedious (Lemon & Hayes, 2020). For instance, only ten of the thirty-two students in the class grasped the subject matter. However, the fact that the other students were unable to understand suggested that the teacher was still providing explanations without regard for the students' needs.

Even if they are familiar with the basic vocabulary, students still struggle to understand English vocabulary because English teachers continue to use outdated methods. Expanding one's English vocabulary is crucial (Damayanti & Ismowati, 2021). Lessons don't always have to be boring thanks to technology. With the right media, students can increase the size of their English vocabulary. Playing educational games like Scrabble helps students learn vocabulary while having fun, giving the impression that studying English is exciting and engaging. This encourages the

students to resume honing their English. When given fragments of words they ought to have learned sooner, they struggle to recall words they have already learned. They continue to have trouble understanding their instructors. They listen to the teacher's explanations when they don't understand what he is teaching them because they don't speak English. If they lack the motivation to learn English, it's likely because they find the subject unpleasant. As a result, students struggle to learn vocabulary (Machmut, Susanto, & Suwarti, 2023).

Researchers should have a variety of teaching strategies and media to help students enjoy learning English, particularly when it comes to mastering vocabulary, in order to solve and improve these issues. For instance, employing a game as a teaching tool will boost students' motivation to pick up vocabulary in the English language. Despite being a minor issue, it has a big influence on students' futures. You will once again find vocabulary learning enjoyable when using games as teaching aids. A game, according to Hadfield (1999), is "an activity with rules, goals, and an element of fun." In a variety of contexts, students can relax and pick up new vocabulary. Scholars favor teaching conventional vocabulary over Scrabble (Mariana, Purnomo, & Firdaus, 2018).

Students pick up more vocabulary in English class when they play Scrabble. A fantastic, simple, and enjoyable game for practicing any vocabulary is Scrabble. Two players can compete simultaneously (or in teams) on a word board with varying word ratings. a self-contained board game for several players (or groups), according to Warner (2005), where the goal is to form words to score points. Playing Scrabble has been shown to increase students' vocabulary.

Organizing words into meaningful groups is the aim of the Scrabble game, which helps players develop their vocabulary. Particular games are created to enhance pupils' cognitive abilities. Scrabble games can also aid students in growing their vocabulary by teaching them word meaning, comprehension, and sentence construction. A game called Scrabble pits two to four players against one another. There is a board and a set of letter tiles in this Scrabble game. The game is called Word Stacks. Each player's first task in the game is to form a word with seven letters. At the conclusion of the game, the player with the most points wins (Carrington, 2021).

In this game of Scrabble, points are awarded according to the vocabulary that can be created using letter tile pieces on a grid board with 15 rows and 15 columns. Oxford Advance (1985) describes Scrabble as a board game where the object is for players to connect small plastic blocks to form words that are placed on the board. This game aims to aid students in their learning, particularly in vocabulary. Word-based Scrabble games with a board and visually appealing backgrounds. Several letters are placed on the game board in these games. Combining letters from the game board to form words teaches us English in a fun way. We can also practice learning English vocabulary in this way. English Vocabulary offers the most structured curriculum among games and lucid grammar explanations, allowing users, especially students, to add and memorize vocabulary and enhance their vocabulary mastery.

The same approach has been used in a few earlier studies. The first study, Published in 2020, Juliantina's work is titled "Using the Scrabble Game to Improve the Vocabulary of SMAN 4 Binjai Students". The study's findings demonstrate that using Scrabble games significantly improves

students' abilities. comprehension of language. The researcher concentrated on increasing students' vocabulary through Scrabble games. This study may receive support from the research In 2021, Herawati, Rizdki Elang Gumelar, and Ari Fazria Novari conducted a study titled "The Influence of the Scrabble Game on the Vocabulary Mastery of Class VIII MTS Daarul Ulum Students". "Cihara Lebak". The study discovered that playing Scrabble both before and after implementation significantly improved vocabulary teaching (Hukom, 2021). This indicates that playing Scrabble can help with vocabulary learning. This study can be supported by the research Fitriya and Maskhurin Fajarina's study, "Effectiveness of Using the Scrabble Game in Mastering English Vocabulary" (2023). Before and after Playing scrabble helps students learn more vocabulary. They can engage in the educational process in a fun way as well (Yamagata, Nakata, & Rogers, 2022).

Considering the background information and issues mentioned above, Students who play Scrabble can get better at mastering vocabulary. Students in class VIII at SMP Negeri 12 Pematang Siantar served as the research sample. which sets this study apart from earlier studies. The researcher's choice of research topic was "The Effect of Scrabble Games on Vocabulary Mastery of Grade 8 Students of SMP Negeri 12 Pematang Siantar."

METHOD

In this study, the researcher used a quantitative research method with a quasi-experimental design and pre-test, post-test, and control design. The researcher applied a quasi-experimental design with the aim of obtaining a valid conclusion regarding the effectiveness of the independent variable and the dependent variable. This study aimed to determine the effect of this scrabble game on students' vocabulary mastery. In this study, the researcher divided two groups of samples that had been selected, namely the sample in the experimental group and the group in the control class. There was no significant difference in the process; the only difference between the two classes was the provision of treatment. In the experimental and control classes, the researcher conducted a pre-test before studying vocabulary learning (Chotimah & Astiyandha, 2022). Next, the researcher will give treatment there are two class groups involve. They are VIII-3 as the experimental class, namely, in the form of teaching vocabulary mastery by using learning media in the form of a scrabble game. While VIII-8 is the control group the researcher are not give any treatment. The last process involved giving a post-test in both classes at the end of the research conducted. The results obtained from the post-test will tell the researcher how effective the scrabble game is in helping students master their vocabulary.

This research was conducted at SMP Negeri 12 Pematang Siantar which located at JL. Karo, Kec. South Siantar, Pematang Siantar City, North Sumatra in the new academic year, the 2022/2023 school year, which is planned to be held from July to August 2023.

Everyone who belongs to a specific class of individuals, occasions, or things is regarded as a member of the population. For this study, the entire eighth-grade student body of SMP Negeri 12 Pematang Siantar was included in the population. Based on his experience, especially when he taught the practice in this school, the researcher selected the eighth grade population because he

observed that the students struggled to expand their vocabulary and lacked motivation to learn vocabulary in English. The study's sample comprised eighth-grade students from SMP Negeri 12 Pematang Siantar, with an average class size of 32, during the 2022–2023 academic year. There are about 288 pupils in class VIII (Yuni, 2022).

The sample was part of a representative population. Ary et al (2010:148) claimed that the sample is a portion of the population. Purposive sampling is employed by the researcher to choose two classes from the population to serve as experimental and control classes. Purposive sampling is adopted by the researcher because it is one of the most efficient and quickly accessible sampling techniques. Two classes are used in this research. Both classes have 32 students' each: the first class, VIII-3, is experimental class, while the second class, VIII-8, and is a control class. The sample includes a total of 64 pupils. The two classes were chosen because, according to observations from the two classrooms, they each have a varied level of proficiency with language.

By using this technique, then the sample to be used in this study consists of two classes, namely VIII-8 as the experimental class while class VIII-9 as the control class at SMP Negeri 12 Pematang Siantar.

In this research, the two classes (the experimental group and the control group) will take two vocabulary exams based on the scrabble game. The tests were identical for the pre- and post-test, but they still had the same composition and numbers. The steps are as follows. The pre-test will be given to students in the experimental and control groups before receiving treatment. The goal was to determine the students' vocabulary mastery and obtain their scores before treatment.

The students completed a pre-test to determine their vocabulary mastery before beginning the treatment. Pre-testing allowed the researcher to gauge some features of the trial participants before their treatment administration. Both multiple-choice tests had 20 items each. The test was about verb, and adjective. If students can accurately respond to every question, they will receive 100 points (Wazeer, 2023).

The researcher had two classes, then taught the experimental class or provided treatment using the scrabble game learning media, while the control class did not teach using the scrabble game. (No special treatment) Students analyzed teaching materials related to vocabulary mastery. Verbs and adjectives were used as indicators in this study.

After completing the treatment, the researcher gave a post-test to the second experimental and control classes. The post-test was a measurement of several qualities or traits provided to the experimental participants after treatment. Twenty multiple-choice questions were included, as in the pre-test. Pre-material tests are the same as the tests, but their structure and quality are reminiscent of the same thing. For correct answers, each item was worth 5 points. If students can answer each question correctly, they receive 100 points. The purpose of the post-test was to determine whether students' have points. The purpose of the post-test was to determine whether the students' had mastered their words after the treatment (Munthe, 2020).

The researcher will use the comparative technique to analyze the data after obtaining it. Between the experiment class and the control class, the scores will be compared. This method can

be used to demonstrate the differences between teaching vocabulary with and without the Scrabble game. The methods of data analysis can be broke down into three steps: scoring, tabulating, and testing the hypothesis (Harahap, Sari, Ramadhani, Safriyani, & Harahap, 2020).

RESULT AND DISCUSSION

Data Analysis

The data was gathered by using the test as an instrument. In this study, the data comes from the students' vocabulary scores. The score was gained by simply adding the entire number of right answersStudents in the eighth grade at SMP Negeri 12 Pematang Siantar took a vocabulary test given by the researcher during data collection. There were several options on the test. The researcher then examined the students' test results using the formula from Chapter III.

The students' scores of Pre-test and Post-test in Experimental Class

The experimental class for this research consisted of 32 students in class VIII-3 SMP negeri 12 Pematang Siantar. Scrabble Games media used to teach an experimental class.

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

No.	Name of Students	Pre-Test (X)	Post-Test (Y)
1	AZR	40	80
2	AF	55	75
3	AAP	50	75
4	ASP	65	75
5	CEP	70	85
6	CDCP	55	70
7	GZLM	40	75
8	GMS	55	80
9	IS	10	55
10	JAS	40	75
11	KA	60	80
12	KAML	65	75
13	KZT	40	80
14	LF	45	85
15	MFS	55	75
16	MAS	50	80
17	MS	50	60
18	MA	65	75
19	MPS	60	70
20	NA	70	80
21	OSCS	75	80
22	PS	45	70
23	PSR	70	75

No.	Name of Students	Pre-Test (X)	Post-Test (Y)
24	PYP	70	75
25	PEP	50	65
26	PTR	65	75
27	SYD	50	80
28	SAIM	55	85
29	SRM	45	85
30	YRS	65	80
31	ZBA	50	75
32	ZPS	55	85
	Σ	1735	2435
	MEAN	54,21	76,09

As shown in Table the pre-test and post-test scores proved that no student reached the KKM score of 71 in the pre-test. The chart showed that the total pre-test score in the experimental class was 1735, with an average score of 54,21. Meanwhile, in the post-test findings, 29 students scored more than the KKM of 71, while three students did not meet the KKM. The table also revealed that the experimental class's total score was 2435, with an average score of 76, 09.

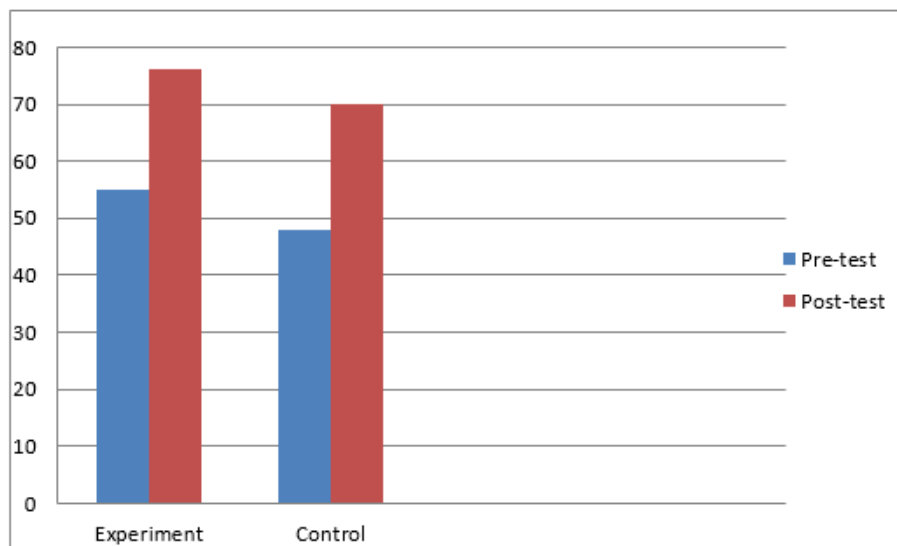


Figure 1. Chart the progress of students' vocabulary mastery using Scrabble Game

Chart showed the progress of students' vocabulary mastery after use Scrabble Game. Chart 4.3 showed the Pre-Test in blue and Post-Test in red. In the experimental class, namely class VIII-3, the researcher gives a pre-test at the beginning. In the pre-test of the class result in an average value of 54.21. After that, the researchers carry out treatment in learning English, especially in mastering vocabulary, namely teaching students to use the scrabble game. After giving the treatment, the researcher gives a test in the form of a post-test. The post-test aims to determine

the increase in vocabulary mastery after being taught used the scrabble game. The post-test results obtain from the class; result in an average of 76.09. In the control class, the researcher does not give a treatment or teaching vocabulary mastery use a scrabble game. The researcher only gives pre-test and post-test (Hasani & Rasouli, 2015). The average results of the pre-test in the control class result in a score of 47.81 and for the post-test it yielded a score of 68.90.

From the result of the study, the researcher find an increase in vocabulary mastery after use learning research media in the form of a scrabble game in the experimental class. It can be seen from the students' average results which increase from a low pre-test score, namely 54, 21 to a high post-test score, namely 76.09. From this increase, it can be seen that scrabble games are very effective in help student's master vocabulary. While the control class that is not give treatment or teaching use the scrabble game do not show a significant increase in the average score of students who remain low.

Finding out t-test

$$t_{test} = \frac{\bar{X}e - \bar{X}c}{SE (X^e - X^c)}$$

$$t_{test} = \frac{76,09 - 68,90}{3,35}$$

$$t_{test} = \frac{7,19}{3,35} = 2,14$$

Finding out the degree of freedom (df) as follow:

$$df = (Ne + Nc)$$

$$df = (32 + 32) - 2$$

$$df = 64 - 2 = 62$$

The t-table at a 5% level of significance was 1,670 based on the hypothesis formula; the null hypothesis is rejected if the t-test is greater than the t-table referring to this, thus the hypothesis created as follows:

$$t\text{-test} > t\text{-table of } 5\%$$

$$2,14 > 1,670$$

Because the t-test (2, 14) is higher than the t-table (1,670) at a level of significance of 5% for a two-tailed test, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

Research Findings

Based on the data analysis above, it show that there is a moderate difference in students vocabulary mastery between the experiment class which is give a treatment by using Scrabble Game and for the control without Scrabble Game. There is an effect of applying Scrabble Game is more significant than conventional strategy on vocabulary mastery in SMP Negeri 12 Pematang Siantar. The researcher finds some findings as follows:

1. The students' scores in experimental class which is taught by using Scrabble Game higher than the student's score in control class. It can be proved from the mean of post-test in experimental class is 76, 09 and the mean of post-test in control class is 69, 21.
2. The post-test experimental class has 1486, 71 squares of respondents. The post-test control class has 489, 85 square of respondents. The post-test experimental class has 6, 92 standard deviation The post-test control class has 3, 97 standard deviation The standard error of experimental class and control class is 3, 35 The t-table at a level significance of 5% for a two-tailed test was 1,670 and the degree of freedom (df) was 62.

The testing hypothesis is accepted which t-test is higher than t-table ($2, 14 > 1,670$) at the level of significance 5%. It shows that using Scrabble Game on grade eight students are significantly at SMP Negeri 12 Pematang Siantar.

Discussion

In this discussion section, researcher discusses the results of students' vocabulary mastery by used learning media in the form of scrabble game. The researcher conduct his research by taking a sample of two classes from class grade ten students at SMP Negeri 12 Pematang Siantar. The two classes were further divided into experimental class and control class. The experimental class is give class VIII-3 and the control class is give class VIII-8. To find out the effect of the scrabble game learning media on students' vocabulary mastery, the researchers conduct several tests on both classes (WILDANI, 2021).

The tests given by the researcher to the grade eight are in the form of pre- test and post-test, where each pre-test and post-test contain 20 questions which are distribute to 32 students. The pre-test and post-test contain the same 20 questions. However, there is a difference between the two classes. In the experimental class, namely class VIII-3, the researcher gives a pre-test at the beginning. In the pre-test of the class result in an average value of 54.21. After that, the researchers carry out treatment in learning English, especially in mastering vocabulary, namely teaching students to use the scrabble game. After giving the treatment, the researcher gives a test in the form of a post-test. The post-test aims to determine the increase in vocabulary mastery after being taught used the scrabble game. The post-test results obtain from the class; result in an average of 76.09. In the control class, the researcher does not give a treatment or teaching vocabulary mastery use a scrabble game. The researcher only gives pre-test and post-test. The average results of the pre-test in the control class result in a score of 47.81 and for the post-test it yielded a score of 68.90.

From the result of the study, the researcher find an increase in vocabulary mastery after use learning research media in the form of a scrabble game in the experimental class. It can be seen from the students' average results which increase from a low pre-test score, namely 54, 21 to a high post-test score, namely 76.09. From this increase, it can be seen that scrabble games are very effective in help student's master vocabulary. While the control class that is not give treatment or teaching use the scrabble game do not show a significant increase in the average score of students who remain low (Ferrah & Nemmouchi, 2018).

The researcher discovered a substantial difference in the students at SMP Negeri 12 Pematang Siantar after conduct the study there. The use of the scrabble game is able to significantly enhance students' vocabulary mastery ability. The researchers conduct a pre-test and post-test to ascertain the effect of the scrabble game. However, due to the watch time (learning process) not matching the amount of class hours, the researcher ran into time limits while using the scrabble game. The learning process could be expedited as a result of this. In addition, researcher find the weaknesses and strengths of the use scrabble game as learning media, the weakness of the researcher when apply the scrabble game is lack of time for students to participate in play the scrabble game, because many students want to play the scrabble game, but the limited time made students disappoint. The strengths of researcher when apply the scrabble game were that students were active in class, atmosphere of teaching and learning activities that arouse students' interest in following the learning process from beginning to end, and there's also communication and good interaction (Sari & Aminatun, 2021).

In the previous chapter, the researchers write about several previous studies relate to this study. The researchers found some differences between the previous study and this study. For the first former researcher of Juliantina (2020)), the first difference is the research objectives. Whereas previous researchers objectives to using scrabble media in increasing France vocabulary , this study use scrabble game on student's vocabulary mastery in english. The second difference is that the previous researchers use SPSS data analysis techniques, while this study used Excel. Second, the researcher before Herawati, Rizdki Elang Gumelar and Ari Fazria Novari (2021), the correlation, this study looked at effect. The second difference in this research is the total score between experiment and control. In the experiment the total score was lower compared to the total score in the control class. While previous researchers used SPSS, this study used Excel. Third, the researcher before Fitriya and Maskhurin Fajarina (2023). The difference is The researcher took samples for research materials using seventh graders, whereas in this study, eighth graders were used as research samples. Second difference is researchers use SPSS, this study used Excel. Fourth, Fahrizal (2019) the difference is that the previous researchers use SPSS data analysis techniques, while this study used Excel. Fifth, Anggraini (2019), the first difference was the type of text used. Whereas previous researchers used recount texts, this study used vocabulary test. The second difference was that the previous researchers used SPSS data analysis techniques, while this study used Excel.

CONCLUSION

From the resulted of research conduct at Negeri 12 Junior High School Pematang Siantar, it can be found that there is an effect of apply the Scrabble game in vocabulary mastery. This can be seen from the average score of students in the test, namely the pre-test 54.21 and the post-test 76.09, while in the resulted of the study, the researcher found that the t-test in this study is 2,14. Base on the hypothesis formula that has been design previously, the null hypothesis is reject if the t-test is higher than the t-table. The meaning of these results is that students who are taught to use Scrabble

games are better than those who do not use Scrabble games in the classroom treatment process. After calculating the researcher found that in this study the t-test was higher than the t-table. Referring to this, the following hypotheses can be formulated. $t\text{-test} > t\text{-table } 5\%$ that is $2.14 > 1.670$. Because the value of t-test (2.14) is higher than t-table (1.670) at a significant level of 5% for the two-tailed test, the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, Scrabble Game is very effective to be used as a supporter of learning media, especially in improving vocabulary mastery.

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