THE EFFECT OF SCRAMBLE GAME IN LEARNING ENGLISH VOCABULARY AT MAN 1 ACEH TENGGARA ACADEMIC YEAR 2021-2022

RICKI ADIT YAWIJAYA
rickiaditya10@gmail.com
SABRUN JAMIL
sabrunjamil356@gmail.com
RAJA FAUZIAH
fauziahraja88@gmail.com

Program Studi Pendidikan Bahasa Inggris
STKIP Usman Safri Kutacane, Aceh Tenggara, Indonesia

Abstract *The purpose of this study is two of them, the first is to determine the influence of the scramble game learning model and conventional learning on the understanding of writing vocabulary and the difference in knowing the influence of the scramble game learning model and conventional learning on the understanding of writing vocabulary at MAN 1 Aceh Tenggara in The 2021-2022 Academic Year. The method used is quantitative. The research design used is one group pretes-posttest design. The population study totaled 272 students while the research sample amounted to two classes, each class consisting of 32 students. The findings of his research can be explained that the results significance Paired Sample T-test that 0,000 (Asymp . Sig) < 0,05 then H0 rejected means there is the difference or the influence of the scramble game model on understanding write vocabulary in experiment class. Results significance Paired Sample T-test that 0,000 (Asymp . Sig) < 0,05 then H0 rejected means there is the difference or the influence of conventional models to understanding write vocabulary in the control class. Results Paired Sample T-test, that if 13,707 (t value) > 2,03011 (t table) it means hypothesis was received at experiment class. Results Paired Sample T-test, that if 13,707 (t value) > 2,03011 (t table) it means hypothesis was received at control class. Results Independent Sample T-test was obtained score significance (2-tailed) is 0.000 < 0.05, then could concluded that " there " difference in average results study student between the scramble game learning model and the conventional model ". Next, for the value of t can be concluded that 11.660 (t value) > 2.03011 (t table), which means the hypothesis was received.*

Keywords: The Effect, Scramble Game, learning Vocabulary

1. INTRODUCTION

Based on Chacon-Beltran et.al., (2010) "Teaching vocabulary as a pedagogic implication in all things related to language teaching and knowing a lot about each word to use it well. Learning a language necessitates a pretty wide vocabulary. "In language, function relates to the definition of vocabulary or words. How to Communicate the Meaning of Words, including definition or explanation, demonstration or gesture,

synonym or antonym, give an example and define them in a situational context (Chachon-Beltran et.al., 2010).

Students desire to acquire language skills, particularly vocabulary, throughout the teaching and learning process. Of course, the instructor's role is critical in teaching English to them so that the learning process is successful and they grasp it. But students must cooperate with the teacher. According to Kibaara & Ndirangu (2014), learning is the modification of a person's dispositional capacities as a result of the experiences. This means that teachers must know and be able to use various media, models, or learning methods, and must have the creativity to create interesting and fun learning.

According to Bukzpan (2012) *"Scrabble for Scramble",* Scrabble is a compilation of mind games that could extend beyond the 225 square board - which allows you to use what you've learned to beat an opponent; it's a game similar to chess, poker or dominoes. Scrabble is a recommended game for learning vocabulary. Scrabble using scrabble game media can be used to increase vocabulary, so that students can have several skills, such as reading and writing. According to Shoimin (2014) Scramble is a method in learning that invites or directs students to get answers and problem solving by giving the teacher a complete question sheet and a response sheet complemented by the answers supplied so that learners can discuss in order to determining. correct answer. In addition, this method is also often used in learning other than English because of the effectiveness of this method in terms of relaxed learning and does not make students depressed because this learning model allows students to learn while playing.

From observations made by researchers, in MAN 1 Aceh Tenggara, especially in class XI, it can be said that students lack vocabulary and students are less interested in learning vocabulary in class XI students of MAN 1 Aceh Tenggara. Due to the lack of mastery of using media or learning models that do not attract students' interest in learning English, especially in learning vocabulary mastery where vocabulary is very important as the basis for speaking or learning English. Furthermore, learning to understand vocabulary can be done by writing, because writing allows students to understand material rapidly before speaking. Considering that students' Due to a lack of language, speaking abilities are still insufficient. and rarely hearing English accents, the writing method is a simple and easy-to-understand method by writing vocabulary in a game.

2. REVIEW OF LITERATURE

A. Scramble Games

1. understanding Of Scrambel Games

Huda (2013) states that scramble games can improve students' concentration and thinking speed. Shoimin (2014) said, Scramble is a game in which you arrange randomly given words and letters to form words that must have meaning. This game is used to improve vocabulary thinking and insight.

The teacher assigns tasks or challenges to the pupils in this game. They must respond to questions with responses chosen at random. Students must collaborate with group members in order to think critically as a group. As a result, they can simply address the problem. A game scramble for two or more players using multiple cards in which each card has printed several words with a randomized version of the letter of the word next to each word. One of the players chooses a random variant of the chosen word and gives it to other player or players, who subsequently scrambling the letters to produce the proper word within the time limit. The player who creates the word first receives points. When a player's score hits a certain threshold, he wins.

Scramble games can be used to increase vocabulary, so that students can have several skills, such as reading and writing. reading ability; Through this model, the teacher can ask students to arrange scrambled words, sentences, or discourses, then students can discuss them with their groups or teams. writing skills; Through this game, when students discuss it, they can make correct grammatical arrangements on paper.

Thus according Shoimin (2014), the Scramble Game is conducted in three steps: Planning, Main Activities, and Evaluation. The three methods are as follows:

1. Planning

   The instructor arranges all resources and media used for the teaching - learning activities during this phase. The media take the shape of q&a cards which have been set at random. The teacher creates as many decks as the split group. Everything that aids inside the teaching - learning activities, such as seating arrangements, is organized by the teacher.

2. Main Activities

Each group must debate the challenge and find the correct card in this phase. The teacher instructs pupils to rationally describe their reasoning for selecting cards.

3. Evaluation

The evaluation is based on the consequences of student learning. Teachers can use a variety of assessments.

B. Vocabulary

According to Schmitt's (as stated in Chairani, 2021) perspective, vocabulary is a key component in language usage, and acquiring vocabulary is an integral aspect part acquiring a second language. The fact that students carry dictionaries instead of textbooks emphasizes the significance of vocabulary. Literacy is all about words; when we speak, we utilize hundreds of them all the time. If we understand the language properly, we can write and speak words correctly (Charity et.al., 2010). Vocabulary learning, as per Nation (2013), is merely one of several crucial purposes in language education. According to Grambs (Fahrizal, 2019), "a vocabulary is a set of terms that are generally defined and grouped alphabetically as a particular dictionaries or glossary of a language's whole word bank." As per the preceding vocabulary, it is a set of words ordered within one meaning and stored in the dictionary.

Meanwhile, according to Harmer (Fahrizal, 2019), "Vocabulary is much more than a collection of terms. Words that communicate meaning, although meaning is a nebulous term. Some words may appear simple to relate to one thing and hence straightforward to teach, while others may be hard to teach since their meanings can alter depending on the words around them." According to the previous argument, vocabulary is more than simply a collection of words; it also includes meanings and concepts. Some words appear simple and straightforward to teach, while others are harder to learn because they have varied meanings depending on how they are used.

C. Writing

Hartman (Batubara, 2017), writing is the process or consequence of documenting language as a way of signs that emerge on a surface as conventional or graphic signals. Writing is a kind of practical communication that allows students to imagine a world of their own invention. According to Kern (Batubara, 2017), writing allows students to

communicate their thought, emotions, theories, experiences, and others in order to achieve certain goals. The goal of literature is to convey information.

Mayers (Batubara, 2017) defines writing as a method of producing language, which occurs spontaneously when you talk. You say something, then think of something else to say, possibly correct anything you've said, and afterwards move on to the next sentence. According to Celce and Olstain (Batubara, 2017), handwriting is one of the successful retention that includes a complex procedure and comprises symbols (orthography). In order to write well, we must follow proper grammatical rules, use appropriate terminology, and consider consistency and cohesiveness. Some linguists supply written definitions that might assist us obtain a better understanding.

Writing, according to some of the descriptions above, is a humans communication mechanism that represents symbols. We may convey thoughts, sentiments, or anything is on with us minds via writing.

3. **RESEARCH METHODOLOGY**

The method employed is quantitative. Creswell (2014) defines quantitative research as a method for evaluating objective ideas by investigating the connection between variables. These variables can then be measured, generally using an instrument, and the resulting numerical data can be examined analytically.

The pre-experiment procedure was employed. As Sugiyono (Ratminingsih, 2010), a pre-experimental research design is one that has not been classified as a real experiment or can be considered a quasi-experimental because no random or irregular sampling has been performed and adequate control on befuddling or self sufficient variables that affect the dependent variable has not been performed. The researcher chose the design because she just wanted to investigate one class to determine the outcome of the pre - test and post-test.

The population consists of eighth-grade students MAN Negeri 1 Aceh Tenggara the Academic Year 2021 -2022. The total populations are 272 students and are divided into six classes. Class XI IIS 1 consists of 41 students, XI IIS Plus 52 students, XI MIA 3, 54 students, XI MIA 2, 51 students. XI MIA 1 37 Students, XI MIA PLUS 37 Students.

The researcher uses purposeful sampling to pick a sample depending on the requirements of the study. The participants are chosen based on the sample's aim. Participants are chosen based on requirements of the study. To ensure the validity of the

data, the researcher excludes all XI MIA 1 and XI MIA Plus learners from this study. As a result, the researcher wishes to investigate the XI MIA 1 and XI MIA Plus the students by delivering a questionnaire.

Total sample students of XI MIA Plus and XI MIA 1 MA Negeri 1 Aceh Tenggara, as described in the following table:

No.	class	Group	Total
1	XI MIA 1	Experiment	37 students
2	XI MIA PLUS	Control	37 students
T total			**74 students**

The research "effects scramble game of learning vocabulary at MAN 1 Aceh Tenggara " will be conducted in one of the senior high schools in Kutacane, it is MAN 1 located at Jalan Iskandar Muda No. 5 Babussalam 24651 Kutacane, Southeast Aceh.

The research will be implemented from January to June 2022 at MAN 1 Aceh Tenggara. Before conducting the research, the researcher started by observing the school in January 2022. The researcher will conduct research directly does the students in the eleventh grade of MAN 1 played a scramble game of learning vocabulary.

4. FINDING AND DISCUSSION

The results of the research conducted on June 10, 2021, regarding do the Scramble game learning model affect student learning outcomes in writing vocabulary and is there a difference in student learning outcomes in vocabulary writing material, between the Scramble game learning model and the conventional model, can be presented as follows:

Table. Pretest and Posttest Experiment and Control Class Average

No	Experiment Class	Control Class	Experiment Class		Control Class	
			PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
1	AWK	US	60	67	65	67
2	AM	AH	56	68	62	68
3	AF	AED	60	80	67	80
4	AI	APU	62	82	57	82
5	ASK	ANS	58	84	55	84

No	Experiment Class	Control Class	Experiment Class		Control Class	
			PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
6	AC	AU	71	83	56	82
7	US	AUP	70	75	60	84
8	ANF	CM	70	76	62	83
9	AT	CPK	65	78	58	75
10	ATN	HD	65	84	71	76
11	BQI	IF	60	83	70	78
12	BA	JF	62	75	70	75
13	CSL	KT	69	76	65	76
14	DD	MSC	68	78	65	78
15	DA	MFH	68	75	60	80
16	DFB	MR	56	76	62	85
17	ICE	MYS	60	78	69	84
18	FATRH	MK	65	80	68	85
19	FK	MRH	62	85	76	86
20	HAYS	M N	67	80	72	95
21	JA	NS	71	92	64	85
22	KM	NM	70	84	62	90
23	MRI	NHF	70	83	65	67
24	MA	NH	65	86	62	68
25	MAR	PH	65	85	67	80
26	MA	RAA	60	82	57	82
27	MH	RA	65	84	55	84
28	MAM	RH	65	83	56	83
29	MF	SW	60	90	60	75
30	NAS	R	62	76	62	76
31	NAT	SW	69	78	58	78
32	NAS	SRG	76	86	71	75
33	ORU	TAZK	72	95	70	76
34	PR	VV	64	85	70	75
35	PASS	YKS	62	90	65	65
36	RH	ZM	65	67	65	65
37	RFM	RMP	62	68	60	94
AVERAGE			64.78	80.46	63.76	78.95

The average result in the experimental class there is a difference between the pretest and post-test, namely the pretest average gets a score of 64.78 while the post-test average gets a score of 80.46 in the good category.

The average result in the control class differs between pretest and post-test, with the pretest average receiving a score of 63.75 and the post-test average receiving a score of 78.94 in the excellent category.

The descriptive statistical test in IBM SPSS Statistics 26 may also be used to determine the average, as shown below:

Table 4.2. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	mean	Std. Deviation
Pre-Test Experiment	37	56	76	64.78	4.744
Post-Test Experiment	37	67	95	80.46	6.661
Pre-Test Control	37	55	76	63.76	5.428
Post-Test Control	37	65	95	78.95	7.382
Valid N (listwise)	37				

The descriptive analysis findings suggest that it experimental class pre - test has a minimum value of 56 and a maximum value of 76. The experimental class post-test has a minimum value of 67 and a maximum value of 95. This class control pre - test has a minimum value of 55 and a maximum value of 76. In the control group, the lowest post-test score was 65, while the highest score was 95. The average pre - test and posttest results did not change from those of the preceding tests. The experimental class pretest standard deviation is 4,744, whereas the post-test class experiment standard deviation is 6,661. The average pretest and posttest scores were identical to the prior ones. The experimental class pre - test standard deviation is 5.428 while the post-test experimental class is 7.382.

Once the normality test has been shown to be normalized, the Paired Sample T-test may be calculated using IBM SPSS Statistics 26, as shown below:

Table. Paired Samples Test

| | | | Paired Differences | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Test Experiment - Post-Test Experiment	15,676	6,956	1.144	17,995	13,356	13,707	36	.000
Pair 2	Pre-Test Control - Post-Test Control	15,189	9.545	1.569	18.372	12.007	9,680	36	.000

In the paired sample t-test, if the probability (Asymp. Sig) 0.05, H0 is rejected, indicating a difference, and also if the probability (Asymp. Sig) > 0.05, Ha is accepted, indicating no difference.

Finally, the Paired Sample T-test results showed that the two learning models, which included the scrambling game model in the experimental class and the conventional model in the control sample, altered learning outcomes on vocabulary writing content.

Table. Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
Learnin g Outcom es	Equal variances assumed	3.284	.074	11,660	72	.000	15,676	1.344	18,356	12,996
	Equal variances not assumed			11,660	65.050	.000	15,676	1.344	18,361	12,991

Based on the results, the significant value (2-tailed) is 0.000 0.05, implying that "there is a difference in student outcomes between both the scramble game learning model and the traditional model." Following that, given the t value, it can be deduced that 11.660 (t - statistic) > 2.03011 (t table) indicates that the hypothesis was accepted.

Graph. Pretest Posttest Average Experiment Class and Control Class
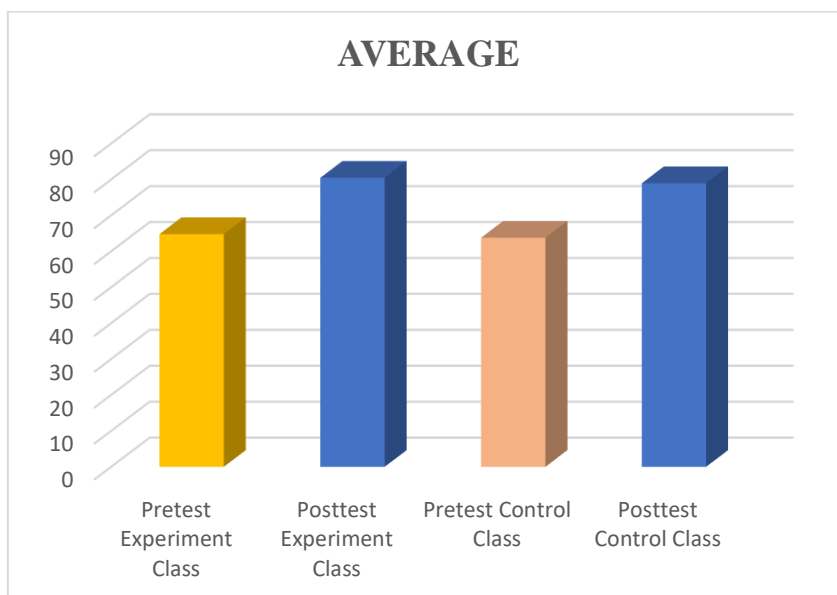
Based on the graph above, it is consistent with the findings of the previously reported descriptive analysis test. As for the graph above, it can be explained that the class experimental pretest resulted in an average of 64.78 while the experimental class posttest resulted in an average of 80.46. The pretest control class resulted in an average of 63.78 while the posttest control class produced an average of 78.95.

5. CONCLUTION AND SUGGESTION

A. Conclution

Based on the formula problem about the influence of the scramble learning model and the conventional model to results study student-related understanding of write vocabulary and the difference between the scramble learning model and conventional model to results study student-related understanding of write vocabulary, can be concluded as follows:

a. Results significance Paired Sample T-test that 0,000 (Asymp . Sig) < 0,05 then H0 rejected means there is the difference or the influence of the scramble game model on understanding write vocabulary in experiment class.

b. Results significance Paired Sample T-test that 0,000 (Asymp . Sig) < 0,05 then H0 rejected means there is the difference or the influence of conventional models to understanding write vocabulary in the control class.

c. Results Paired Sample T-test, that if 13,707 (t value) > 2,03011 (t table) it means hypothesis was received at experiment class.

d. Results Paired Sample T-test, that if 13,707 (value) > 2,03011 (t table) it means hypothesis was received at control class.

e. Results Independent Sample T-test was obtained score significance (2-tailed) is 0.000 < 0.05, then could concluded that " there " difference in average results study student between the scramble game learning model and the conventional model ". Next, for the value of t can be concluded that 11.660 (t value) > 2.03011 (t table), which means the hypothesis was received.

B. Recommendations

Suggestions and recommendations that can conduct researched next is the application of the scramble model is not could be solved with one-time meeting only, because in understand vocabulary not only with write just but must be communicated

between students. For example, after guessing vocabulary that can shape sentences, they quickly speak with the use of accent English for understanding write, and speak could be realized well.

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