

THE USE OF SCRABBLE FOR LEARNING ENGLISH VOCABULARY

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ABSTRACT

Four language abilities that must be acquired are speaking, writing, listening, and reading. The language components of vocabulary, grammar, spelling, and pronunciation are among the talents. As one of the most important aspects of language comprehension, vocabulary can be enhanced through a variety of learning mediums. The goal of the study is to offer insightful information on the potential of Scrabble as an entertaining and dynamic method to support vocabulary development in a classroom context. This study uses a qualitative research design to examine how using Scrabble as a teaching tool might improve vocabulary mastery in Class X-1 students at SMAN 3 Panyabungan. This highlights the research's possible implications for teachers looking for creative ways to help secondary school pupils develop their language abilities while providing a peek into the methodology and expected results.

Introduction

A language is a system of deliberately conventionalized spoken, written, gestural, and gesture symbols that allow people in a society to understand one another. One worldwide language that is spoken throughout the world, including Indonesia, is English. A universal language for communication, English is spoken across the world. English is the first foreign language to have been used in Indonesia and has been crucial to the country's growth. It is utilized as a communication tool when Indonesia seeks to collaborate with other nations. From elementary school through university, learning English is a requirement for education in Indonesia.

The four language abilities that students of English must acquire in teaching and learning activities are speaking, listening, reading, and writing (Bailey, 2003; Banditvilai, 2016; Bozorgian, 2012; Khamkhien, 2010). Understanding vocabulary is the most crucial aspect of learning English (Anjomshoa & Zamanian, 2014; Jun Zhang & Bin Anual, 2008). Vocabulary is the first component of English that students should grasp and should be taught to them since it is essential to all languages worldwide and without it, people cannot communicate with one another. Vocabulary, according to Handayani (Kusumawati, 2018), is the understanding of words and their meanings. According to the statement, vocabulary is defined as all a language's known words that people use to communicate with one another.

All the words in a language are its lexicon, or vocabulary (Soedjito, 1992: 1). The use of vocabulary is crucial to language. Linguistic proficiency can be impacted by one's mastery of vocabulary. Similarly, a person's vocabulary has a big impact on how well they can use and learn a language. If someone's language abilities develop, they can use language effectively. When a person's vocabulary grows in both quantity and quality, their language abilities also grow (Tarigan, 1993: 14). Vocabulary mastery, according to Purwo (Aris Yunisah, 2007: 11), is a gauge of a person's comprehension of a language's vocabulary and his capacity to employ it both verbally and in writing.

Scrabble is a game-based medium designed to improve cognitive performance and promote brain growth. Another board game is Scrabble, which is played by setting up meaningful words in a certain order. Playing this mind-twisting game can help pupils unintentionally become more proficient in language. Two to four players can arrange words on a board to play the game Scrabble. Usually, this game is referred to as "funworder" or "spersgame". It takes more than just a big vocabulary for players to play this game successfully; they also need to know how to subdue their opponents' using strategies and tactics (Soeparno, 1988: 75). Soeparno (1980: 76) claims that the game of scrabble has something to do with flat crosses, namely in terms of filling in boxes with letters to create words. This game aims to improve vocabulary knowledge, spelling proficiency, and morphological structure proficiency.

Students at SMAN 3 Panyabungan acquire a wide range of skills, including speaking, listening, storytelling, grammar, pronunciation, and vocabulary. The method of learning will give the students linguistic proficiency, particularly in speaking. There are several ways to acquire the talent, and one of them is by using scrabble media as a tool to study language. According to Elliot (2009), Alfred Mosher Butts' inventive mind is responsible for the creation of scrabble, which he came up with in 1938. He created a point system for the letters depending on how often they are used in words, which gave it a competitive edge. It was a clever blend of crossword and anagram puzzles. The educational process will profit greatly from the use of media. These are: 1) learning will be engaging for students and will likely inspire them to learn more; 2) learning materials will be more comprehensible and easy to grasp, increasing the likelihood that students will be able to meet learning objectives; and 3) students will engage in more study activities because they will not merely listen to teachers explain things, yet they can also perform, observe, exhibit, etc.

In this case, the researcher decided to employ a game as a teaching tool. Al Zaabi (2007) asserts that increasing vocabulary through games increases the opportunities for peer learning. It suggests that introducing games into the classroom might help pupils get more out of their English lessons. Amaal Al Masri and Majeda Al Najjar (2014) point out that research has demonstrated that games may help with vocabulary acquisition in several ways. To begin with, games provide pupils pleasure and amusement, which helps them learn and retain new terms rapidly. Second, pupils are engaged in games because they are usually competitive. Third, vocabulary games encourage learners to utilize the language flexibly and conversationally. Fourth, engaging in games is encouraged for pupils. More opportunities for children to voice their thoughts and emotions. Fifth, there's more to gaming than just amusement. They serve as a means of both introducing novel concepts and "breaking the ice" in between scheduled class activities.

Method

This qualitative study investigates the efficacy of utilizing Scrabble as a method to enrich English vocabulary among Class X-1 students at SMAN 3 Panyabungan. Through purposive sampling, participants will engage in Scrabble sessions integrated into regular English classes, followed by assessments to measure vocabulary proficiency. Data collection involves observations, and content analysis, while the primary instrument is a group evaluation form to assess student performance. The anticipated outcomes include insights into Scrabble's effectiveness, potentially revealing increased engagement, heightened vocabulary retention, and enhanced collaborative skills. These findings will inform educators seeking innovative strategies for language teaching and learning.

Findings and Discussions

The study aimed to investigate the effectiveness of using Scrabble as a method to enrich English vocabulary among Class X-1 students at SMAN 3 Panyabungan. The results show that Scrabble can be a valuable tool in promoting vocabulary proficiency and engagement among students. The data indicate that students who participated in Scrabble sessions demonstrated significant progress in vocabulary proficiency, with Group 1 achieving a total score of 34 and Group 5 achieving a total score of 25. This suggests that Scrabble can be an effective method in fostering vocabulary enrichment among students.

The study also found that Scrabble sessions fostered increased engagement and retention among students. The data suggest that students were more motivated and enthusiastic about learning vocabulary through Scrabble, which is reflected in their active participation and improved vocabulary retention. This is consistent with the theory that interactive and engaging activities can enhance student motivation and learning outcomes. Additionally, Scrabble sessions encouraged collaborative skills among students, as they collaborated with peers to form words, negotiate meanings, and expand their vocabulary repertoire. These collaborative interactions are crucial for language learning and overall academic success.

Table 1. Results of Group Assessment

Group	Vocabulary	Quantity	Total
Group 1	Zoo	$3+1+1=5$	34
	Bank	$3+1+1+(5 \times 2)=15$	
	Sea	$1+1+1=3$	
	Studio	$1+1+1+(2 \times 3)+1+1=11$	
Group 2	Home	$4+1+3+1=9$	9
Group 3	Park	$3+1+1+(5 \times 2)=15$	15
Group 4	Stadion	$1+1+1+(2 \times 2)+1+1=9$	16
	Gym	$2+2+3=7$	
Group 5	Mosque	$(1 \times 3)+1+10+1+16$	25
	Shop	$1+4+1+3=9$	

The findings of this study align with sociocultural theory, which emphasizes the role of social interaction and collaborative learning in cognitive development. According to Vygotsky (1978), learning occurs within the Zone of Proximal Development (ZPD), where learners engage in activities with more knowledgeable others to scaffold their understanding and skills. In the context of Scrabble, students collaborate with peers to collectively expand their vocabulary repertoire, promoting social interaction and peer learning. Additionally, the concept of "scaffolding" is evident as the teacher provides guidance and support during Scrabble sessions, facilitating students' learning progress. Overall, sociocultural theory provides a framework for understanding the collaborative nature of Scrabble-based vocabulary learning and its potential impact on language development.

The findings of this study have significant implications for educators seeking innovative strategies for language teaching and learning. Scrabble can be a valuable tool in promoting vocabulary enrichment, engagement, and collaborative skills among students. By incorporating Scrabble into regular English classes, educators can create a more dynamic and interactive learning environment that fosters student engagement and motivation. The study is grounded in the theory of interactive learning, which posits that students learn best through interactive and engaging activities. This

theory is supported by the findings of this study, which show that Scrabble sessions led to significant progress in vocabulary proficiency, engagement, and collaborative skills among students.

Conclusions

In conclusion, this study provides insights into the effectiveness of utilizing Scrabble as a method to enrich English vocabulary among Class X-1 students at SMAN 3 Panyabungan. The findings suggest that Scrabble can be a valuable tool for improving vocabulary proficiency, engagement, and collaborative skills among students. Participants who engaged in Scrabble sessions demonstrated significant progress in vocabulary enrichment, indicating its potential as an effective pedagogical approach. Moreover, Scrabble sessions fostered increased engagement, motivation, and active participation among students, contributing to enhanced vocabulary retention. These outcomes align with sociocultural theory, emphasizing the role of social interaction and collaborative learning in language development. Overall, the study highlights the benefits of integrating Scrabble into language instruction to enhance language learning outcomes and foster a dynamic and interactive learning environment in the classroom.

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