

**STUDENTS' PERCEPTIONS ABOUT USING SCRABBLE GAME AS A TOOL FOR  
LEARNING VOCABULARY AT JUNIOR HIGH SCHOOL**

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***ABSTRACT***

English is one of the important subjects for junior high school students, English teachers are required to teach vocabulary using media in order to make the students learn easily. One of the media which can be used to teach vocabulary is scrabble game. In this research, using scrabble in 8<sup>th</sup> class of Junior High School. This research aims to find out the students' perception on using scrabble game in learning English Vocabulary. There is research problems in this research. That was "How are students' perceive using scrabble game in learning English vocabulary" This research is a qualitative research. The data were gathered through doing interviewing the students. The result of this research showed that the students had positive perception by using scrabble game. Scrabble game helps the students influence their vocabularies. Therefore, the teacher can use this media in vocabulary learning process for the students.

***Keywords:*** *Students' perception, Scrabble game, Vocabulary*

## INTRODUCTION

Vocabulary is one of the items that have to be mastered first by the students in learning English, because no one can speak English if they have limited vocabulary and without a proportional amount of vocabulary any one will get trouble in the process of learning English. It is a part of linguistics competence it's commonly defined as all the word used by the speakers when using their language. According to Dictionary of Language Teaching and Applied Linguistics (2002:580), "Vocabulary is a set of lexemes, including single words, compound word and idioms".

Related to the English teaching learning process, language skills such as listening, speaking, reading, and writing need a series of words that are called vocabulary. Richards and Renandya state that "Vocabulary is a core of language proficiency and provides much of the basic for how well learners speak, read and write" (2002:255). Vocabulary is one element of language that should be learned and taught. It becomes central to any language acquisition process especially in introducing a language.

Learning vocabulary is the most important part when students want to learn English because without a sufficient vocabulary, someone cannot communicate effectively or express the ideas in both oral and written forms. Students are expected to understand the meaning of the words, the uses of the words in sentence, and form the words in oral and written. "Vocabulary learning is a complex process which requires the ability to recognize the words, remember them, and to pronounce, spell and use

them correctly" (as cited in Ayuningtyas, 2008:2)". So the teachers should make the acceptable process to the students. Therefore, the teachers should have the suitable strategies in the vocabulary learning process.

In relation with this, vocabulary is an important aspect for school level especially in junior high school level. However, many 8th grade students complained that the difficulty of students learning English coming from their vocabulary mastery. Those problems such as difficulties in understanding the meaning of words and the students could not memorize the words. Many students did not know the meanings of the English words used by the teacher. It was likely that this condition was a problem in terms of students' limited vocabulary mastery.

Considering the importance of mastering vocabulary in learning English, the teacher should be creative in creating and choosing an appropriate technique or activity in classroom. Teaching vocabulary using game is one of solution because game make the students more enthusiastic and more active in the classroom, through games students experience, discover, and interact with their surroundings. Games allow the students to relax and enjoy themselves, which means that they will have better comprehension and retain more information. Charlotte (2011) states that educators can make vocabulary more engaging and easier to learn through the use of games. According to Al Zaabi (2007:85) through games students could be easier to understand what the teachers present.

From this problem, the teacher has to think the strategies which helps the students to solve their vocabulary problems in learning English. Using game as media of learning is one of the strategies to help the students improve their vocabularies. In teaching and learning process, the important thing is not only how much learning is done in the classroom, but also how the students are active and enjoy in their learning process. In learning vocabulary, there are many kinds of games which can be used, for example scrabble, crossword puzzle, flashcards, etc. Those games can help the students to understand vocabularies easily.

Based on research results Scrabble game effectively improved students' vocabulary mastery (Tanjung, 2011 & Ningtyas, 2015). Scrabble is a board-shaped game and how to play it by arranging words that have meaning, with this game students will inadvertently increase vocabulary mastery which can then be used in stringing sentences so students can communicate in English. According to Klimova (2015) Scrabble is one of the most popular boards that specifically highlight language. The purpose of the game is to build words with a higher score as possible.

Actually, scrabble game is not a new media which is used to learn vocabulary. Although memory game like scrabble is good for helping the students to enhance their vocabulary mastery. Using scrabble as a learning media to help the students improve their vocabulary. The researcher would like to see how 8th grade students' perception on using scrabble and how it influence their vocabularies.

In this research, the researcher focus on the student's perception on using of scrabble game. The researcher choose scrabble because using of scrabble in education can help students to influence their vocabulary memorizing, and spelling elements. It is proved that scrabble which considered as out of date game still give positive impact for the students' vocabulary improvement. Hopefully that the research can give information for English teachers that they can use scrabble game as one of their teaching media in vocabulary learning so that they can help the students in the teaching and learning process.

## **METHOD**

### *Research Design and Setting*

Qualitative research methods are designed in a manner that help reveal the behavior and perception of a target audience with reference to a particular topic. Interview is used on this research. Interviews in qualitative research are discussions that have a purpose and are preceded by several informal questions. This research was conducted at SMPN 21 Banjarmasin, Jalan HKSN Gang Swadaya Tani No.176 RT.10 Banjarmasin.

### Data and Source of Data

The data gathering techniques that were employed was interview with the participants about vocabulary learning strategies with scrabble game that are used. In taking data, the researcher needs sources to get the available data. Data source is the subject of the research from where the data can be obtained. When using interviews in gathering the data then the source of the data is called the informant, and researcher used purposive sampling techniques. Purposive sampling is a sampling technique with certain considerations (Sugiyono, 2012: 68).

## Data Analysis

Data analysis is the process of searching and compiling in a manner Systematic data obtained from interviews, field notes and documentation, by organizing data into categories, describing into units, synthesizing, composing into patterns, choosing what is important and what will be studied, and making conclusions so that it is easily understood by yourself or others.

The data analysis method in this study was carried out with qualitative analysis by carrying out the following data interactions:

### 1. Data reduction

Reducing data means summarizing, choosing the main points, focusing on the things that are important, looking for themes and patterns, and removing unnecessary. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to do further data collection, and look for it if needed.

### 2. Data display

After the data has been reduced, the next step is to display the data. In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. The most frequently used to present data in qualitative research is narrative text.

### 3. Data verification

The third step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if no strong

evidence is found to support the next stage of data collection. But if the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

## FINDINGS AND DISCUSSION

### a. *Students perceive about using Scrabble in Learning English vocabulary*

The researcher provides a solution by inserting a scrabble game during lessons which of course is still related to the existing lesson, students become more active in learning and this game becomes the student's favorite media to learn vocabulary because it really helps them. Then the researcher was interested in knowing students' perceptions of this game by asking several questions. It was proved by D in the interview

*“Yes, it is quite helpful. For people who want to learn English in an easy and fun way, the game is the right choice “*

Then based to student with initial W this game can help learning, he stated that

*“I consider it can be, because this is a game of arranging words that will make the players know more vocabulary.”*

From the results of the interview above, it can be seen that the scrabble game can help students in learning vocabulary.

### b. *Scrabble game affect influence Students English Vocabulary*

Based on previous data which states that this game can help students in learning

vocabulary, here the researcher is also interested in knowing how students' perceptions of scrabble games affect can influence of students' vocabulary. So the researcher asked several questions to students. The following are the results of the interview from the student with the initials N:

*"Learning while playing scrabble greatly affects the improvement of my vocabulary mastery because I often find out the vocabulary in the dictionary and know a lot of vocabulary that I didn't know before that was used by my opponent."*

Students with the initials D also revealed the effect of scrabble games on improving vocabulary mastery. D stated that:

*"While playing scrabble helps me to influence my vocabulary mastery automatically because it affects the work of the brain in playing scrabble, it emphasizes thinking and remembering so that it will have an effect on increasing vocabulary mastery."*

c. Scrabble games help students' memories in memorizing new English Vocabulary

In this section, the researcher asks students about the scrabble game that can help them improve their memory and memorize vocabulary. One of the students with the initials N said that:

*"Playing the game is not only thinking and playing but also can increase our memory of the vocabulary we just got because with a*

*relaxed and relaxed atmosphere we can easily understand the lesson"*

Student with initial R stated that

*"Scrabble can make it easier for me to find new words and learn while playing can improve my memory in memorizing vocabulary because fun, relaxed and not boring situations make me easily receive new information in lessons"*

This shows that scrabble can really make students actively participate in learning. The small competition that was planned by the teacher using scrabble was really successful in strengthening student activity in learning vocabulary. It can be seen that the use of scrabble in learning vocabulary builds a positive learning environment for students and is perceived positively by students. It can be seen from the data above that students think scrabble games help them increase their enthusiasm for learning vocabulary.

This section will answer research questions about how students perceive the use of scrabble in vocabulary learning. Researchers take students' perceptions to find out student responses about the use of scrabble games.

Perception based on Altman et al. (1985) is a person's way of seeing reality. There are four factors that influence perception. It is the selection of stimuli, the organization of stimuli, the situation and self-concept of the person (Altman et al., 1985, p. 86). Identifying students' perceptions becomes easier once they have their own experiences. The findings show that most students has

positive perceptions about the use of scrabble in vocabulary learning.

Then to help students in learning vocabulary, the teacher chooses to use scrabble as a learning media. The teacher focuses on learning activities on vocabulary using scrabble. This was done so that students do not learn passively through teacher explanations. According to Nguyen & Khuat (2002), students have not changed their learning habits, such as writing words on paper, trying to memorize or learning passively through teacher explanations. Therefore, the teacher tries to create a new learning atmosphere. Board games such as scrabble have an effect on influencing students' vocabulary mastery. Students assume that they like the relaxed atmosphere, competitiveness and motivation that scrabble games bring to the classroom. Supported by Nguyen (2002), it is stated that games provide relaxation and fun for students, thus helping them learn and retain new words more easily. If students are engrossed in learning vocabulary using scrabble in vocabulary learning, then they will have the motivation to develop their vocabulary mastery. Game-based learning can stimulate students' cognitive skills while increasing their motivation. Students are very interested when they use games as a learning media.

And it can be seen that the scrabble game can improve the elements of students' vocabulary memorization, students think that the scrabble game makes it easier for them to learn vocabulary, students also mention that learning while playing can change the

classroom atmosphere to be relaxed and fun so that students can use their imagination and creativity. That will so that the situation can facilitate the learning process of students.

Scrabble also helps students in strengthening vocabulary memorization elements. This helps them memorize difficult words and also enriches their vocabulary. Vocabulary memorization achievement is the most important thing in learning vocabulary. Students cannot develop their vocabulary skills if they can't memorize the words. Drilling for words isn't the only way to memorize vocabulary. Lack of fun and interest, which is one of the important components of learning. Scrabble is used to help students memorize words in an interesting way. When playing scrabble, students try to remember the words that are stored in their memory. Moreover, the students discovered many new words from playing scrabble with their friends.

The use of scrabble in learning vocabulary builds a positive learning environment for students and is perceived positively by students.

Therefore, from this statement, the researcher found that grade VIII students gave positive perceptions by using scrabble in vocabulary learning. Students are assisted in learning vocabulary by using scrabble games.

When the scrabble game is used in class, students become active and independent.

## **CLOSURE**

### *Conclusion*

This research aims to determine students' perceptions about the use of scrabble games in learning English

vocabulary. This study followed an interview research design. The research question in this study was 'how do students perceive scrabble in learning English vocabulary mastery?' In the results of interviews conducted with several students, they received a positive response, which means that the majority of students have a positive perception of scrabble games in learning English vocabulary and scrabble is able to influence students' vocabulary such as memory skills, this is evidenced by students who state that scrabble games make them feel happy and their confidence increases, and their vocabulary mastery increases when learning to use games.

#### Suggestion

1. For Students
  - a. Students should use scrabble game for learning things and more effectively
  - b. Students should more interact with native or English speaker to interact new word
2. For other researcher
 

The next researcher can conduct a research about scrabble game and why students more attractive in scrabble game than other game for learning English vocabulary

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