

***Proceeding***

*The 3<sup>rd</sup> International Student Conference*

*Held by The Faculty of Law and Language of Universitas Stikubank*

*August 26, 2023*

**ENHANCING STUDENTS' INTEREST IN REVIEWING  
VOCABULARY USING SCRABBLE: A CASE STUDY AT STATE JUNIOR HIGH  
SCHOOL 32 SEMARANG**

Adinda Ayu Pitaloka  
Universitas Stikubank Semarang  
adindaayupitaloka@mhs.unisbank.ac.id

**Abstract**

This study aims to investigate students' perceptions of using Scrabble games for Vocabulary reviewing. This case study is used to explore students' interest in learning vocabulary through Scrabble games and to find out the problems students experience when learning English vocabulary. In this investigation, total sampling was employed. Twenty pupils from SMPN 32 Semarang's class 8D were chosen for the study. The strategy used by researchers is that before playing on a scrabble board, they use digital scrabble media to make it easier for students to understand the flow of the game. According to the results of observation conducted with students, learning to use scrabble as an English learning medium is considered challenging because it can hone students' vocabulary skills. As many as 16 students (80%) said that their memory was on a scale of 3, and on a scale of 4, as many as 4 students (20%) said that their vocabulary memories were better after playing Scrabble. Based on the data, the average student interviewed said that the ability to remember their vocabulary is good because the students' vocabulary memorization is already a lot so that they can understand the game of scrabble well.

**Keywords:** Vocabulary, Scrabble game

**INTRODUCTION**

English is an international language that the entire world community has used for educational and work purposes. English is very important for educational institutions because, by being equipped with English language skills, students can keep up with the global progress in this era. According to (Gultom, 2015) Using English as a second language. It is true that we must stay up with advances in educational methodology. However, there are a lot of other things to take into account if we want to be effective in our English teaching program, In small classrooms with frequent meetings, a foreign language must be taught intensively (Marcellino, 2015). According to (Selvi, A. F.; Yazan, 2022) English has undeniably become a global phenomenon, leading to a fundamental discussion on EIL pedagogy among those who teach English as a second language around the world. Vocabulary is the beginning of English language learning, therefore it is very important for students to increase English vocabulary for communication. According to (Asyiah, 2017) Vocabulary is crucial when learning a foreign language. However, TEFL appears to overlook the teaching and learning of vocabulary. Vocabulary is a crucial component in learning a second language, especially when it comes to incidental learning, according to a large body of research (Restrepo Ramos,

## ***Proceeding***

*The 3<sup>rd</sup> International Student Conference*

*Held by The Faculty of Law and Language of Universitas Stikubank*

*August 26, 2023*

2015). According to (Utama, 2017) The smallest aspect of English that students needed to master was vocabulary since without it we could not communicate our thoughts, feelings, and opinions to one another. Speaking, listening, reading, and writing are the four language abilities that you will improve by studying English vocabulary. This is because games help with vocabulary learning because they help students interact, improve their ability to memorize words, improve their communication skills, and increase their motivation to study. Games can also help teachers create environments in which language is useful and meaningful (Derakhshan & Davoodi Khatir, 2015). According to (Lamghari & Raghay, 2021) Technology-based learning materials are appealing to pupils in this digital age because they enhance learning results. English teachers should also use media to help students learn vocabulary more quickly. Learning media is a place and tool to convey learning messages or information to students. Learning media can help teachers improve student learning outcomes (Sadewo, 2016). According to (Siti, 2017) Playing Scrabble could help students learn English by motivating them to acquire new words as well as by enhancing their vocabulary. According to (Sitompul, 2019) Scrabble is one of the most well-liked board games that English language instructors frequently employ with their students. Scrabble can produce good teaching opportunities and increase student motivation to maximize the learning process (Sadewo, 2016). That's why I started doing research in junior high school. The purpose of this study was to observe the school vocabulary study of 8th graders at Junior High School 32 in Semarang using the scrabble game. In this study, the researcher found out how the students improve their vocabulary and to find out the factors that can support this observation. According to the description above, the researcher attempts to employ one strategy, namely scrabble games, to pique students' interest in learning English vocabulary. The aim is to make the subject matter more engaging and enjoyable. The researcher wishes pupils could accomplish it. Playing scrabble can help increase student's vocabulary.

## **THEORETICAL FRAMEWORK**

### **Teaching vocabulary in Indonesia**

According to (Natalina & Bakti, 2023) Vocabulary mastery is essential for learning a language. But in Indonesia, where English is taught as a foreign language, vocabulary instruction is frequently incidental and given little weight. A thorough language learning technique is required because of the significance of vocabulary. The development of vocabulary, for instance, can be aided through vocabulary-learning techniques (VLS). Indonesian vocabulary instruction uses a variety of methods and techniques to support students' acquisition and growth of their word knowledge. The process of teaching vocabulary in Indonesia is described as follows:

- a. Vocabulary Games and Activities: Activities that are interactive and memorable are frequently utilized to make vocabulary learning fun and effective. To encourage participation and practice, teachers use vocabulary games including word searches, word associations, vocabulary bingo, and memory exercises.
- b. Word Learning Strategies: In Indonesia, teachers frequently assist students in employing efficient word learning techniques.
- c. Vocabulary Review and Reinforcement: Activities for review and reinforcement are used

## ***Proceeding***

*The 3<sup>rd</sup> International Student Conference*

*Held by The Faculty of Law and Language of Universitas Stikubank*

*August 26, 2023*

frequently to strengthen pupils' vocabulary learning.

Teachers frequently assign vocabulary tests, flashcards, word games, and review activities to pupils to aid with long-term retention and memorization of new words.

### **The Meaning of Vocabulary**

According to (Asyiah, 2017) Due to the emphasis that is frequently placed on the definitions of new terms, both in books and in classroom settings, vocabulary development is a crucial component of learning a foreign language. Additionally, it is crucial to language learning and at the heart of language education. The collection of words or phrases that a person is familiar with and comprehends in a given language is referred to as their vocabulary. It includes all of the words and expressions that people can hear, read, say, and write. The definitions of words as well as their forms, such as how they are spelt and pronounced, are both part of vocabulary. For efficient communication and linguistic proficiency, a strong vocabulary is essential. It enables people to engage in a variety of language-related activities, express themselves clearly, interpret written texts, and understand others. Everyday language, specialized terminology, technical jargon, academic vocabulary, and more are all included in one's vocabulary. The researcher reached the conclusion that vocabulary is a collection of words in a language, both written and spoken, that have cultural meanings used by groups or individual communities. This is based on the fact that people use these words to communicate and interact with each other.

### **Theory of Vocabulary Learning**

According to (Asyiah, 2017) The development of vocabulary is crucial to learning a foreign language. It is preferable to do vocabulary instruction in conjunction with other skills instruction, such as reading, writing, listening, and speaking, rather than apart from other lessons. In addition, the teacher acknowledged that using decontextual vocabulary teaching strategies, such as wordlists and the traditional use of a dictionary will help students find and retain the meanings of the vocabulary they have learned, which will help them use it in both spoken and written language. Researchers and educators have put forth a number of hypotheses and methods for teaching language. Several well-known theories on how to learn new words are listed below:

- a. Contextual Learning Theory : This idea highlights how crucial it is to learn words in relevant settings.
- b. Incidental Learning Theory : According to incidental learning theory, words can be picked up implicitly and without instruction.
- c. Word-Learning Strategies Theory : This theory highlights the significance of learners' active participation in word learning through the use of metacognitive methods.

It's crucial to remember that these ideas do not conflict with one another, and that a combination of these methods is frequently used to learn vocabulary. Depending on personal preferences, learning circumstances, and specific vocabulary aims, educators and language learners may use various tactics. Researchers use the mnemonic technique because the vocabulary memorization method at SMPN 32 Semarang has been applied for a long time; therefore, researchers use students' memory to recall vocabulary memorization packed with exciting Scrabble games.

### **McClelland's Achievement Motivation Theory**

According to (Palupi, 2022) David McClelland's theory of accomplishment motivation, people have potential energy reserves that can be developed. Its growth is influenced by

## ***Proceeding***

*The 3<sup>rd</sup> International Student Conference*

*Held by The Faculty of Law and Language of Universitas Stikubank*

*August 26, 2023*

personal drive, circumstance, and opportunity. McClelland asserts that a human has three basic needs: the drive to accomplish something, the need for power, and the need for connection. McClelland contends that everyone has a significant propensity for success. Additionally, there are two markers of the urge for achievement, namely capacity or capability and inventiveness. In addition to talent, capability also refers to actions taken throughout time to develop a skill, such as exercises or endeavors. The act of generating art or novel innovations is creativity. The need to have influence so that one can have an impact on others is another aspect of the urge for power. According to McClelland, those who have a strong craving for power frequently exhibit a number of distinct traits. For instance, she enjoys fighting to protect the environment and is fiercely competitive, accountable, and responsible. The urge for affiliation is a person's yearning for positive social connections, to sum up. A strong need to make friends, form partnerships, and establish reciprocal interactions (mutualism) is what distinguishes this urge.

The reason researchers use David McClelland's theory of motivation is because every human being has skills and competence that produce new innovations, such as new learning methods, so that learning today is not monotonous and boring. This motivates us to develop the skills of students whose skills and competence have not been developed.

## **Scrabble Game in Vocabulary Teaching**

Popular board game Scrabble involves forming words out of letter tiles on a playing field. On a square grid board, two to four players usually participate in this game by taking turns constructing words. Players try to maximize their score by carefully placing letter tiles because each one has a point value. Scrabble players compete to see who can create the most words on the game board to score the most points. Players must come up with words that link to other words on the board to make a pattern akin to a crossword. A standard dictionary must contain the words in question. Players take turns choosing letter tiles from a bag at the start of each turn and arranging them on the board to construct words. With bonus points given for utilizing premium squares on the game board, points are won based on the sum of the letter values in each word. Scrabble is a cerebral exercise that puts players' word-formation skills, vocabulary, strategic thinking, and ability to maximize their score to the test. It encourages the development of vocabulary, spelling abilities, and critical thinking. The game also has a social component that enables interaction, discussion, and mutual learning amongst players. Scrabble is a well-known word game that encourages communication, strategic thinking, and social interaction. It offers players of all ages a fun and educational experience. The rules or specifics of the gaming may alter depending on the Scrabble edition you're using or the rules of a particular tournament. However, experts agree that understanding the fundamental rules and goals mentioned above will help you play the game more effectively.

## **Theory of Case Study**

Case study research, through reports of previous studies, allows for exploration and understanding of complex problems. It can be considered a powerful research method, especially when it is holistic. An in-depth investigation is required (Chaurasia & Pankaj, 2011). A case study is a type of research methodology that entails a thorough analysis of a specific person, family, group, incident, or phenomena. It is an empirical examination that seeks to give a thorough grasp of the topic at hand. In order to create a thorough and nuanced picture of the case, the researcher in a case study compiles specific material from a variety of

## ***Proceeding***

*The 3<sup>rd</sup> International Student Conference*

*Held by The Faculty of Law and Language of Universitas Stikubank*

*August 26, 2023*

sources, including interviews, observations, documents, and historical data. A case study's main objective is to investigate, examine, and evaluate complex real-life situations while offering insights into particular circumstances. It enables researchers to study events in their natural environments and develop a thorough understanding of the complexities and distinctive features of the case. In many disciplines, including psychology, sociology, business, education, and healthcare, case studies are frequently employed. Case studies may be exploratory, explanatory, or descriptive in nature. An exploratory case study is frequently employed when little is known about the subject and tries to research a phenomenon in a preliminary and open-ended manner. An explanatory case study aims to uncover causal mechanisms or explain cause-and-effect correlations. A descriptive case study tries to give a thorough picture of a specific case without necessarily elaborating on the underlying causes. A case study's conclusions are often presented in the form of a thorough narrative that includes descriptions of the situation, the approaches used, the data gathered, and the analysis performed. To find and analyze themes or patterns in the data, researchers frequently employ a variety of data analysis approaches, such as thematic analysis, content analysis, or pattern recognition. It is crucial to remember that a case study focuses on a particular example or cases and does not always attempt to draw conclusions that can be applied to a larger population. However, case studies might offer insightful information, inspire research hypotheses, or enlighten practical applications in particular circumstances.

## **METHODOLOGY**

The research design of this study is qualitative case study. This study attempts to explore the phenomena of vocabulary teaching in Junior High school context, especially in terms of students interest. This study answers two main problem of how the teaching and learning process happens and how students perceive the process. Although a contentious type of data collecting, case study techniques are frequently used in many social science studies, particularly when in-depth explanations of a social behavior are desired (Chaurasia & Pankaj, 2011). The goal of qualitative research is to increase and/or widen our understanding of how things in our social world came to be the way they are (Hancock, 2006). The object of this study is a natural object. This researcher serves as an instrument in qualitative research; the instrument of this research is students. In order to be used as an instrument, researchers must have a theory in order to observe, ask questions, and provide material they can learn from. Researchers focus on who, what, where, and how research can be carried out. Case Study make lesson plans that will be used during research. Observation Observe how the learning process takes place and record what problems occur in the learning process. Finding and compiling data from observations, interviews, and tests is called data analysis. In this study, researchers used two data analysis techniques: coding and interpretation.

The following of method data analysis:

1. Researcher read all the data that had been collected
2. Researcher code the observation, questionnaire, and interview data to find patterns showing students interest in learning vocabulary using scrabble.
3. Researchers interpret the findings in the form of patterns showing students interest in learning vocabulary using scrabble.
4. Researcher make drawing conclusion of the study based on the data.

## ***Proceeding***

*The 3<sup>rd</sup> International Student Conference*

*Held by The Faculty of Law and Language of Universitas Stikubank*

*August 26, 2023*

## **FINDINGS AND DISCUSSION**

### **Findings**

This chapter contains findings and discussion, presenting information about the results of the data obtained based on the questionnaire distributed to students, which will be discussed below. The discussion of the findings with the support of theories and existing literature is also elaborated.

### **The Implementation of vocabulary teaching and learning using scrabble.**

To answer research question number 1, the researcher used an 2 observation list to find out how scrabble games can increase students' interest in learning vocabulary. Based on the results of the researchers' observations, the average student was not interested in learning English because they had difficulty understanding it, especially in terms of vocabulary. Students feel that learning English is too monotonous and lacks innovation, which makes them too lazy to pay attention to English lessons. Because the method used by the teacher is traditional learning. Therefore, researchers apply new innovations in learning to increase students' learning motivation for understanding English vocabulary. The researcher chooses SMPN 32 Semarang, as the research location. There are nine classes from A to I, but the researcher only uses one class as a research object, namely class 8D. There are 32 students there. The researcher made a first observation on April 27, 2023. The researcher used digital scrabble games as a medium for learning English vocabulary. The implementation of learning the scrabble game is as follows:

1. The implementation of learning begins with an introduction to scrabble media in the video so that students can understand the steps for playing using a scrabble board.
2. Next, the researcher uses digital scrabble to invite students to play together and recall vocabulary.
3. Students who can mention vocabulary on the tile can raise their hands.
4. Give students clues if the available vocabulary is difficult to understand.
5. Students can guess vocabulary on the presentation board when digital scrabble is shown.

Researchers use Direct instruction is a highly structured and explicit type of instruction that focuses on teaching specific knowledge or skills. It involves breaking a complex concept or skill into smaller steps that are easier to follow and providing clear, direct instructions at each step. This method is often used to teach basic or prerequisite skills that require a systematic and sequential approach. The media used by researchers to learn vocabulary using Scrabble are projectors and laptops. Researchers explain the rules of the scrabble game via video so that students can more easily understand the flow of the game to be played. Researchers also use digital Scrabble so that students better understand the game procedures. All students were active in digital scrabble games before finally using the scrabble board. Researchers made Second observations on May 11, 2023. Researchers used scrabble games as a medium for learning English vocabulary. Implementation of the learning scrabble game is as follows:

## ***Proceeding***

*The 3<sup>rd</sup> International Student Conference*

*Held by The Faculty of Law and Language of Universitas Stikubank*

*August 26, 2023*

1. Implementation begins with remembering the vocabulary taught and then using digital scrabble.
2. Then students are given the opportunity to play in groups using a scrabble board to practice the vocabulary that has been taught.
3. One group contains four people, with each having a tile rack to arrange their own letters.
4. Each person has seven tiles to arrange letters into words.
5. The first person will start the game by arranging the scrabble board tiles, which are located in the middle, with a star image.
6. Furthermore, players can fill the scrabble board with tiles according to the vocabulary arranged.

Researchers use direct instruction; in direct teaching, teachers play an active role in planning and organizing lessons, determining specific learning objectives, and selecting appropriate teaching materials. Lessons are usually highly structured, with a clear sequence of activities, and focus on mastering essential knowledge and skills. Researcher help students understand the material and guide them through the learning process. Researchers provide examples, demonstrations, and models of desired behaviors or outcomes to help students understand and imitate the material. Students are also actively involved in the learning process by doing exercises, answering questions, and participating in instructed activities. The media used by researchers to study vocabulary is Scrabble Boards. The researcher explained the rules of the scrabble game orally and recalled the previous lessons so that students could more easily understand the flow of the game to be played. The scrabble board that students use in the playing process is to train them to remember when playing digital scrabble. According to the results of observation conducted with students, learning to use scrabble as an English learning medium is considered challenging because it can hone students' vocabulary skills. It is also known from these interviews that English teachers very rarely help first grade students using different learning strategies, such as games. This is because class time is very limited, which makes finding suitable activities very difficult. Because of that, the writer tries to create a fun vocabulary-teaching method. During the learning process, students help each other when playing Scrabble by remembering vocabulary, looking for vocabulary summary notes, and looking at the dictionary. Even teachers give full time so that researchers are comfortable teaching students and the teaching and learning process can run smoothly.

### **Students' perception of using scrabble to learn Vocabulary**

Based on research question number 2, to determine students' perceptions of using scrabble games in learning vocabulary The responses of the students to the Scrabble game when teaching English are crucial to this study. A favorable reaction shows that the researcher's instructions to the students were effective. The Scrabble game was accepted by the eighth-grade students at SMPN 32 Semarang, according to the questionnaire analysis results. Scrabble is a game that students love playing while learning English. Students are really interested in asking questions and playing, as long as the researcher includes Scrabble games in the session.

The vocabulary knowledge of students can be seen in the following table:

*Table 1 Vocabulary Knowledge*

Indicator	Total Of Student
-----------	------------------

**Proceeding**

*The 3<sup>rd</sup> International Student Conference*

*Held by The Faculty of Law and Language of Universitas Stikubank*

*August 26, 2023*

	Yes	%	No	%
Vocabulary Knowledge After Play scrabble	17	85%	3	15%

For researchers, the introduction and explanation of the material have been conveyed properly so that the scrabble game procedures can be applied correctly after students play. After playing scrabble, as many as 17 students (85%) said that they could remember the vocabulary they had learned better, while 13 students (15%) said they could not remember the vocabulary they had learned.

From the interview data, a student at SMPN 32 Semarang The average student is confident in his vocabulary knowledge. They explained that English was not too burdensome to learn well, but one student said that when taught by the teacher, students experienced insecurity because when the teacher explained, the students would come forward and be tested for their vocabulary skills. Respondent number 2 said that:

*"I was quite confident, but when I was taught by the teacher, I was quite nervous and not confident anymore."*

Respondent Number 3 said that:

*"In my opinion, I am confident when learning vocabulary."*

Respondent number 4 said that:

*"Yes, I am confident when learning vocabulary because I think English lessons are not too heavy."*

*Table 2 scale to remember vocabulary*

No	Indicator	Frequency	Percentage %
1	Very Poor	0	0
2	Poor	0	0
3	Fair	16	80%
4	Good	4	20%
5	Excellent	0	0
Total		20	100%

The table above shows the students' vocabulary memory scale after playing Scrabble. Scale 3 is fair considering that the vocabulary is the most. As many as 16 students (80%) said that their memory was on a scale of 3, and on a scale of 4, as many as 4 students (20%) said that their vocabulary memories were better after playing Scrabble.



## **Proceeding**

*The 3<sup>rd</sup> International Student Conference*

*Held by The Faculty of Law and Language of Universitas Stikubank*

*August 26, 2023*

Based on the data, the average student interviewed said that the ability to remember their vocabulary is good because the students' vocabulary memorization is already a lot so that they can understand the game of scrabble well. Respondent number 2 said that:

*"Scrabble is quite helpful because I often forget, for example, to remember the vocabulary that the teacher has taught. With scrabble, I can remember a little bit of what I memorized."*

Respondent number 3 said that:

*"It's quite helpful; more students use the way to remember the vocabulary alone or by making sentences."*

Respondent number 4 said that:

*"I don't know because I basically already speak English, so scrabble is kind of helpful."*

## Learning and Teaching Strategy

*Table 3 how to remember vocabulary*

No	Items	Frequency	Percentage
1	Repeat words verbally	8	40%
2	Rewrite the learned word	9	45%
3	Rewrite using sentence	2	10%
4	Others	1	5%
Total		20	100%

Based on the table above, as many as 8 (40%) students said that they remembered them by repeating words verbally, as many as 9 (45%) students stated that they rewrote the words they learned, as many as 2 (10%) students said they remembered by rewriting sentences, and finally 1 (5%) students stated that they remembered by remembering.

Based on student interview data, the average student said that they learned vocabulary through games and the internet. It is proven that games are very effective for students learning vocabulary because they are fun methods. Then, one student said that he rarely studied at home, but during English lessons he easily memorized the vocabulary being taught. Respondent number 2 said that:

*"For strategy problems, if I am at home, I rarely learn vocabulary; if I am at school, I am quite happy and it is easy to remember to learn vocabulary."*

Respondent number 3 said that:

**Proceeding**

*The 3<sup>rd</sup> International Student Conference*

*Held by The Faculty of Law and Language of Universitas Stikubank*

*August 26, 2023*

*"On average, I learn English by playing games, and I learn word for word from movies."*

Respondent number 4 said that:

*"The strategy I used to learn vocabulary is usually I don't study often but I often communicate via the internet using English."*

*Table 4 The teacher hints student to remember Vocabulary*

No	Items	Frequency	Percentage
1	Question and answer	7	35%
2	Make a note	5	25%
3	Write sentence	2	10%
4	Others	6	30%
Total		20	100%

Based on the table above, it explains that as many as 7 students chose question and answer , 5 students chose to take notes, 2 students chose to write sentences, and as many as 6 people chose others because they had done everything.

Based on interview data, all students said the same thing about learning vocabulary taught by the teacher, namely by recording vocabulary from stories or texts and then looking for the meaning of the vocabulary. Students would be invited to come forward in front of the class for the vocabulary memorization test. Respondent Number 2 said that:

*"Usually teachers give vocabulary notes and then send them to a WhatsApp group or dictate independently or together, and then go forward and mention the vocabulary."*

Respondent number 3 said that:

*"Teachers teach vocabulary by writing vocabulary in books and looking for meanings in alphalink, then one by one going forward."*

Respondent number 4 said that:

*"Usually the teacher teaches vocabulary through being recorded and looking for meaning."*

*Table 5 Excited to learn and Play Scrabble*

Indicator	Total Of Student			
	Yes	%	No	%
Students give respon while having a lesson	16	80%	4	20%

## ***Proceeding***

*The 3<sup>rd</sup> International Student Conference*

*Held by The Faculty of Law and Language of Universitas Stikubank*

*August 26, 2023*

From the table above, it can be concluded that as many as 16 students (80%) were excited when learning Vocabulary with Scrabble games, and 4 students stated that they were not excited when learning vocabulary with Scrabble. As many as 8 students could mention the order of playing scrabble, as many as 2 students said that they were quite good at remembering the order of playing, and as many as 10 people could not name the order of playing scrabble.

*Table 6 Chance to asking*

No	Indicator	Total Of Student			
		Yes	%	No	%
1	Opportunity to ask	18	90%	2	10%
2	Answer Correctly	10	50%	10	50%

From the table above, it can be concluded from the first point that as many as 18 (90%) students had the opportunity to ask questions during the learning process, and as many as 2 students (10%) did not get the opportunity to ask questions during the learning process. Then, on the second point, as many as 10 students (50%) were able to answer correctly when given assignments related to vocabulary, and 10 students (50%) stated that they could not answer correctly when given assignments related to vocabulary.

*Table 7 Self Evaluation*

No	Scale	Frequency	Percentage %
1	Very Poor	1	5%
2	Poor	2	10%
3	Fair	6	30%
4	Good	9	45%
5	Excellent	2	10%
Total		20	100%

From the table above, it can be concluded that 1 student (5%) has very little ability to understand vocabulary, 2 students (10%) do not understand the vocabulary being taught, then as many as 6 students (30%) quite understand the vocabulary being studied, as many as 9 students (45%) already understand the vocabulary being taught, and as many as 2 students (10%) really understand the vocabulary being taught.

## **Discussion**

The researcher then led the students to memorize the vocabulary that had been taught, and then the whole class played a digital scrabble game with the researcher as a moderator for the students. Based on the findings, it was shown that 8D grade students at SMPN 32 Semarang Their vocabulary knowledge is average, but they enjoy playing scrabble to deepen their vocabulary memorization. Students are very active in asking and arranging tiles on the scrabble board, but even though they are enthusiastic, most students cannot remember the sequence of learning using scrabble. Based on the findings, it was shown that students in English at SMPN 32 Semarang had the opportunity to ask questions of the teacher during the

## ***Proceeding***

*The 3<sup>rd</sup> International Student Conference*

*Held by The Faculty of Law and Language of Universitas Stikubank*

*August 26, 2023*

teaching and learning process, but if students were given assignments related to vocabulary, only ten students could answer correctly. Then, 10 more students could not answer correctly when given assignments related to vocabulary, and students' self-assessments of vocabulary stated that as many as nine students did not understand the English vocabulary being taught.

## **CONCLUSION**

After playing scrabble, as many as 17 students (85%) said that they could remember the vocabulary they had learned better, while 13 students (15%) said they could not remember the vocabulary they had learned. From the table above, it can be concluded that as many as 16 students (80%) were excited when learning Vocabulary with Scrabble games, and 4 students stated that they were not excited when learning vocabulary with Scrabble. From the table above, it can be concluded that 1 student (5%) has very little ability to understand vocabulary, 2 students (10%) do not understand the vocabulary being taught, then as many as 6 students (30%) quite understand the vocabulary being studied, as many as 9 students (45%) already understand the vocabulary being taught, and as many as 2 students (10%) really understand the vocabulary being taught.

## **Proceeding**

*The 3<sup>rd</sup> International Student Conference*

*Held by The Faculty of Law and Language of Universitas Stikubank*

*August 26, 2023*

## **REFERENCES**

- Asyiah, D. N. (2017). the Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery. *Jurnal Bahasa Lingua Scientia*, 9(2), 2–5. <https://doi.org/10.21274/ls.2017.9.2.293-318>
- Chaurasia, N. K., & Pankaj, C. (2011). Library stock management: A case study of stock verification of Central Library, IIT Delhi. *International Journal of Information Dissemination and Technology*, 1(1), 34–39. <https://www.indianjournals.com/ijor.aspx?target=ijor:ijidt&volume=1&issue=1&article=007>
- Derakhshan, A., & Davoodi Khatir, E. (2015). The Effects of Using Games on English Vocabulary Learning. *Journal of Applied Linguistics and Language Research*, 2(3), 39–47. [www.jallr.ir](http://www.jallr.ir)
- Gultom, E. (2015). English Language Teaching Problems in Indonesia. *British Medical Journal*, 3(5721), 524.
- Hancock, B. (2006). An Introduction to Qualitative Research Authors. *Qualitative Research*, 4th, 504. <https://doi.org/10.1109/TVCG.2007.70541>
- Lamghari, N., & Raghay, S. (2021). *The Effectiveness of Scrabble Game Media in Improving Learning Outcomes*. <https://doi.org/10.1088/1742-6596/1933/1/012128>
- Marcellino, M. (2015). English Language Teaching in Indonesia: a Continuous Challenge in Education and Cultural Diversity. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, 19(1), 57. <https://doi.org/10.15639/teflinjournal.v19i1/57-69>
- Natalina, K., & Bakti, N. (2023). *Vocabulary Learning Strategies Used by Junior High School Students | ... Vocabulary Learning Strategies Used by Junior High School Students Vocabulary Learning Strategies Used by Junior High School Students | ... Refbacks*. 12(11), 1–2.
- Palupi, G. A. (2022). *Macam-macam Teori Motivasi Menurut Ahli : Maslow Hingga Herzberg*. 1–23.
- Restrepo Ramos, F. D. (2015). Incidental Vocabulary Learning in Second Language Acquisition: A Literature Review. *PROFILE Issues in Teachers' Professional Development*, 17(1), 157–166. <https://doi.org/10.15446/profile.v17n1.43957>
- Sadewo, G. P. (2016). *USING SCRABBLE GAME TO IMPROVE THE 10 th GRADE STUDENTS' VOCABULARY MASTERY*.
- Selvi, A. F.; Yazan, B. (2022). *Teaching English as an International Language*. 1–2.
- Siti, N. (2017). *THE EFFECTIVENESS OF SCRABBLE GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY* Gangan Ganda Somantri - Siti Nurhayati Bale Bandung University. 41–47.
- Sitompul, J. (2019). *IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT BY USING SCRABBLE GAME AT TENTH GRADE STUDENTS OF MADRASAH ALIYAH TAHFIZHI QUR'AN YAYASAN ISLAMIC CENTER MEDAN*

***Proceeding***

*The 3<sup>rd</sup> International Student Conference*

*Held by The Faculty of Law and Language of Universitas Stikubank*

*August 26, 2023*

ACADEMIC YEAR 2018/2019. *Carbohydrate Polymers*, 6(1), 5–10.

Utama, aditia edy. (2017). *Covariance Structure Analysis of Health-Related Indices for the Elderly at Home, Focusing on Subjective Feelings of Health*.