The Effects of Scramble Game in Improving Students Vocabulary at Secondary Students of Muhammadiyah Plus Batam

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Abstract: The research is about teaching vocabulary to secondary students in Junior High School of Muhammadiyah Plus Batam. The students at this level are supposed to be able to master the vocabulary especially contained in their English Cambridge student's book and workbook because the level suits them. This research used Classroom Action research (CAR) as a research methodology. The researcher found that the students lack vocabulary and motivation to learn vocabulary. To overcome this problem, a teaching method is needed to be chosen. In this study, the researcher will use a scramble game as a method to improve their vocabulary knowledge. The scramble word game is one method to improve students' learning and speed of thought. Their method needs students to combine the right and left brain. A scramble word game is used to arrange the words and letters that are jumbled and the students need to form a word that has meaning. The aim of this study is to analyze The Effects of the Scramble Game in Improving Student's Vocabulary. The participants are the students from grade 7B which consists of 28 students in total in Secondary School of Muhammadiyah Plus Batam. The class subject is going to be English Cambridge.

Keywords: vocabulary; classroom action research; scramble game

INTRODUCTION

There is some element in English such as vocabulary, grammar, stress, rhythm, intonation, tone of voice, pauses, hesitations or silences, and the use of non-vocal phenomena such as kinesic and proxemic features[1]. In learning a foreign language, vocabulary plays an important role. It links the four skills of speaking, listening, reading, and writing[2]. To communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Vocabulary is a very important element within language as the overwhelming all skills in English are related to vocabulary. Learning vocabulary can improve reading, writing, listening, and speaking skills. Learning language cannot be reduced, because all elements needed to make the language to be perfect. No matter how well the student's grammar and how good the sound is, without words to express a wide range of meanings, communication in English cannot happen in any meaningful way. This study is based on the teaching practice done by the researcher to the junior high school students in Batam. After doing the teaching process, the researcher finds that the students lack vocabulary. Treatment is needed to be designed as the overcome to enrich students' vocabulary, especially vocabulary that is related to the material they are learning in the class. Of all the treatments sought, the researcher decided to use the scramble game as a teaching method to help students in improving their knowledge of vocabulary. Scramble game is a suitable technique for the students in secondary school for improving their vocabulary mastery.

Several studies about the scramble game have been conducted by previous researchers. One of them is some students from Universitas Iqra Buru, Maluku have researched "THE SCRAMBLE GAME IN IM-PROVING STUDENTS' VOCABULARY AT THE SEVENTH GRADE OF MTS LKMD SAWA". The result of this study is students' vocabulary improved and students were interested in the use of scramble games in the teaching and learning process. This research has the same aim to improve student's vocabulary, and students interested in learning vocabulary through scramble games.

Scramble Game Method

The scramble word game is one method to improve students' learning and speed of thought. Their method needs students to combine the right brain and the left brain [3]. Scramble is for the type of games that train development and improvement of vocabulary thinking insight. A scramble word game is used to arrange the words and letters that are jumbled and the students need to form a word that has meaning. The words are randomized so that students can think of a way to solve them. Scramble word game has several advantages. Firstly, it makes students more creative in learning and thinking. At the same time, the students also learn the material in a more relaxed situation without pressure since the method allows them to learn while playing. The second advantage is that the game can foster critical thinking which makes students more competitive in learning. Third, it makes students have a responsibility for their answers.

METHOD

This research used Classroom Action Research as the method. CAR is a form of reflective research conducted in social situations to improve the reasoning and fairness of educational practices that are aligned with the conditions in which the practice is carried out[4]. CAR aims to solve problems of local concern when quantitative formal research aim to develop and test theories and produce general knowledge for a large population[5].

Research design

The researcher used pre-test, implementation, and post-test for the research design. First, the students will be given a pre-test to measure their vocabulary knowledge. Then, the implementation of using the scramble game will be done 2 times to gain the data. Students will be playing scramble games as a group, so it makes them easier to learn by learning from each other. After that, they will have a post-test to know if the method affects their knowledge of vocabulary.

Population, Sample, Sampling

In this study, the participants are secondary students from secondary school in Muhammadiyah Plus Batam. The researcher chose this school because it was the environment around the researcher, so the researcher understood problem that they have and how to solve it. From 10 classes, the researcher is going to take the students from grade 7B in Muhammadiyah Plus Secondary School Batam as the sample. There are 28 students total as the subjects of this study. The course that will be used was English Cambridge. The researcher used 3 topics from Chapters 6, 7, and 9 of the Cambridge student's book. Each topic is about Home, Sport, and Food and Beverage.

Data Analysis Procedure

There are five steps of action research process in this research;

Step 1: Issue Identification

The writer observed the students by giving a test in the classroom and checked on the skills that they are lacking from the score of the test. After the writer check the test, the writer found out that the students got a lower score in vocabulary and lacked it. Students look struggled in speaking using English because they do not know the way to say it in English. Hence, the writer identifies the issue and starts brainstorming. The identification process is done with the help of the cooperative teacher in discussing and reflecting on the solution to the issue.

Step 2: Data Collection

For the data collecting procedures:

1. First, the writer will give a test to the students.
2. Next, the writer will make the first conclusion on the which test the students got lower scores on and which skills they were lacking
3. After that, the writer will be designed a pre-test and post-test related to the vocabulary (it will be made in short answers and fill in the blank).
4. Then next, the students will answer the pre-test and post-test.
5. Last, after conducting the test, the data will be analyzed by the writer to be checked if the data are compatible and aligned with the study.

Step 3: Action Planning

In this step, the writer is discussing with the cooperative teacher the planning for the classroom and when to conduct the pre-test and post-test. The researcher will prepare it with the timetables of the planning and the design of the pre-test and post-test. After reviewing the data with the cooperative teacher, the writer will start the plan of action toward the issues.

Step 4: Plan Activation

This step will be the beginning implementation of the action planning. The researcher will be giving the students a vocabulary test. The pre-test and post-test that will be given will be short answers and fill in the blank. This is conducted to measure whether the scramble game will be effective in improving the students' vocabulary. The use of a scramble game also will be implemented to improve the student's vocabulary skills. It will be two cycles of implementation.

Step 5: Outcome Assessment

In this part, the writer will start to analyze the data to find the outcomes of the actions. The researcher will analyze the data to determine the improvement of students' vocabulary using the scramble game. Reflect and Conclusion making also will be acquired in these steps, to see if this technique can improve as part of alternative teaching towards students' vocabulary.

Instrument

The research method being used in this study is Classroom Action Research. Classroom Action Research is a method of finding out what works best for your student so that you can improve the learning in the class[6]. To collect the data, the researcher used Scramble Game Method as the teaching method to help students im-

prove their knowledge of vocabulary. Furthermore, it also helps the researcher as a teacher to get the desired result. Before implementation, the researcher gave the students a pre-test to measure their skills. After that, the researcher implemented the scramble game method two times while collecting the data. The students were not only asked to guess the vocabulary of the text but also asked to make a sentence using the vocabulary that has been guessed. Vocabulary topics used are taken from Cambridge students' book and workbook in Chapters 6, 7, and 9. Furthermore, the students will be given a post-test to measure their skills to know if the implementation is successful or not in improving their vocabulary skills.

Table 1 Assessment Used for Pre-Test and Post-Test.

Range of Score	Classification
91 - 100	Excellent
80 - 90	Very Good
70 – 79	Good
60 – 69	Insufficient
0 – 59	Worst

RESULTS AND DISCUSSION

This research used a scramble game to improve students' vocabulary and interest. From this method, the student is easier in learning vocabulary because they can study while playing in the classroom. It also made them think that learning vocabulary was interesting, so make them motivated to learn it.

The researcher has stated in the previous chapter that the way to collect data in this research is by using tests, pre-test, and post-test. The data analysis is used to describe the conclusion of the research data. The data of pre-test and post test is presented in Table 2.

Table 2 The Student's Pre-Test to Measure Their Vocabulary

Name	Score	Classification
Student 1	65	Insufficient
Student 2	60	Insufficient
Student 3	60	Insufficient
Student 4	85	Very Good
Student 5	75	Good
Student 6	75	Good
Student 7	75	Good
Student 8	70	Good
Student 9	85	Very Good
Student 10	75	Good
Student 11	70	Good
Student 12	75	Good
Student 13	70	Good
Student 14	70	Good
Student 15	65	Insufficient
Student 16	85	Very Good
Student 17	85	Very Good
Student 18	75	Good
Student 19	75	Good
Student 20	65	Insufficient
Student 21	70	good

Student 22	55	worst
Student 23	70	Good
Student 24	80	Very Good
Student 25	75	Good
Student 26	65	Insufficient
Student 27	70	Good
Student 28	70	Good
Mean	71,7	Good

Based on the table above, most of them got good in classification. 7 students failed the test. it can be seen that the average of the pre-test is 71,78. It was indicated in general, their vocabulary skill is quite good. However, to enrich their ability more, the researcher used a scramble game as the method.

The researcher implemented a scramble game to improve their vocabulary in 2 cycles. The first cycle was held on 22 March. There are some improvements from the students, especially 7 students who failed the pre-test. The second cycle was held on 29 March. All the students show improvement and they look so confident in answering the question.

Table 3 The improvement after the implementation

Name	**Score**	**Classification**
Student 1	75	Good
Student 2	80	Very Good
Student 3	95	Excellent
Student 4	100	Excellent
Student 5	75	Good
Student 6	85	Very Good
Student 7	85	Very Good
Student 8	75	Good
Student 9	100	Excellent
Student 10	75	Good
Student 11	100	Excellent
Student 12	100	Excellent
Student 13	75	Good
Student 14	75	Good
Student 15	85	Very Good
Student 16	95	Excellent
Student 17	100	Excellent
Student 18	75	Good
Student 19	80	Very Good
Student 20	75	Good
Student 21	80	Very Good
Student 22	75	Good
Student 23	70	Good
Student 24	90	Very Good
Student 25	85	Very Good
Student 26	100	Excellent
Student 27	75	Good
Student 28	75	Good
Mean	84,1	Very Good

It can be seen from the table that there was an improvement in the vocabulary skills of students after they have implemented using the scramble game. As compared to the pre-test result, the average of the test increased to 84,1. All students have passed the test and some of them got a perfect scores. The use of scramble games is effective in improving students' vocabulary. This helped students to more interested in studying in the class and motivate them to learn vocabulary.

CONCLUSION

Based on the data obtained from the result of research that has been applied, it can be said that the use of the scramble game could overcome the student's vocabulary problems and improve their vocabulary skill. The result can be seen in the post-test score. After conducting the cycle 2 times, they could improve their vocabulary skill which make their score in the post-test increase from the post-test. After conducting the scramble game method in the class, students looked more interested and motivated in the class. They looked relaxed while learning in the class and felt happy because they could learn and play at the same time. Scramble games could increase students' moods not only helped students in the class but also helped the teacher in teaching them and make the teacher feel happy when teaching them in the class.

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