Developing Scrabble Wall for Students' Vocabulary Learning

Sarah Fauziah[1]*, Fitri Hilmiyati[1], Siti Sa'diah[1]
[1]UIN Sultan Maulana Hasanuddin, Banten, Indonesia
*Corresponding Author: siti.sa'diah@uinbanten.ac.id

Abstract: The aim of this study is to create a scrabble wall to help students improve their vocabulary. This study employed the research and development method and the ADDIE Model theory, which is divided into five stages: analysis, design, development, implementation, and evaluation. Interviews, exams, and expert validation checklists were used as study instruments. This study used 25 students as a sample of product implementation among the eleventh-grade students at a private senior high school in Cianjur. Data were gathered from student interviews, test results (Pre-test and Post-test), teacher's replies, and expert validation results. The data analysis revealed that the product was both fine and valid. The scrabble wall can be used to teach English, particularly vocabulary. The scrabble wall is helpful for students as well. It is concluded that using a scrabble wall can enhance students' vocabulary mastery. It was proven by the post-test result that showed improvement compared to the pre-test result. In other words, Scrabble Wall is an effective teaching aid to enhance students' vocabulary mastery.

Keywords: ADDIE model, designing game, scrabble wall, vocabulary mastery

INTRODUCTION

In learning English, vocabulary must be mastered first (Shopiah & Anggraeni, 2018). Vocabulary is a part of the language that provides the foundation for how students listen, talk, write, and read (Richards & Renadya, 2002). In other words, it is a component of the English language which connects all of language acquisition, including language skills (Theresia & Recard, 2021; Asnur et al, 2019). Vocabulary has a major role in all language skills. This means that students need mastering vocabulary because they will find difficulty to say something if they have just few words (Risnawati, Kuntoro, Baker, 2020). Without having grammar capability, very few words or ideas can be conveyed, but without mastering vocabulary nothing can be conveyed (Lotulung et al., 2021). In other words, to master English skills, students must know the vocabulary because a list of words can help students to support their skill improvement (Bakhsh, 2016). As a consequence, learning vocabulary is essential for learners, regardless of age, both children and adults.

Vocabulary can be understood by form, pronunciation, word meaning, and usage. Form covers (a) listening and repeating, (b) listening for specific phonological information (consonant, vowel, syllable, and stress pattern), (c) looking at or observing the written words for shaping first and last letters, letter clusters, spelling, (d) noticing grammatical information, and (e) copying and organizing (Brewster et al., 2002). Pronunciation relates to how the words are pronounced. Word meaning discusses not only the meaning of each word itself but also the relation among the words. Lastly, usage relates to how the words are used based on the context. This indicates that learning vocabulary is not merely seen by memorizing the words and their meaning, but it should be more complex in which it needs a process to organize the words and then use them in approriate situation.

In fact, complexity becomes a barrier in learning vocabulary. Afzal (2019) revealed that the students' problems in learning vocabulary such as knowing the meanings of new words, pronouncing new words, using new words correctly, memorizing and spelling new words and so on. The other problem is commiting a massive amount of foreign words to memory (Ghalebi et al., 2020). Quílez (2019) conveyed that the low level of students' vocabulary was caused by difficulty in knowing the meaning of the certain technical words. This showed that learning vocabulary gives its own challenge for the students.

In addition, the problem faced by the students in learning vocabulary relates to the teaching process. Based on the preliminary research through interviewing the English teacher and the students conducted at one of the private senior high schools in Cianjur, many students felt bored in learning vocabulary since the teaching and learning process was conducted in the conventional way in which the students have to memorize the words. Thus, they have got lack vocabulary. It was proven by the average score, which is still under the standard score of 65.

Concerning the problems, it is crucial to find out a way to get students' attention and motivation in learning vocabulary. One of the ways to make the students interested in learning vocabulary is by using games as the learning media. Through games, students experience, discover and interact with their environment (Chairiah & Perdana, 2020). In other words, games allow students to relax and enjoy while learning. As a result, they will have a better understanding and retain more information during the teaching and learning process.

Among several games, scrabble and word wall games can be used as vocabulary learning media. Scrabble game is an excellent medium for teaching English. Scrabble is sort table game utilized by schools as a curricular to help scholastic movement. Scrabble is one of the educative games that can develop children's language capacity (Hastuti, 2017). Additionally, Simmons stated that scrabble is considered a game in which luck plays an important role in determining whether you have good or bad letters on yourself (Shopiah & Anggraeni, 2018). Meanwhile, a word wall is a literacy tool consisting of a collection of organized words displayed in large letters visible on walls, bulletin boards, or other display surfaces in class (Sipayung, 2018). They are most often arranged alphabetically but can just as easily be arranged by topic or classes of the word. The two games were proven to be used as learning media to improve students' vocabulary (Azizah, 2020; Silvia & Wirabrata, 2021).

Given the importance of mastering vocabulary in English learning, a lot of studies have proven that learning vocabulary through games is efficient or gives significant improvement. The games usually implemented are purely only one game. There is no study applying the combination of two games or modification of the games. To fill this gap, this study provided new learning innovation by developing a scrabble wall by combining between scrabble game and word wall game to become a teaching media for students' vocabulary learning. The terms scrabble wall itself actually derives from the

words "Scrabble Game" and "Word Wall Game". Thus, this study focused on developing the Scrabble Wall and finding out the effectiveness of the game in improving students' vocabulary.

RESEARCH METHODS

This study used Research and Development (R&D) method (Borg & Gall, 1989). The procedure is a set of steps taken by the developer before carrying out development research. The ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model of research and development method was employed in conducting this investigation. To be able to produce a certain product, research has a character which is the result of a needs analysis, and to test the effectiveness of these products, a validator is needed to test the effectiveness of the products.

This model is an effective tool to improve teaching competency among secondary school students. Through this model, teachers are able to analyze the learning needs of students in their classrooms (Handrianto et al., 2021).

This study was conducted on the Eleventh-grade students at the private senior high school in Cianjur in the Academic year 2021-2022, with a sample of 25 students. Interview, test, and Expert Validation checklist (Expert media and Expert material) were applied to collect data. The interview was conducted to the English teacher and it aimed at finding out the information related to the school, the learning system and the material used. The test was divided into pre- test and post-test. These were used to measure the students' ability before and after the treatment. The multiple choice and fill-in questions were used as the formats of the tests. The expert validation checklists covered the material and media aspects. Then, the data obtained by the interview and expert validation checklist were analyzed qualitatively, whereas the data gained by tests were analyzed quantitatively. The research procedure in developing Scrabble Wall game using the ADDIE model is described in Tabel 1.

Table 1. Research Procedure

Analysis	Design	Development	Implementation	Evaluation
1. Identify the students' problems in vocabulary 2. Identify the students' need 3. Conduct pre test	1. Determine the words 2. Set the rules in applying the scrabble wall game 3. Design the card materials and lay out	1. Realize the design 2. Conduct the media-expert validation 3. Conduct the material-expert validation	1. Prepare the teacher 2. Prepare the Student 3. Applying the product	1. Determine evaluation criteria 2. Conduct post test

RESULTS AND DISCUSSION

The objectives of the study are to develop a scrabble wall by combining scrabble and word wall games and to determine its effectiveness in improving students' vocabulary mastery. To develop the scrabble wall game, the ADDIE model was employed.

Analysis

In this stage, the interview and pre-test were conducted. The English teacher was interviewed and the result was that many students did not reach the learning target as stated in the syllabus. They were not interested in learning English since they did not understand the meaning of the words. The covid-19 pandemic also made the teaching and learning process not optimal. It also revealed that the teacher rarely used learning media in the teaching process so that the students were only asked to memorize the words as a way of learning vocabulary. Besides, the pre-test was given to the eleventh-grade students. Below is a detailed description of the students' score in pre test.

Table 2. The Result of Pre Test

No	Classification	Percentages
1	Excellent	4%
2	Good	16%
3	Fair	4%
4	Poor	52%
5	Very Poor	24%

The pre-test result shows that only 1 student got Excellent grade, 4 students got Good grade, 1 student got Fair grade, 13 students got Poor grade, and 6 students got Very Poor grade. This could be said that the student's vocabulary mastery is low.

Design

In this stage, the researchers designed the product to be implemented. It included some process such as designing the card, choosing the paper, determining the words, and printing the card to be a product called Scrabble wall.

The words used in the Scrabble wall game were gained from the student's textbook and syllabus given by the teacher. The words were classified into nouns, pronouns, verbs, adjectives, conjunction, preposition, and article. Then, they were displayed in different colors based on the word classification as showed in Figure 1.

Figure 1. Scrabble Wall

The next step was to design the box for saving the words written in the cards. Here is the design of the box.

Figure 2. Design Box of Scrabble Wall

Development

Once the scrabble wall was designed and printed out, it was validated in terms of media-expert validation and material-expert validation. The researchers used the validation checklist as can be seen at the Table 3 below.

Table 3. Checklist of Material Validation

No	Indicator		Criteria	Yes	No
1	Content	a.	Is it suitable for target user?	✓	
		b.	Are the materials interesting for target user?	✓	
		c.	It Scrabble Wall relevant for the Eleventh-grade students?	✓	
		d.	Is it relevant to the language function (part of speech) targeted?	✓	
		e.	Is the Scrabble Wall very helpful for the teacher?	✓	
Comment and Suggestion:					
For verbs and nouns can be levelled up and adjusted to the level of the class.					
2	Equipment	a.	Is the size of the cards enough?	✓	
		b.	Do the components of the card look interrelated?	✓	
		c.	Are the components of the card clear?	✓	
		d.	Are the cards able to be understood easily?	✓	
Comment and Suggestion:					
Enlarged card size					
3	Media Purpose (To improve the Eleventh group vocabulary learning)	a.	Is the Scrabble Wall easy to use?	✓	
		b.	Is the use of media able to improve student vocabulary?	✓	
		c.	Can the use of Scrabble Wall be able to achieve the purpose of improving students' vocabulary?	✓	
Comment and suggestion:					
-					

The Table 3 showed that all criteria from three indicators have got yes answer. In other words, the product could be used by considering some comments.

Table 4 can be seen from the table that all of the criteria from each component have gotten "yes". This means that the product made was fine and valid. Nevertheless, there was comment and suggestions that should be considered.

Table 4. Checklist of Material Validation

No	Indicator	Component		Criteria	Answer Yes	No
1	Content	Instructional objectives		The materials are suitable for target learners.	✓	
		Content of the material	a.	The scrabble wall achieves the objectives as media to improve vocabulary learning.	✓	
			b.	The content of the materials is flexible to be used in any situation and condition.	✓	
			c.	The instruction of the materials is clear.	✓	
		Coverage of the materials	a.	The materials support students-centered learning.	✓	
			b.	The coverage of materials applies the vocabulary.	✓	
2	Level of difficulty	Activities	a.	The materials are easy to understand for target learners.	✓	
			b.	The activities are appropriate with the materials given.	✓	
			c.	The Scrabble Wall can add new insights to the learning process	✓	
			d.	Could attract students' interest and motivate students to learn the vocabulary.	✓	
Comment and suggestions:						
The vocabulary learning can be designed wider by integrating its various aspect, such as meaning, pronunciation, word form, word variations, etc.						

Implementation

In this step, the product was given to the eleventh-grade students. This aimed to identify whether the product was suitable to use. The implementation was done by explaining the rules of playing the scrabble wall game before starting. Seeing the process during playing the product, it could be said that the product was suitable for students' vocabulary learning since it was shown by the students' engagement and enthusiasm in playing the game.

Evaluation

In this step, post-test was given to the students to evaluate the effectiveness of the Scrabble wall game in improving students' vocabulary mastery. Below is a detailed description of the students' post-test score.

Table 5. The Result of Post Test

No	Classification	Percentages
1	Excellent	68%
2	Good	32%
3	Fair	0%
4	Poor	0%
5	Very Poor	0%

Table 5 showed that the student's vocabulary mastery was increased. Most of the students got Excellent grades. The lowest score was in Good grade so no one got Poor or Very Poor grade as found in the pre-test.

Table 6. The Result of Pre-test and Post-test

Test	Mean Score	Standar Deviation
Pre-T	49,28	14.8
Post-T	83,84	9,2

Table 6 displayed that there was different between the score in pre-test and post-test. The mean score in the post-test was greater than the mean score in the pre-test. It means that the student's vocabulary mastery had improved after using scrabble wall here is the percentage of pre-test and post-test:

Table 7. Percentage of Pre-test and Post-test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Excellent	86-100	1	17	4%	68%
2	Good	71-85	4	8	16%	32%
3	Fair	56-70	1	0	4%	0
4	Poor	41-55	13	0	52%	0
5	Very Poor	<40	6	0	24%	0
		Total	25	25	100%	100%

From Table 7, the percentage of pre-test was common with a poor score. It reached 52%. It means that the student's vocabulary mastery was low. In comparison, the percentage of post-test indicated that there was an increasing percentage. It was proven from the data that 68% of students got Excellent grades.

Regarding the result above, it is in line with the research conducted by Diharjo (2020) in which the use of Puzzle Games is effective as a learning media. A similar result was shown by the research conducted by Agustina & Amala (2021). They designed

"LeaRy" to teach vocabulary at the beginner level. The result revealed that using "LeaRy" could increase students vocabulary mastery. Azizah, (2020) and Silvia & Wirabrata (2021) also declared that utilizing the media in teaching vocabulary could enhance students' vocabulary mastery. In addition, those indicated that the use of certain games could help the students to be more engaged in the learning process and as a result there will be improvement in their ability.

Furthermore, the ADDIE model The steps offered by the model are rigid so that the researchers understand the whole process of doing the research and development method. As an implication, practically students can improve their enthusiasm and motivation in improving their vocabulary mastery by playing the Scrabble Wall game in class and in their leisure time. Then, English teachers can utilize this Scrabble Wall game as a teaching medium to change the teaching style and make students more attracted and motivated to learn vocabulary.As an implication, practically students are able to improve their enthusiasm and motivation in improving their vocabulary mastery by playing the Scrabble Wall game not only in class time but also in their leisure time. Then, the English teachers are able to utilize this Scrabble Wall game as a teaching media in order to make variation in the teaching style and make students more attracted and motivated in learning vocabulary.

CONCLUSION

Regarding the results and discussion above, the development procedures used were the model of the Research and Development method from Borg and Gall with the ADDIE model proposed by Rosset, which include five stages, namely: Analysis, Design, Development, Implementation, and Evaluation. The feasibility of the scrabble wall has been proven by two Expert validators (Media Expert and Material Expert) and teacher responses as well. Then, the students' vocabulary mastery has increased. This was proven by the result of the pre-test and post-test. Therefore, it could be concluded that Scrabble Wall media was feasible to use in learning English Vocabulary. The scrabble wall has successfully made improvements in students' vocabulary mastery.

Based on the result of the research, using scrabble wall media in learning English, especially vocabulary will improve students' vocabulary mastery and implement students-centered learning in the class. The teaching and learning process would be an enjoyable and motivate students to achieve well (Nuraqmarina & Risnawati, 2018). Furthermore, the media used in the teaching and learning process can be a modification for popular media, so it would be the new media like what this study conducted.

In other words, combining the two games can be one way to develop the teaching aid and can be used to increase the students' achievement. Therefore, it is recommended for the further research to combine scrabble wall with other game to be implemented as teaching media.

REFERENCE

Afzal, N. (2019). A Study on Vocabulary-Learning Problems Encountered By BA English Majors At The University Level Of Education. *Arab World English Journal (AWEJ) Volume*, *10*.

Agustina, U. W., & Amala, N. (2021). Designing "Leary" In Vocabularies Teaching Learning for Beginner. *Joems (Journal Of Education And Management Studies)*, *4*(5), 21-30.

Asnur, M. N. A., Adhima, F., Ayuwijayanti, M., & Marsuki, R. R. (2019). Karaketristik

Pembelajaran Kolaboratif Bahasa Asing Dalam Google Classroom. In *Prosiding Seminar Nasional Literasi Bahasa Dan Sastra Ke-4 Pembelajaran Bahasa Asing Di Era Digital* (Pp. 1-11).

Azizah, H. N. (2020). Peningkatan Penguasaan Kosakata Bahasa Arab Melalui Penggunaan Media Word Wall. *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab*, *1*(1), 1-16.

Bakhsh, S. A. (2016). Using Games As A Tool In Teaching Vocabulary To Young Learners. *English Language Teaching*, *9*(7), 120.

Borg, W. R., & Gall, M. D. (1989). *Educational Research: An Introduction* (5th Ed.). Longman.

Brewster, J., Ellis, G., & Girard, D. (2002). The Primary English Teacher's Guide (2nd Ed.). London: Penguin Books.

Chairiah, N., & Perdana, I. (2020). *Students ' Perceptions About Using Scrabble Game As A Tool For Learning Vocabulary At. 2020*, 9–12.

Diharjo, W. (2020). Game Edukasi Bahasa Indonesia Menggunakan Metode Fisher Yates Shuffle Pada Genre Puzzle Game. *INTEGER: Journal Of Information Technology*, *5*(2).

Dwi Hastuti. (2017). Improving Early Childhood Language Ability Through Scrabble For Kids. *Advances In Social Science Education And Humanities Research*, *169*.

Ghalebi, R., Sadighi, F., & Bagheri, M. S. (2020). Vocabulary Learning Strategies: A Comparative Study Of EFL Learners. Cogent Psychology, 7 (1), 1824306.

Handrianto, C., Jusoh, A. J., Goh, P. S. C., & Rashid, N. A. (2021). Using ADDIE Model For Designing *Instructional* Strategies To Improve Teaching Competency Of Secondary Schools Teachers. *Researchgate.Net*, *June*.

Hastuti, D. (2017, December). Improving Early Childhood Language Ability Through Scrabble For Kids. In *International Conference Of Early Childhood Education (ICECE 2017)* (Pp. 232-236). Atlantis Press.

Lotulung, L. J., Siwi, G. A., Karauwan, M. G., & Sompotan, F. M. (2021). Pelatihan Penguasaan Kosakata Bahasa Inggris Pada Anak Usia Dini Di Kelurahan Karombasan Selatan. *Acta Diurna Komunikasi*, *3*(4).

Nuraqmarina, F., & Risnawati, E. (2018). Keputusan Pemilihan Karir: Studi Komparatif Pada Siswa Remaja Jurusan IPA Dan IPS. *Psympathic : Jurnal Ilmiah Psikologi*, *5*(2), 231–240.

Quílez, J. (2019). A Categorisation Of The Terminological Sources Of Student Difficulties When Learning Chemistry. *Studies In Science Education*, *55*(2), 121-167.

Richards, J. C., Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.

Risnawati, E., & Author, S. (2020). *The Role Of Theory Of Mind To The Development Of*. *14* (November).

Shopiah, S., & Anggraeni, R. (2018). Teaching Recount Text Through Scrabble Game. *PROJECT (Professional Journal Of English Education)*, *1*(3), 201.

Silvia, K. S., & Wirabrata, I. D. G. F. (2021). Meningkatkan Kosakata Anak Usia Dini Melalui Media Wordwall. *Jurnal Pendidikan Anak Usia Dini Undiksha*, *9*(2), 261-269.

Sipayung, R. W. (2018). The Effect Of Word Wall Strategy On Students' Vocabulary Achievement At SMP Negeri 5 Pematangsiantar In The Academic Year 2018/2019. *Budapest International Research And Critics Institute-Journal (BIRCI-Journal)*, *1*(3), 251-263.

Theresia, N., & Recard, M. (2021). Applying Multisensory Approach To Promote Engagement In Primary English Home-Based Learning. *ELTR Journal*, *5*(2), 105-119.