Increasing Vocabulary Mastery Using Word Scrabble Game for Grade X-5 Students at SMAN 2 Semarang

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ABSTRAK

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan menulis siswa kelas X-5 di SMA Negeri 2 Semarang tahun ajaran 2023/2024 dalam menulis teks deskriptif melalui penerapan permainan word scrabble. Penelitian ini merupakan jenis penelitian tindakan kelas yang terdiri dari dua siklus pembelajaran yang mencakup tahap perencanaan, tindakan, observasi, dan refleksi. Data penelitian diperoleh melalui tes dan observasi. Analisis data melibatkan perhitungan nilai tes per siklus, rata-rata hasil belajar siswa per siklus, dan tingkat ketuntasan belajar dengan standar individu yang ditetapkan pada skor 75. Hasil tes menunjukkan peningkatan dari siklus I ke siklus II. Pada Siklus I, rata-rata nilai adalah 78.62, yang meningkat menjadi 87.67 pada Siklus II, mengindikasikan kenaikan sebesar 8.8% poin. Hal ini menandakan bahwa penggunaan permainan word scrabble dalam pembelajaran menulis berhasil meningkatkan keterampilan menulis siswa. Terdapat peningkatan yang sama pada setiap sub-indikator tes tulis antara siklus I dan siklus II.

Kata Kunci: Menulis, Teks Deskriptif, *Word Scrabble*

ABSTRACT

The purpose of this research is to enhance the writing skills of grade X-5 students at SMAN 2 Semarang in the academic year 2023/2024 in writing descriptive texts through the implementation of the Word Scrabble game. This research is a classroom-action research that consists of two learning cycles involving planning, action, observation, and reflection phases. Data for the research were collected through tests and observations. Data analysis included calculating test scores per cycle, average student learning outcomes per cycle, and the level of learning mastery against the individual standard set at a score of 75. Test results showed an improvement from Cycle I to Cycle II. In Cycle I, the average score was 78.62, which increased to 87.67 in Cycle II, indicating an 8.8% point increase. This indicates that the use of the Word Scrabble game in writing instruction successfully improved students' writing skills. There was a similar improvement in each sub-indicator of written tests between Cycle I and Cycle II.

Keywords: Descriptive Text, Word Scrabble, Writing

1. INTRODUCTION

Mastering the English language as a lingua franca and one of the most widely used languages in the world offers numerous advantages and benefits. The importance of English proficiency can be understood in various contexts, such as innovation and technology, economic opportunities, travel and tourism, diplomacy and international relations, and much more. Proficiency in English enables us to access a wide range of knowledge, from academic journals to online resources, books, and international news.

There are four essential skills that students need to master in English to communicate effectively, one of which is writing. Writing skills are crucial for academic success and have broader applications in various aspects of life. In the Merdeka curriculum, high school students are taught various types of English texts. Learning writing skills encompasses not only grammar, vocabulary, and text comprehension but also emphasizes the importance of achieving discourse levels and focusing on creating new texts. When learning English, writing skills become one of the key skills that must be taught to students to enable them to express creative ideas in various forms of writing such as essays, letters, poetry, novels, and more. Therefore, writing skills are equally important as speaking skills.

There are several important aspects related to students' writing skills, and in this case, the discussion is focused on vocabulary mastery. Vocabulary is a fundamental tool that anyone learning a language must possess, as vocabulary serves to form sentences, express thoughts and feelings effectively, both orally and in writing. This aligns with Hotimah (2017) stating that vocabulary learning is crucial in English language learning. Additionally, Maesaroh and Sari (2021) also emphasize the importance of vocabulary mastery in language learning.

After observing the learning process in class X-5 at SMA Negeri 2 Semarang, it was found that students faced various obstacles in writing activities. Particularly in writing lessons for high school students, they are required to understand how to write an effective paragraph. Unfortunately, most students experience difficulties in this regard. Many of them lack enthusiasm for learning English, resulting in boredom and a decrease in their motivation to learn the language. Students often struggle to construct sentences due to their limited vocabulary, making it difficult for them to develop and organize ideas for writing. Students lack vocabulary proficiency due to a lack of teaching media and methods that do not cater to all learning styles, resulting in a lack of interest in learning English.

Based on these issues, the researcher aimed to address these problems by deciding to implement an engaging game to help students enrich their vocabulary, namely word scrabble. This game would assist students in expanding their vocabulary because when playing scrabble, students can practice spelling, understanding, remembering, and applying words (Sari, 2018). The Scrabble Word game is a source of entertainment that can also serve as an educational purpose. The word puzzle game Scrabble can also enhance someone's vocabulary and sharpen their mind. (Kobzeva, 2015) argues that Scrabble is an effective tool used to develop students' critical thinking and language competence. (Sheppard, 2002) states that Scrabble is a board game in which players construct words with small tiles containing letters with varying point values.

The following are the formulation of some issues discussed in this research: (1) Lack of descriptive text writing skills (2) Low learning motivation (3) Students do not master English vocabulary (4) Teachers apply conventional methods (5) Students struggle to develop ideas in paragraphs.

The researcher then designed a solution to address the mentioned problems, with the teacher's role in implementing the word scrabble game in the learning process. The steps included:

(1) The teacher provided clues to the students that the vocabulary being used was related to people's personalities. (2) Students were divided into four groups with 7-8 members in each group. (3) The teacher then distributed the questions. The questions were in the form of packets, consisting of an envelope and pieces of letters that had been taped. Each envelope contained five questions written on the front of the envelope. Each group would work on different questions. The questions were in the form of random letters that needed to be assembled into adjectives belonging to the personality category. (4) The teacher divided the whiteboard into four columns. Then, all groups competed to solve the questions as quickly as possible by placing their answers on the whiteboard according to their group's column. (5) Students composed descriptive texts using the vocabulary questions from the previous game.

The goal of this research is to enhance the writing skills of descriptive texts by applying the word scrabble game to grade X-5 students at SMA Negeri 2 Semarang. The implementation of this research is expected to be beneficial for the following parties:

1. For future researchers, this study will provide valuable input and understanding of how to enhance descriptive text writing skills using the word Scrabble game.

2. For educators:
a. The findings of this research can be a significant consideration for teachers in developing and refining diverse teaching approaches.
b. This research also has the potential to improve students' writing skills.

3. For students:
a. This study can provide significant support in improving descriptive text writing skills through the application of the word Scrabble game.
b. Additionally, this research will provide students with the opportunity to access various types of different learning media.

2. RESEARCH METHODOLOGY

This research requires the following steps, which consist of four phases, namely lesson planning, lesson implementation, observation, and reflection. Here is a summary of the research scheme conducted by the researcher.
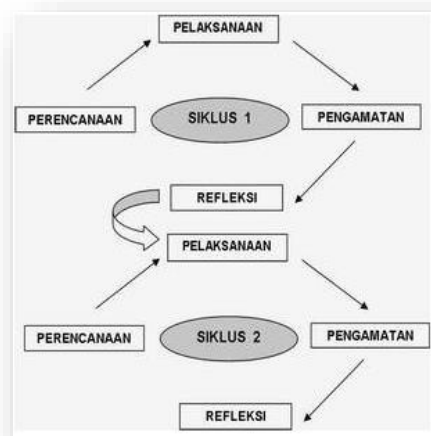
For this research, the researcher collected data using testing techniques, observations, and documentation. Then, the observation data was analyzed using a rating scale, in accordance with the method described by Sugiyono (2012: 141-144). Assessment from the test results was conducted conventionally by calculating the average individual achievement scores and overall learning mastery. The formula used to determine individual learning mastery is as follows:

$$KBK = \frac{student's\ total\ score}{total\ of\ maximum\ score} \times 100\%$$

Individual learning mastery data is used to assess whether classical learning mastery has been achieved. Classical learning mastery is considered to be achieved when the level of achievement reaches 80% or higher. The formula used to calculate classical learning mastery is as follows:

$$KBK = \frac{total\ students\ passed}{total\ students} \times 100\%$$

KBK: *Ketuntasan Belajar Klasikal* (Classical learning mastery)

After determining the class's learning mastery, the data is analyzed to find the class's average score using the following formula:

$$Mx = \frac{\sum X}{N}$$

Note:
MX = average
$\sum$ = sum of all student scores
N = number of students

Performance indicators in research are guidelines containing formulations of expected instructions that are anticipated to appear during the research as signs of success in the implementation of actions. In this research, the indicators that serve as a reference for success are the improvement of descriptive text writing skills of grade X-5 students at SMA Negeri 2 Semarang through the application of the Word Scrabble game. Relevant performance indicators in this research are presented in the following table:

Measured Aspect	Targeted Percentage	Measurement
Students' writing skill (descriptive text)	≥ 80%	By assessing students' cognitive aspect with minimal score (KKM)75.

3. RESULTS AND DISCUSSION

This classroom action research was conducted in class X-5 at SMA Negeri 2 Semarang. The main issue addressed in this research was the students' low achievement in their writing ability. Various factors that underlie this issue include students' lack of learning motivation, the need for improvement in writing skills, limitations in mastering English vocabulary, difficulties in developing and organizing ideas into paragraphs, and the use of conventional teaching methods by the teacher. In an effort to enhance students' writing ability, instructional improvements were planned through Classroom Action Research (CAR). In this research, the researcher decided to use the word Scrabble game with the hope that it would help improve students' vocabulary comprehension.

This research consists of two cycles, namely the first cycle and the second cycle, each involving a series of related activities. The second cycle is intended as an improvement over the first cycle. The approach adopted in this research is based on the four-stage design proposed by Kemmis and McTaggart, which includes the stages of planning, implementation, observation, and reflection. In this stage, the researcher implemented the Problem Based Learning (PBL) instructional model.

Based on the pre-cycle evaluation that has been conducted, there were 23 students who successfully reached the mastery level, while 13 other students did not achieve it, with a minimum passing grade of 75. Based on this data, the pre-cycle mastery percentage reached only 63.89%, while those who did not pass reached a percentage of 36.11%, with an average score of 73.47. So far, English teaching has used conventional methods, causing students to feel bored, less enthusiastic, and a decline in their motivation to learn. They also had difficulty finding ideas and vocabulary for writing. Therefore, to address these issues, this research is conducted using the Word Scrabble game. It is hoped that by implementing this game, it can create a more active learning environment, stimulate enthusiasm, increase motivation to learn, and enhance students' writing skills.

This research was done in two cycles and each cycle has same steps. Research Implementation Description
1. Description of Cycle I Data
    a. Planning
The research planning includes the following steps: preparing instructional materials such as teaching modules, teaching materials, student worksheets, learning tools, and evaluation equipment; setting the schedule for implementing the learning with students; preparing teaching materials and implementation tools, as well

as collecting data and conducting reflection.

b. Implementation (Do)

The learning implementation is carried out in accordance with the prepared teaching module using the Project Based Learning model. The Cycle I practice was conducted on September 18, 2023. The focus of the research was to evaluate the students' writing ability in creating descriptive texts using the word Scrabble game as a learning medium. During Cycle I, the learning followed the prepared Teaching Module. The Peer Group Discussion approach was used in the instruction, starting with providing trigger questions to the students. The researcher then presented a case example when a new student joined their class, and they wanted to know more about that student. The students were asked to identify problems based on the case provided by the researcher. The researcher also provided feedback on possible mistakes that students might make. Afterward, the researcher introduced descriptive texts to the students, explained the concept, types of texts, generic structure, and provided examples of descriptive texts. The researcher and students discussed together, providing oral arguments. After that, the researcher introduced the word Scrabble game session. The game was played by dividing the class into four groups, with each group consisting of 8 students. Each group received 5 different questions, with the questions printed on the front of an envelope, and inside the envelope were letters that the students would competitively arrange on the chalkboard. During the game, students were encouraged to find as much information as possible through the internet about the questions. After the game was finished, students were assigned to compose descriptive texts by gathering personal information about their classmates, along with the vocabulary they had unlocked in the game. The learning session concluded, and the researcher and students conducted a reflection, prepared a presentation for the next meeting, and prayed together. At the end of the lesson, the teacher provided an evaluation to assess the students' writing ability.

No.	KKM Score	Frequency	Percentage	Description
1.	≥75	27	75%	Passed
2.	<75	9	25%	Not Passed
Total		36	100%	
Highest Score			88	
Lowest Score			70	
Mean			78.62	

c. Reflection (see)

Based on the evaluation of student writing results, the average score in Cycle I is 78.62, with a classical passing rate of 75%, which has not yet reached the target passing rate of 80%. Therefore, the researcher has decided to continue the research into Cycle II.

For cycle II, the steps in cycle I were also applied here but with some adjustments needed since the researcher found some deficiency happened in cycle I.

a. Planning

The planning activities include the following steps: preparing teaching materials such as teaching modules, instructional materials, student worksheets, media, and evaluation tools; setting the schedule for implementing the learning with students; preparing teaching tools and related documents, and self-evaluation.

b. Implementation (Do)

The learning implementation follows the prepared flow, which is by applying the Project Based Learning model. The practice for Cycle II was conducted on September 25, 2023. The focus of the research is to measure the narrative writing ability of students through the application of the word Scrabble game as a medium. Using the peer group discussion method, students are grouped. The researcher initiates the learning process by raising some questions about current topics being discussed in our lives. Then, students are asked to identify current issues based on new case examples provided by the researcher. The researcher then evaluates potential mistakes that students might make. After that, students are grouped to play the word Scrabble game again.

Next, the researcher gives a test in which students are required to write a descriptive text. First, students are guided to design a descriptive text using personal information about their classmates and the vocabulary list they had unlocked in the previous game. The researcher also briefly explains the structure of the text and the language rules for descriptive texts. Then, students present in front of the class, and the teacher provides feedback and suggestions. Afterward, the researcher and students engage in a discussion, providing oral arguments. After the learning process, the researcher and students reflect, prepare readings for the next meeting, and pray. The time duration given for the test is 45 minutes.

No.	KKM Score	Frequency	Percentage	Description
1.	≥75	34	94.4%	Passed
2.	<75	2	5.6%	Not Passed
	Total	36	100%	
	Highest Score		96	
	Lowest Score		73	
	Mean		87.67	

c. Reflection (See)

After analyzing the results of post-test II, students have shown improvement in their learning outcomes, with an average score in Cycle II reaching 87.67 and a classical passing rate of 94.4%. This has met the success indicator set, which is a classical passing rate of 80%. The students have demonstrated an interest in improving their English writing skills using the word Scrabble game as it requires them to respond effectively to all statements, as observed. With the utilization of the word Scrabble game medium, the writing skills of the students have experienced significant development.

With reference to the post-test results, the data indicates a significant improvement in learning outcomes from the pre-cycle to cycle II. At the end of Cycle II, the mastery rate reached 94.4%, surpassing the success indicator threshold of 80%. In conclusion, this classroom action research has been successful in enhancing the writing skills of grade X-5 students at SMA Negeri 2 Semarang.

Parameter	Cycles		
	Pre-Cycle	Cycle I	Cycle II
Total Score	2.645	2.793	3.185
Mean Score	73.47	78.62	87.67
Highest Score	85	88	96
Lowest Score	55	68	73
Passed	23	27	34
Not Passed	13	9	2
Percentage (Passed Students)	63.89%	75%	94.4%
Classical Mastery	Not Passed	Not Passed	Passed

4. CONCLUSION

This Classroom Action Research (CAR) is conducted to enhance the ability of writing descriptive texts in English language learning for grade X-5 students at SMA Negeri 2 Semarang in the academic year 2023/2024, utilizing the Project Based Learning and Peer Group Discussion instructional model. The research results can be summarized as follows:

1. The preparatory steps planned for the research implementation proceeded as intended, including the successful creation of the Teaching Module.
2. The application of learning aided by the Word Scrabble game resulted in an improvement in students' writing skills in descriptive text learning for grade X-5 at SMA Negeri 2 Semarang. This is evidenced by an increase from Cycle I, where the mastery level reached 75%, with 27 students passing and 9 students failing, and an average score of 78.62. Meanwhile, in Cycle II, the mastery level increased to 94.4%, with 34 students passing and 2 students failing, with an average score of 87.67.

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