The Effectiveness of Scrabble and Wordsearch Games to Teach Vocabulary to Students with Different Interests

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Article Info	Abstract
	Many students feel difficult to memorize the vocabularies given by the teacher. Students in my school like to act like learning while playing. In fact, the teacher almost never used media in teaching and learning process.The objective of the study is to find out the effectiveness of scrabble and word search games on teaching vocabulary.The researcher applied quantitative and qualitative methods to collect the data. Quantitatively, the data were gathered through vocabulary test and questionnaire sheet. Vocabulary test was used to examine students' vocabulary achievement in the form of multiple choice and cloze test items. Questionnaire was given to the students in order to know the students' interest. Qualitatively, the observation checklist used to know level of vocabulary competence before using games.Then, I analysed the data from questionnaire and vocabulary test using t-test and ANOVA.Theresultsshowed that Scrabble and wordsearch games were more effective to students. Mean score of wordsearch strategy was higher than scrabble in vocabulary to high and low interest students. The last results indicated that there was no significant interaction among the teaching techniques (scrabble and word search games), interest, and students' vocabulary achievement.It can be concluded that taught by using scrabble or wordsearch was effective to high and low students. Mean score of the experimental and control class increased. There were significant both of games .

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INTRODUCTION

The goal of learning English in Junior High School is to develop students' communication competence and improve their skills both in spoken and written. These language skills are supported by four language aspects such as grammar, vocabulary, spelling and pronunciation which are also learnt in English learning process. English is considered as difficulty subject for Indonesian students, because English is completely different fromIndonesia language being viewed from the system of structure, pronunciation, and vocabulary.Thuy (2007) stated that vocabulary is at the heart of mastering a foreign language.Although students may master the grammar, we cannot say that they master English if they have problems in vocabulary. Brown (2000, p. 1) stated that teacher needs to find appropriate methods, techniques, and approaches that can lead children to obtain the goal of language learning. From the statement above, teacher can use media in English teaching vocabulary, for an example by using game.

Considering the importance of learning vocabulary, the researcher uses scrabbleand word search game to teach vocabulary. Hopefully, they help students to have ability in vocabulary achievement through interesting way and want to know how the scrabble game or word search can help students' vocabulary competence. Vernon in FitriYulianti (2012, p.2) stated that using games allows you to revise large amounts of vocabulary quickly, so in every lesson make sure you include a mix of reversion and new themes. Furthermore, FitriYulianti (2012, p.2) explained that English teachers need to build fun situation during the teaching and learning process. They may use media to connect teacher(s) and students create this circumstance being stable in order to reach the goal of learning process. Moreover, in specific, media means graphic, photographic, or electronic tools to catch, process, and rearrange the verbal and visual information. In teaching process, teachers play more important role. They

should be creative to select teaching media and techniques to get students' interest in English learning. The teachers have to choose the appropriate ones to make class fresh and interesting for students. Accordng to Naz and Akbar (2012), as cited in Manikowati (2017, p. 86) stated that when media being used are designed properly. They produce some impacts. They can save time, increase interest, hold attention, clarify ideas, reinforce concepts, add tone, prove a point, and aid memory. In short by using such media, it is hoped that the students will get the impact to the students. Unfortunately, learning process at SMP Negeri 1 Bodeh by using game is a new thing. The teachers do not use a game in the class.

The purpose of this study is to examine the effectiveness of scrabble and word search game as means of teaching vocabulary to the students with different levels of interest at seventh grade of SMP N 1 Bodeh in the academic year of2016/2017.

METHODS

In line with the main purpose of this study is to examine the effectiveness of scrabble and word search game as means of teaching vocabulary to the students with differentlevels of interest at seventh grade of SMP N1 Bodeh in the academic year of 2016/2017. The quantitative method was used because the study needed a statistical analysis in analyzing the data. Gay (2011, p. 272), as cited in Tuanany and Bharati (2017, p. 44) defined that factorial design refers to a design that has more than on variable (or grouping variable), also known as a factor. Similarly, an explanation of factorial design is stated by Creswell (2009, p.159). He stated that this type of research design involves using two or more treatment variables to examine the independent and simultaneous effect of these treatment variables on an outcome.

Based on this kind of design, this study employed two independent variables; scrabble and word search games. There is one dependent variable, which has students' achievements in

vocabulary. This present study attempted to compare between two independent variables; Scrabble and Word search, therefore, this study used two groups. The first experimental class was taught by Scrabble game and the second control class was taught by Word Search game. I as the researcher and the teacher taught the students vocabulary, in eight meetings with different games for experimental and control class. Their vocabulary achievement were compared at the end of this study and then analyzed to find if there was significant difference between the results of each group. She has used a 2X2 factorial design, a type of research design which included experimental and control group. There are two groups in each experimental and control classes. These two groups are the students with different levels of interest.

The participants in this study were two classes, 7.7 and 7.8. The technique sampling used in this present study was cluster random sampling. The participants were cluster selected based on difference on English teacher in each class. Thus, the researcher believes that they were representative.

The researcher applied quantitative and qualitative methods to collect the data. Quantitatively, the data were gathered through vocabulary test and questionnaire sheet. Vocabulary test was used to examine students' vocabulary achievement. In this test, students were given multiple choice and cloze test items. Meanwhile, questionnaire was given to the students in order to know the students' interests and its influences in vocabulary teaching. Qualitatively, the observation checklist used to know the level of competency of vocabulary before using games and the difference between two groups.Here, I conducted participant observation to find the students' progress the developing of their vocabulary competence toward learning English in two meeting each class before treatment. Further, to find the interaction between the strategies and interest, I used Anova analysis.

RESULT AND DISCUSSION

The researcher made a questionnaire to the students to know how interest the students in learning English. In this section, the researcher presented about how the students classified into high and low interest through close-ended questionnaire sheet before giving the pretest and the treatments. Firstly, I gave questionnaire sheets to the students in both classes to find out their interest towards learning English seeing from the responses.To determine high and low levels of interest, I compared the total score of the questionnaire of each student to the students' average in questionnaire sheet, in which the average is 72 to the control group and 65 to the experimental group.Those who got less than the average belonged to the low interest, while those who got the same or higher than were categorized into high interest.After the data from the instruments were gathered, I analyzed them. First, I analyzed the data from closed-ended questionnaire sheet. In this case, I calculated the students' interest, then, compare the score to their mean score. The result showed that, there were 34 students in both classes who got score more than or same with mean score considered into the category of students with high level of interest, while the number of students who got score less than mean score were 32 students in both classes considered into the category of students with low level of interest. There were 17 students with high level of interest in both classes and there were 16 students with low level of interest in both classes. This classification was obtained from the data of questionnaire sheet. Further, from the analysis of vocabulary pretest and posttest of both classes, the results could be seen in the following table.

The Effectiveness of Scrabble Games in Teaching Vocabulary toStudents with High Interest

In response to the research question about how effective are scrabble games in teaching vocabulary to the high interest students could be seen from the mean score of pretest was 68.82

and after the treatment 85.59. It could be concluded that the students' score of students with high level of interest who given scrabble strategy increased. It was 16.77 points.To know whether there was significant difference between pretest and posttest scores, therefore a paired sample test was conducted. Based on the T-test result, it could be seen that the value of Sig.was 0.000 which was less than 0.05. It means that there was a significant difference between pretest and posttest scores of the students with high level of interest in the experimental class who were given scrabble strategy.

Table 1. Pretest and posttest Score of Experimental and Control Classes

Category	Aspects	Scrabble		Wordsearch	
		Pretest	Posttest	Pretest	Posttest
High	Σ	1170	1455	1150	1470
	Mean	68,82	85,59	67,65	86,47
	Std Deviation	9,606	7,882	7,524	6,793
	Highest Score	85	95	80	95
	Lowest Score	50	70	50	75
Low	Σ	1045	1325	1065	1365
	Mean	65,31	82,81	66,56	85,31
	Std Deviation	10,562	11,542	9,259	6,700
	Highest Score	80	95	80	95
	Lowest Score	45	55	50	75

The Effectiveness of Scrabble Games in Teaching Vocabulary toStudents with Low Interest

After finding the results of pretest and posttest of students with high level of interest in scrabble class, I presented the results of pretest and posttest of students with low level of interest. From the result showed that the mean score of pretest was 65.31 and after the treatment 82.81. It could be concluded that there was an increasing score of students with low interest who given scrabble strategy. It increased 17.5 points. The value of Sig. was 0.000 which was less than 0.05. It means that there was a significant difference between pretest and posttest scores of the students with low interest in the experimental class who were given scrabble strategy. The result of hypothesis testingcould be seen that the value Sig. was 0.424 which was more than 0.05.It could be calculated that the students with low interest increased 17.5 points. Therefore, it could be concluded that Scrabble strategy in experimental class was more effective to the students with low interest.

TheEffectiveness of WordsearchGames in Teaching Vocabulary to Students with High Interest

To answer the research question," How effective are wordsearch games in teaching vocabulary to students with high interest?," I presented the results from pretest and posttest as follows; the mean score of pretest was 67.65 and after the treatment 86.47. It could be concluded that the students' score of students with high interest who given Wordsearch strategy increased. It achieved 18.82 points. To know whether there was significant difference pretest and posttest scores, therefore, a paired sample test conducted, the following was the result that the value of Sig. was 0.000 which was less than 0.05. It means that there was a significant difference between pretest and posttest scores of the students with high interest in control class who were given Wordsearch game strategy.

The Effectiveness of Wordsearch Games in Teaching Vocabulary toStudents with Low Interest

The results of pretest and posttest of the students with low interest to answer how effective are wordsearch games in teaching vocabulary the results were described that the mean score of pretest was 66.56 and after the

treatment 85.31. It could be concluded that there was an increasing score of students with low interest who given Wordsearch strategy. It was 18.75 points.To know whether there was significant difference between pretest and posttest scores, therefore, a paired samples test was conducted.Based on the result, it could be seen that the value of Sig.was 0.000 which was less than 0.05. It means that there was a significant difference between pretest and posttest of students with low interest in the control class who were given Wordsearch strategy.

The Effectiveness of Scrabble Games Compared to WordsearchGames in Teaching Vocabulary to Students with High Interest

To find out the answer of the research question," How effectiveness are scrabble compared to word search games to teach vocabulary to high students interest" the result could be seen that the mean score of students with high interest who were taught Scrabble strategy achieved 85.59. Meanwhile the students who were treated using Wordsearch strategy got 86.47. Therefore, I could conclude that Scrabble strategy has lower mean score compared to Wordsearch strategy for students with high interest.According to the statistical calculation, the value of Sig. (2- tailed) 0.729 was more than 0.05. It means that there was no significant difference between the students' test score of the experimental class who was taught using scrabble strategy and the control class who had Wordsearch strategy to high interest students. The posttest result showed that the mean score of students who had Scrabble strategy was 85.59 and the students who had Wordsearch strategy was 86.47. Both strategies were effective to increase the students' achievement in vocabulary,sincethere was score improvement from pretest to posttest 16.77 points in Scrabble class and 18.82 in Wordsearch class. However, the improvement between the two classes was not really much different. Therefore, I could conclude that none was more effective between Scrabble and Wordsearch strategies to teach vocabulary with high interest.

The Effectiveness of Scrabble Compared to Wordsearch Games inTeaching Vocabulary to Students with Low Interest

In responding the reserach question, how effectiveness scrabble compared to word search games to teach vocabulary to low interest students could be seen that the mean score of students with low interest in the experimental class taught using Scrabble strategy got 82.81. Meanwhile, the students who were taught using Wordsearch strategy got 85.31. It could be concluded that similar to the students with high interest Wordsearch strategy hashigher test score compared to Scrabble strategy to students with low interest in which the difference between the two strategies was higher than the students' score with high interest (2.5 points). The value of Sig was 0.460. Comparing to the criteria of p-value, this value was more than 0.05. It means that there was no a significant difference between the test score of the experimental class who got treatment using Scrabble strategy and the control class who had Wordsearch strategy to the students with low interest. The two strategies were effective to the low interest students. It was seen from the students' test score improvement from pretest to posttest. The students' score in Scrabble class was increased 17.5 points, while Wordsearch class increased 18.75points. The improvement was much different. Therefore, I could conclude that Wordsearch strategy was more effective than Scrabble strategy to help students with low interest to deal with vocabulary.

The Interaction among Strategies and Students' Interest

From the table above, it could be described that the data was divided into two strategies and two kinds of interest. The strategy was divided into Scrabble strategy and Wordsearch strategy. And the students' interest was also divided into two classifications: high and low interest. There were 33 students in each class which has 34 students with high interest and 32 students with low interest.

The tableshowed the result of dependent variable score from posttest in both of

experimental and control class. In scrabble strategy, the mean score of the students with high interest was 85.59 and the standard deviation was 7.882. Meanwhile, the mean score of the students with low interest was 82.81and the standard deviation was 11.542 From the total of students with high and low interest taught Scrabble strategy, the mean score was 84.24 and the standard deviation was 9.773 from 33 students.

In wordsearch strategy, the mean score of students with high interest was 86.47 and the standard deviation was 6.793. Meanwhile, the mean score of students with low interest was 85.31 and the standard deviation was 6.700. From the total of students with high and low interest taught by using Wordsearch strategy, the mean score was 85.91 and the standard deviation was 8.343 from 33 students.

In scrabble and wordsearch strategies, the mean score of students with high interest was 86.03 and the standard deviation was 7.259. Meanwhile, the mean score of students with low interest was 84.06 and the standard deviation was 9.370. From the total of students with high and low interest treated by scrabble and wordsearch strategies, the mean score was 85.08 and the standard deviation was 8.343 from 66 students.

To sum up the table above, the mean total of Wordsearch strategy was higher than Scrabble strategy. The mean total of the students with high interest was higher than the students with low interest.

The table above showed the homogeneity of the dependent variables across groups. Based on the result above, P value was 0.134. Meaning that it was higher than 0.05. It showed that the dependent variables were equal across groups. In conclusion, it could be concluded that the data were homogeneous.

According to the table above, it could be seen that the mean score of students were treated by using Scrabble strategies was 84.200 and the mean score of students were treated by using Wordsearch strategy was 85.892 . It means that both strategies gave a good effect to help the students in vocabulary learning.

From the table above, it could be seen that the mean' score of students according to the interest were much different. Students with high interest got 86.029, while students with low interest got 84.063.

The tableabove showed the mean score in strategies and interest in both experimental and control classes were different. In experimental class taught by using Scrabble strategy, the mean score of students with high interest was 85.588 and the students with low interest was 82.813. On the other hand, in the control classes taught by using Wordsearch strategy, the mean score of students with high interest was 86.471 and students with low interest was 85.313.

Based on the table above, F value was 0.664 and the Sig. value was 0.418. Since the Sig. value was more than 0.05. It means that the result of the students learning achievement between Scrabble and Wordsearch strategies were not significant different.

From the table, it could be seen that F value was 0.898 and Sig. value was 0.347 Since the Sig. value was more than 0.05. It means that there was no significant difference in students' test score between students with high and low interest.

The interaction could be seen that F value was 0.152 and Sig.value was 0.698 which was more than 0.05.Itcould be concluded that there was nosignificant difference between strategies and student' interest to teach vocabulary. However, the difference was 0.648 Thus, it could be said that the significance was high.

Finally, from the whole result, this present study has proved that scrabble strategy could increase the students' achievement in vocabulary pretest posttest for both students with high and low interest. Comparing from the result of post test mean score the students with low interest who had taught by wordsearch strategy got (85.31) higher than to the students who had taught by scrabble strategy (82.81). In conclusion that, wordsearch strategy was more effective than scrabble to low interest students.

A correlation analysis was utilized to investigate the relationship between strategy,

vocabulary and students' interest on English. The result presented in the following graphic.
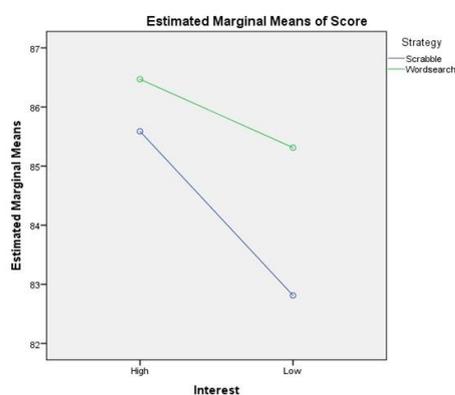
Graphic 1. Represents the Interraction among variables

The graphic showed that there was no interraction among these variables. The result was taken from the post-test scores calculation of the high and low interest students of experimental and control class.

CONCLUSION

The aim of this study was to find out the answers of seven formulated problems orresearch questions. From the result of the first research question indicated that there was significant difference in the students' mean score between pretest and posttest to the students with high interest in the experimental class who had Scrabble strategy. Scrabble was more effective to students with high interest.Based on the second research question indicated that there was significant difference in the students' mean score between the pretest and posttest to the students with low interest in the control class who had scrabble strategy. Scrabble was more effective to students with low interest. Answering the third research question indicated that there was significant difference between the pretest and posttest mean score to the students' vocabulary achievement with high interest taught by using the wordsearch game. It was more effective to students with high interest.

The fourth result showed that there was significant difference between the pretest and posttest mean score to the students' vocabulary achievement with low interest taught by using wordsearch game. It was more effective to students with low interest.

The fifth result showed that there was significant difference of scrabble game compared to word search game to teach English vocabulary to high interest students. Mean score achieved is higher. In conclusion that wordsearch strategy was more effective to teach vocabulary with high students' interest.

The sixth result showed that there was significant difference of scrabble game compared to word search game to teach English vocabulary to low interest students. Mean score is higher. In conclusion that wordsearch game strategy also more effective to teach vocabulary with low students' interest.

The last results indicated that there was no significant interaction among the teaching techniques (scrabble and word search games), interest, and students' vocabulary achievement. Thus, it could be said that the significance was low.

The mean score of the students who reached in the pre test were compared with those of the post test to show the development of students' achievement in vocabulary to the both of experimental and control class.

Finally, from all of the result above, this present study has proved that Scrabble and Wordsearch strategies could help the students in increasing vocabulary achievement for both students with high and low interest. They also can use as a teaching method where students a chance to be more active. It has also been made clear that games help create diversity and that can be very helpful in sustaining interest among students in the school.

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