

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter will provide the results of the data analyzed from observation and interviews. It also reports on the characteristics of the studies that have been included in this systematic review, and the ones which answered the research question.

A. Findings

In this section, researcher presents data collected from observations and interviews with participants. Data is presented in descriptive format to describe how the teacher use scrabble as a tool for supporting students' learning vocabulary and students responses toward the use of scrabble as a too for supporting students' learning vocabulary.

1. The Use of Scrabble as a Tool for Supporting Students' Learning Vocabulary

The teacher of SMPN 1 Daha Utara Hulu Sungai Selatan applied scrabble in teaching vocabulary especially for students at grade 8th. The researcher observed the use of scrabble in the class and interviewed the teacher. First, the researcher asked the teacher about the reason to choose scrabble as a tool to support students' learning vocabulary. The teacher explained that in general, scrabble is often used for learning activity in order to support the acquisition of vocabulary. So that the teacher used scrabble as one of method to teach English learning

especially vocabulary. The teacher said, “*Karena Scrabble merupakan permainan olah huruf menggunakan papan atau kertas karton yang dicetak kotak-kotak seperti papan permainan ular tangga. Terlebih lagi, secara umum, permainan ini digunakan untuk meningkatkan penguasaan English Vocabulary*” (L, interview result, November 17th 2021)

Scrabble can be implemented in pre, while or post activity. The teacher of SMPN 1 Daha Utara Hulu Sungai Selatan explained that she used scrabble in pre activity as the warming up for students in order to they will be ready in accepting the lesson and enjoy in learning. Since the teacher implemented scrabble in the beginning of the class, the teacher stated that she did not give any materials before asking the students to play the scrabble. The teacher stated, “*karena scrabble itu merupakan game untuk mengasah otak di awal, supaya anak tidak jenuh menerima materi pembelajaran, jadi kalo sudah main scrabble baru diberikan materi ke anak anaknya*” (L, interview result, November 17th 2021).

The teacher explained that to play scrabble, it needs two or four player. Since the goals of the game to get as much as the point, a player need to gathered points and put words in the scrabble board. The teacher stated, “*scrabble bisa dimainkan oleh dua sampai empat orang pemain. Tujuan bermain Scrabble adalah untuk mencetak poin lebih*

banyak dari lawan. Seorang pemain mengumpulkan poin dengan menempatkan kata-kata di papan permainan. Setiap huruf memiliki nilai yang berbeda, sehingga strategi permainan ini adalah memainkan kata-kata dengan kombinasi huruf yang mempunyai nilai yang tinggi” (L, interview result, November 17th 2021)

The teacher explained in the interview how she demonstrated scrabble game to the students. She shown the scrabble board to the students and explained the rules to the students. Afterthat, she demonstated how to play the scrabble game, that there are some boxes that have different colors and stars. Every boxes that contain star also have various scores. The middle part on the scrabble board is the place to start the game or at the white box and have red star inside it. Player can arrange the words anywhere they want, which is vertical or horizontal. To get bonus point, every player should arrange the words in the boxes tha contain stars inside. The teacher stated “*bahwa ada beberapa kotak yang memiliki warna dan bintang yang berbeda. Setiap kotak yang berisi bintang juga memiliki skor yang berbeda-beda. Bagian tengah pada papan scrabble adalah tempat untuk memulai permainan atau di kotak putih dan memiliki bintang merah di dalamnya. Pemain dapat mengatur kata-kata di mana saja mereka inginkan, yaitu vertikal atau horizontal. Untuk mendapatkan poin bonus, setiap pemain harus menyusun kata-kata di kotak yang berisi bintang di dalamnya”* (L, interview result, November 17th 2021)

The teacher believed that using scrabble can support students' learning vocabulary because when playing scrabble the students listen and speak English vocabularies that's why scrabble can improve their vocabulary. As the teacher stated, "*Scrabble bisa meningkatkan kosa kata siswa karena semakin banyak mendengar semakin banyak berbicara bahasa inggris vocabulary pasti meningkatkan kosa kata mereka*" (L, interview result, November 17th 2021).

In the observation, it can be known that the teacher used scrabble game in English lesson to teach and support students' learning vocabulary, here is how the teacher used scrabble games in the class:

1. The teacher begins the class by greeting and checking student's attendance like usual. The teacher also asked about students' condition and make sure that all the students were ready to study. To begin the scrabble game, the teacher divides the students into some groups consists of four students. After the groups have been made, the students were asked to sit with their group friends.
2. After all the groups have been gathered, the teacher gave the scrabble board to each groups and the students accept it.
3. The teacher then explained the rules of the scrabble game to the students. The teacher also demonstrated how to play scrabble game.

4. The teacher asked students to begin the game. The students play the scrabble and the teacher control them. While controlling the scrabble game, the teacher explained again to the students who still confused in playing the scrabble.



Picture 4.1

From the observation in picture 1, it is known that the students were able to arrange the vocabularies in scrabble board, moreover, they were be able to arrange the vocabularies either cross and down.



Picture 4.2

From picture 2, the students tried to form a word in scrabble

board. One student of the group forms the word *Pie*, the other students form the word *can*, *red* and many else. It is known that the teacher did not give any limitation to the students about the theme of vocabularies that they can form. The students were free to form any vocabularies they know.

5. After playing scrabble games, the teacher asked the students what vocabularies that they put on the board. Each student was asked to remember and mention the vocabularies.

2. Students Responses Toward Scrabble as a Tool for Supporting Students' Learning Vocabulary

Based on the interview towards 11 students of 8 grade in SMPN 1 Daha Utara Hulu Sungai Selatan, the students explained that mostly the teacher teach vocabulary in classroom by told them to read sentence and afterthat, translate that sentence into Indonesia. One of the students stated “*Dengan menyuruh siswa membaca perkalimat lalu menterjemahkan ke bahasa Indonesia*” (HK, interview result, November 17th 2021).

Most of the student stated that they are felt happy and easier to learn English with scrabble than convensional one. However, two of the students stated that not really. One of them stated “*tidak juga, saya merasa biasa saja*” (C, interview result, November 17th 2021)

All of them agree that scrabble board game is fun for learning

English especially to enriching vocabulary. All of them also response scrabble game in positive state and make them more actively in teaching and learning process. One of them explained *“Menggunakan scrabble seru dan lebih mudah untuk belajar bahasa Inggris. Ya, membuat saya sedikit lebih aktif”* (SF, interview result, November 17th 2021).

Moreover, the teacher also added that student's response in using scrabble as her media is all of her students likes to play scrabble in classroom also makes her students to sharpen their ability in English. As she stated *“siswa itu mereka menjadi semakin terasah otaknya ketika adanya permainan dalam bentuk bahasa inggris alias scrabble ini”* (L, interview result, November 17th 2021)

B. Discussion

Based on the findings stated before, the researcher will link the results of the study with several expert theories and discuss about the teacher use scrabble as a tool for supporting students' learning vocabulary.

1. The Use of Scrabble to support Students' Learning Vocabulary

The use of scrabble is done by the teacher by open the class like usual and then the teacher divides the students into some groups consists of four students. Hartina (2019) also stated in her study if the implementation of scrabble in the class can be began by dividing groups. The teacher also gave one board to each group and then explain the rules to the students. It is in accordance with the previous study that

stated that the teacher needs to explain to the students about scrabble game, the rules and each group role in playing scrabble game (Hartina, 2019).

The teacher used scrabble in pre-activity as the warming up for students. Since, the teacher implement scrabble in the beginning of the class, the teacher did not give any materials before asking the students to play the scrabble. It is in contrast with the theory by Hartina (2019) that stated if one of some steps that can be implemented in playing scrabble in the classroom is teacher gives material that will be taught to the students based in the syllabus. Teacher also can give vocabulary that should be achieved by students. In fact, the teacher of SMPN 1 Daha Utara, Hulu Sungai Selatan did not give the limitation to the students about the theme of vocabularies they should form, furthermore, the students were free to form any vocabularies that they know.

From the findings, the teacher stated that scrabble is a board game that used for teaching vocabulary. In addition, the teacher explained that scrabble can be played two or four students. This is in accordance with the theory that stated scrabble is an alphabetical board game and game played by 2 or 4 people who set the score according to the scores of words composed of letters in the board game. The board game forms a square/crossword game (Christopher, 2009).

The teacher of SMPN 1 Daha Utara, Hulu Sungai Selatan used

scrabble in learning activity in order to supporting students' learning vocabulary. The teacher used it as one of method to teach English language especially vocabulary. Based on the observation, it was found that after playing the scrabble asked the students again what vocabularies they put on the board, they asked to remember and mention it. This is in accordance with the theory by Webster (2000) that stated if vocabulary games are a great tool to enhance the vocabulary, but they should only be used as a support to other methods.

The teacher believed that using scrabble can support students' learning vocabulary because when playing scrabble the students listen and speak English vocabularies that why scrabble can improve their vocabulary. It is related to the theory that stated scrabble can be used for improving students' vocabularies. The student will be gained new words naturally that they didnt know before (Klimova, 2015).

2. Students Responses toward Scrabble for Supporting Students' Learning Vocabulary

Most of the students stated that they are felt happy and easier to learn English with scrabble than convensional one. It is supported by the theory that stated the use of scrabble is fun to use in the classroom and also students will be focus and gave their attention to study (Klimova, 2015). By playing scrabble in the class, the students will not be bored when they learn and it will help them to know about many vocabularies.

Students give a positive response to scrabble game and they stated if they study more actively in teaching and learning process. Scrabble would make students excited in teaching learning process of vocabulary, because all skill of a language related with vocabulary. The students need much time to memorize some vocabulary. So, by using scrabble game, the teachers may help students easy to memorize the vocabulary