

The Effect Of Word Search Strategy By Using Scrabble As The Media On The Students' Achievement In Vocabulary

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Abstract

This research was carried out to investigate the students' achievements in vocabulary used Word Search Strategy by Using Scrabble as the Media. The research was to find out the effect of Word Search Strategy by Using Scrabble as the Media on the Students' Achievement in Vocabulary. This research was conducted at SMP Cerdas Murni at Beringin street number 33. Tembung, Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara. The sample consisted of 80 students which were taken by purposive sampling technique and divided into two different groups namely experimental and control groups. Multiple choice test was used as instrument which consisted of twenty questions in pre-test and post-test. Based on the data analysis, the result showed that there was significant effect of word search strategy by using scrabble in the students' achievement with t -critical (t_c) value was higher than t_{table} on the level $8.8810 > 2.024$. Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis was rejected. So, it means that applying of word search strategy by using scrabble as the media on the students' achievement was effective.

Keywords: *experimental quantitative research, word search strategy, scrabble, achievement, vocabulary*

1. INTRODUCTION

Vocabulary is important to be taught in schools, especially English vocabulary. In order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand. It is needed to help the students to be able to convey what they think or feel.

Although the vocabulary is needed in learning English, there are some problems found by the writer. First, the teachers are normally careworn what teaching strategies or techniques should be applied because they get difficulties in improving their students' vocabulary mastery. Second, the biggest problem the students face is the students' vocabulary is still lack. The students often do not understand the lesson and comprehend the lesson, due to their lack of vocabulary. Lack of vocabulary commonly comes along with the disinterest of gaining knowledge of vocabulary itself.

A good vocabulary is a vital part of effective communication. A command of many words will make the students to be better writer, speaker, listener, and reader in language learning. In contrast, a poor vocabulary can seriously slow your reading speed and limit your comprehension. Studies have shown that students with a strong vocabulary and students who work to improve a limited vocabulary are more successful in school. And one previous study found that a good vocabulary, more than any other factor, was common to people enjoying successful careers.

But in fact, many students are lack of vocabulary and consider that the vocabulary is so difficult to memorize. There are many factors that can cause the low level of students' vocabulary achievement namely internal and external factors. Internally, some factors come from the students' problem in vocabulary. They have limited vocabulary to comprehend the meaning of the words in the text, they do not know the context of word usage, cannot recognize the meaning of each word, they are not able to listen the English words from speakers, they cannot compose their writing task successfully, and they get difficulty to communicate effectively in English. And the external factors are the environment of the students and their parents do not support or motivate the students to study about English, and the facility in the school is still less. In learning process, the English teacher still uses a conventional method and just asks the students to find the meaning of English in dictionary and then memorize them.

It seems like they need something distinctive in analyzing the vocabulary. It is the English teachers' obligation to locate out the way to furnish the college students with different fashion of instructing vocabulary. The English teacher can use some games in getting process of vocabulary. There are some games that can be used by teachers in educating process, such as telephone strategy, flash cards strategy, realia strategy, wager the object strategy and words search strategy.

Based on the problems above, the writer has a interesting strategy to solve the problems above. By applying word search strategy to solve the students' problem. Word search strategy is not only strategy but also a teaching strategy with a game and media. One of the available games that can be used to instruct vocabulary is Scrabble game. The scrabble is a game which the students are given a topic in a scrabbles shape, then the students discuss it in a group. The main good point of the game is that the game is low budget and easily modified. It can be played with colorful flash cards and even played simply using whiteboard and marker. This is the reason why the writer will use this game as a media in teaching vocabulary. By applying this game , students do not feel boring in learning process, instead they will feel like they are playing. Therefore, it will increase the students' achievement in vocabulary when students study vocabulary. Therefore, in this research, the writer tries to investigate the effect of using word search strategy and scrabble as media in students' achievement in vocabulary.

2. METHOD

This research was conducted at SMP Cerdas Murni at Beringin street number.33 Tembung, Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara. This location is chosen because in this school, many students are still low in vocabulary.

The population of this research was taken from the second grade of SMP Cerdas Murni at academic year 2018/2019, which consisted of three classes. There are VII-I SMP, 40 students, VII-II SMP 40 students, and VII-3 SMP 40 students.

In this research, some techniques were applied to analyze the data, and the steps are: a. Correcting the students' answer; b. Scoring the students' answer; c. Listing the score into tables; d. Calculating the total of the score; e. Listing their scores table, for the experimental scores as X and scores as Y variable.

3. FINDINGS

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In this research, the writer applied word search strategy on the students' achievement in vocabulary. In the previous chapter, the researcher had explained that vocabulary was not as easy as people thought. It was not easy because people are seldom to have vocabulary in English so that they are familiar with English vocabulary. Therefore, the teacher should apply a new strategy which could attract the students' attention in teaching vocabulary as a solution of the problem. Word search strategy was one of vocabulary teaching which could help the students get new 32 English vocabulary in learning process easily. As the name of this strategy, the teacher should help and support the students to understand the material until they could give their best answers to the questions given with their vocabulary mastery. When the research was conducted, word search strategy was applied in experimental class, while control group was taught by applying lecturing method. The research was started on 25th July 2019 and ended 29th July 2019.

Pre-Test

From the result of pre-test, the total score of students was 1275 and the number of students who took the test was 40 students. The mean score of pre-test was 31.87. from 40 students, there were 40 students who got score under 70. This showed that all of the students' vocabulary mastery were low and their score had been to be standard (See appendix 6).

Post-Test

After the researcher gave the treatment of applying word search strategy on the students' achievement in vocabulary, a post-test was given to the students in experimental group. Based on the result of post-test, the total score of students was 3665. The mean score of post-test was 91.82. from 40 students, all of the students got score higher than 70 (See appendix 6). This showed that there was an improvement in the students' achievement vocabulary.

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The Difference Score of Experimental Group and Control Group

The data showed that in experimental group that the highest score was 95 while the lowest score in experimental group was 80 with the total score was 3665 (See appendix 6). From the control group, the highest score was 80 and the lowest score in control group was 50 with the total score was 2700 (See appendix 7). It could be said that there was a significant difference between the students' score from both of the groups. The students who were taught by giving treatment got a better result than those were taught by without giving treatment. From the data, there 40 students had increasing score, 0 students was decreased. The increasing score showed that the students had vocabulary achievement. 4.

Statistical Hypothesis Test

The last step in analyzing the data was using statistical hypothesis test. It was used to know whether there was any significant effect of applying word search strategy on the students' achievement in vocabulary. With the criteria examination, $t_{observed} > t_{table}$ where $t_{observed}$ was gotten by distribution with $dk = n - 2$. $dk = 40 - 2 = 38$. $\alpha = 5\% = 0,05$. To know the statistical hypothesis of this research, the reseacrh used t-test formula. The result of the statistical hypothesis showed that there was a difference of output between both of groups. Based on the calculation, $t_{observed}$ (8.8810) was higher than t_{table} (2.024) with the degree of freedom (38) at the level of significance (0.05). It also found that the students who were taught by applying word search strategy on the students' achievement in vocabulary (experimental group) got higher score than the students who were taught by applying discussion method (control group). So, it was concluded that the alternative hypothesis (H_a) was accepted and nul hypothesis (H_0) was rejected (See appendix 10). It meant that there was any significant effect of appylying word search strategy on the students' achievement in vocabulary.

4. CONCLUSION

There was a significant effect of Word Search Strategy by Using Scrabble as the Media on the Students' Achievement in Vocabulary, the result of computation in t-test showed that toobserve was higher than t_{table} ($8.8810 > 2.024$). It also found that the students who were taught by applying word search strategy got higher scores than the students who were taught by applying conventional way. It means that the alternative hypothesis (H_a) was accepted and teaching by using Word Search Strategy by Using Scrabble as the Media on the Students' Achievement in Vocabulary. However, the students are still difficult in using time. Some students need more time to understand and absorb the information.

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