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ENHANCING STUDENTS' PARTICIPATION IN LEARNING VOCABULARY THROUGH SCRABBLE GAME

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Abstract

This study focused on the learning activity in the classroom learning vocabulary to enhance students' participation through the scrabble game. It was classroom action research. The research subject was SMP Negeri 4 Singkawang, especially the seventh-grade students of VII G class. The data was collected with tools, an observation checklist and field notes. The data was analyzed through Miles and Huberman's interactive data analysis techniques. The result showed that in the first cycle, several students were not actively involved in the learning process. However, in the second cycle, learning vocabulary through the scrabble game could enhance the students' participation because they had fun, motivated, and engaging learning while playing.

Keywords: Participation; Classroom Action Research; Vocabulary

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INTRODUCTION

Vocabulary is a collection of words owned by a person or a language, or it can also be interpreted as a treasury of words. It is a fundamental aspect and cannot be separated in learning a new language because it allows students to comprehend a communication occurring and stay connected to interlocutors. Lin and Lin (2019) states vocabulary is crucial and in language learning. It encompasses all the words students need to understand their prior knowledge, articulate ideas, communicate effectively and grasp new concepts. The students study, master, and understand grammar, but they do not have enough vocabulary stock, and communication will fail because of a lack of vocabulary knowledge (Rashid Lan & Hui, 2022).

Vocabulary links the four essential language skills, speaking, listening, reading, and writing. Mastering vocabulary is a key aspect of achieving proficiency in English and teachers teaching grammar, text, listening, writing, or other areas are deeply interconnected with vocabulary (Umasugi, Bugis, & Handayani, 2018). Learning the vocabulary is compulsory for students because it cannot communicate and understand othes talking. It serves as a tool for expressing ideas, meaning that the more extensive students' vocabulary, the more effectively and fluently ideas can be communicated (Fengyu, 2023). Vocabulary mastery is the main foundation of language skills, including writing, reading, speaking, and listening, because those skills will be effective without enough vocabulary stock (Rahmah, Tahir & Talib, 2023). However, based on observations in various educational institutions, many students are lack of participation or passive during the learning process. This is caused by various factors, such as monotonous learning methods, lack of variation in the learning activities, and low student interest in learning vocabulary.

limited teacher resources and an unsupportive learning environment,

To address this issue, an innovative and fun learning activity can help the teaching process. Teaching through scrabble game can aid the teacher in encouraging the students to be active and participative, make students understand the material better, and create a fun learning atmosphere (Mahendra, Maghfiroh, Harmanto & Hatmoko2024). One relevant game in vocabulary learning is scrabble. The scrabble game requires players to compose words from the letters given, so it can help students enrich their vocabulary in an interactive way.

Several previous studies have shown the impact of the scrabble game on vocabulary learning, such as research conducted by (Purnama & Putri, 2022), which found that using scrabble

game in English learning can increase the students' participation or motivation and help them remember new vocabulary more effectively. This scrabble game improves students' vocabulary mastery and critical thinking skills (Nurdin, Sakkir & Talib, 2024). In addition, using the scrabble game suits the constructivist learning theory proposed by Vygotsky (Vygotsky, 1978). In this theory, social interaction and activities involving the active participation of students are essential in learning. Through the scrabble game, the students learn individually and work together in teams, share ideas, and help each other understand a new vocabulary.

The current variation of scrabble game is not only limited to physical form (traditional game boards) but also comes in digital formats, such as game applications available on mobile devices and computers. The presence of this digital version provides flexibility in using it as a learning aid so that it can be adjusted to students' needs and preferences. In short, the students can play it at home with their friends because they have a mobile phone. The digital application effectively increases students' interest in learning, especially vocabulary mastery (Palandi, Pudyastuti & Molewe, 2024). This finding is relevant for the younger generation, who grow up in a familiar environment with technology.

This study aims to find out how scrabble can enhance the students' participation in actively learning vocabulary through collaboration. The results are expected to significantly contribute to developing the students' participation in the learning and teaching process at SMP Negeri 4 Singkawang, especially the seventh-grade students of VII G.

METHODS

This study employs Classroom Action Research (CAR), a research methodology conducted directly in the classroom by teachers. CAR offers innovative strategies and procedures to enhance teaching professionalism and improve students' learning outcomes. Parende and Pane (2020) define classroom action research is one kind of research done by teachers to develop the learning and teaching process in classroom activities. Similarly, Suhirman (2021)explains that it is centred on addressing practical challenges to improve educational practices. It is research conducted by teachers on students with the aim of developing teacher professionalism uses action, which serves to improve, enhance, and develop learning programs and services in the context of student development (Utomo, Asvio & Prayogi, 2024).

According to these viewpoints, the action research is a methodical process that entails educators, researchers, or cooperative teams frequently working with student groups to improve the teaching and learning process or increase students' comprehension of the subject. This study enhanced students' participation in learning vocabulary through the scrabble game. In addition, there are procedures of classroom action research. Based on Kemmis and Taggart in Burns(2010), the steps are planning, action, observation, and reflection.

The planning step is an investigation process to determine the exact issues occurring in teaching and learning. After discovering it, the researcher tried to find a solution. In this case, the scrabble game is suitable to increase the students' participation in learning vocabulary so that the lesson plan, topic, observation checklist and field note were made to do in action step (Kemmis and Taggart in Burns, 2010). In the action step, it is time to do and implement something that has been prepared and made in the planning step. In short, it is a process of teaching students vocabulary through the scrabble game to encourage them to be active in the learning process (Kemmis and Taggart in Burns, 2010)).

The observation step is filling out the observation checklists and field notes when the teacher is teaching the students. This is a crucial activity to get data from the teaching and learning activity through the scrabble game and the data was needed very much to find out what is happening (Kemmis and Taggart in Burns, 2010). The reflection step is a process to evaluate and reflect on what has been done in the teaching and learning process. It can determine the strengths and weakness of this study and consider whether to do the next cycle or not (Kemmis and Taggart in Burns, 2010).

The research subject was SMP Negeri 4 Singkawang, especially the seventh-grade students of VII G class, which consisted of 32 students, 18 boys and 14 girls. The school was chosen based on observation because the students were passive during the learning process. In addition, data collection techniques are the most significant element in research because they determine the ability to obtain accurate and valid data. The data collection technique used in this study was observation. It is a pure data collection method because it directly observes existing conditions and situations without changing or intervening (Romdona, Junista & Gunawan32025). In this case, the five senses capture the observed symptoms. This study used an observation checklist and field notes to obtain the data as tools of collecting data.

This study combined and compared the data obtained by those tools as a triangulation process.

After getting the data, it was analyzed using data reduction, data display, and conclusion drawing and verification (Miles & Huberman, 1994). Data reduction means a process of editing, segmenting, and summarizing data by trying to find similarities in the pattern of the data obtained. Display means presenting the transcribed data as a table and a description. Conclusion drawing and verification entails confirming the data and making inferences from the results.

RESULTS

This was classroom action research that enhanced students' participation through the scrabble Game. The study was conducted in two cycles. Its results were presented from the data collected from each cycle. Furthermore, this only used qualitative data obtained from field notes and observation checklists.

In the first cycle, the data of observation showed that the results of students' participation levels in learning vocabulary through the scabble game were low because most of the students were lack of participation or passive during the learning process, such as several students did not act and do anything when they were asked to play the game or arrange a word in playing process and they mostly waited for instruction from group members rather than taking the initiative to contribute directly. In addition, the students' participation was less. A few students only discussed and gave an idea in a workgroup, whereas others lacked the confidence to express their thoughts. Perhaps they did not understand the roles or ways to play the scrabble game or were afraid of making mistakes.

Another factor influencing the low participation was students' unpreparedness to learn vocabulary through the game. It can be seen that several of them adjusted hard to this game because they often learned through conventional methods. As a result, the learning atmosphere is not yet fully dynamic, and this first cycle has not achieved the goal of actively involving students.

From the observation field notes in the first cycle, the students were confused about the game. Some students kept asking how to play it despite clear instructions provided by the teacher. They looked overwhelmed when trying to form words from the given letters. It

looked like a lack of cooperation among group members when playing the game. Some members dominated discussions and decision-making, while others went along with it without expressing an opinion. This situation implied that the teacher should implement ways to foster equal participation in the group. The teacher then reviewed the content for the students and surveyed the students on what they knew about the scrabble game. He encouraged all the students to participate actively and not to fear errors when they wanted to express their opinions. Classroom management was determined as an area of concern for the teacher so that the class could be orderly. In short, the teaching and learning process through the scrabble game was not successful in the first cycle because most of the students did not actively participate in the teaching and learning process, so the study was conducted in the second cycle.

The researcher developed strategies to strengthen his weaknesses from the previous to the second cycle. Its main goal was to allow these students to be more participative within the interactive and cheerful learning atmosphere, especially about vocabulary learning activities through the scrabble game. The essential task was giving detailed instructions and manners of playing it. The teacher ensured the students understood the role-playing, arranging the words, counting the points and working in groups before starting the learning process. The explanation was complemented by practising to play the scrabble game at the front of the class. Before the students played the game, the teacher gave an example involving several students playing in front of the class as stimulation so that all students could learn and understand how to play it. In addition, the teacher focused on stimulating the students who got confused in the first cycle.

The improvement aimed to improve the learning process through the scrabble game. In regrouping students, the teacher combined active and passive students with diverse vocabulary abilities, so it was a more balanced combination. Each group member had a specific role that they had to do, such as word arranger, point supervisor, and recorder, to ensure that all group members had clear responsibilities. In this case, it encouraged them to engage actively in learning. This explanation is complemented by visualization using the example of a large scrabble board projected at the front of the class to facilitate the students' understanding.

This study also gave a simple reward system for motivating the students' participation, such as providing praise or small prizes to the highest-scoring group. It generated an environment

where students were encouraged to try harder while creating an atmosphere of healthy competition. It was given with fun during the game to bring a learning atmosphere. The lowest-scoring participants who made efforts were praised for establishing their self-esteem. In addition, the teacher rewarded the most active group and sometimes the highest-scoring one to stimulate other students' participation. This motivated them to become active students.

The data above is also supported by the field note result in the second cycle, where all the students were interested in the learning process of using the scrabble game. This was because they began to understand better and like the scrabble game. In general, the teacher and all the students seemed to be able to work together to apply the scrabble game and encourage vocabulary learning strategies. Some students paid good attention to the teacher's explanation.

The second cycle's observation and field note results showed significant improvements because all students actively participated in the vocabulary learning process through the scrabble game. They looked enthusiastic about composing words and discussing in groups. The classroom conditions and situation were fun; they were happy, interested, and motivated to learn vocabulary through the game. Although, the passive students in the previous cycle became active, they had enough bravery to contribute to the learning process. In addition, workgroup and collaboration worked very well where the students supported each other cooperatively

The students had significant improvements in vocabulary mastery according to their memory and usage of new words during games. They made adequate progress in the second cycle to ascertain that the weaknesses contained in the first cycle had been overcome. Learning through the scrabble game could enhance students' participation because all of the students participated actively during the learning process. According the data of second cylcle, this study was successful so the cycle was stopped

DISCUSSION

This study was conducted to the seventh-grade students of SMP Negeri 4 to enhance the students' participation in learning vocabulary through scrabble game with two. It was classroom action research focusing on qualitative data. The first cycle of vocabulary learning through the scrabble game showed that the students' participation levels were still

considerably low because some students did not participate actively during the learning process; most of them waited for instructions given by the teacher and other group members rather than taking the initiative or participating on their own. In addition, the students lacked self-confidence, which did not allow them to contribute their ideas or opinions for fear of making mistakes or not fully understanding the game rules. They generally were not ready to learn vocabulary through this game. Most lacked such a teaching method, and changing their way of learning from the traditional to a more interactive one confused them even though the teacher had explained.

The teacher recognized the areas needing development to improve learning. Therefore, the second cycle was needed to fix the lesson content by elaborating more on how to play the scrabble game and evaluating students' participation and activity. Further, he encouraged the students to engage actively while assuring them they could err without fear. Classroom management was an essential area for improvement in creating a more organized and inclusive learning environment.

The resuls of the second cycle were found that the scrabble game could improve the students' participation in learning vocabulary where the students understood the roles of playing the game well, including students' roles, arranging the arrangements of the words, counting the points and working in groups because it was given a demonstration in front of the class as a stimulation to make sure the students understand, especially for confused students in the previous cycle. Harahap, Daulay, and Dewi (2023) claim teaching through scrabble game could increase students' enthusiasm and interest in participating in classroom activity actively, make significantly the students more enjoyable and confident in the learning process

The students actively particapted in learning vocabulary through the scrabble game, they looked very interested in playing the game without doubt. The passive students in the first cycle became active ones, they did not keep talking each other because they thought it was learning strategy and media used the learning process. It was supported Rohmawati and Masruroh (2023)by citing that the scrabble game could help students involve very effectively in the learning process, make them motivated and improve their performance.

The students could make sentences from the words they found in the scrabble game, and the teacher could manage the class and implement the game successfully in the classroom setting. The teacher and students could cooperate reasonably using the scrabble game for vocabulary learning. Furthermore, the game is fun and liked by students, so it cannot be

separated from the learning process, including learning a foreign language. It can have a positive influence on the students, making them feel motivated and happy (Triwardani, 2024). The scrabble game could involve in the teaching and leaning process actively and make them have critical thinking skills (Nurdin et al., 2024; Purnama & Putri, 2022). In short, teaching vocabulary through the scrabble game could make the students participate in the teaching and learning process very effectively, and the students get motivated and happy to study and engage in the classroom activity.

CONCLUSION

This study brought many improvements to students' participation during the teaching and learning process; the students paid attention to the teacher's explanations of ways to play the scrabble game, the students enjoyed the opening stage of the lesson, such as starting playing the scrabble game, arranging the words correctly, producing the words with their group from scrabble game actively, making sentences from the words they found from scrabble game. In addition, all the students were fun, enthusiastic, motivated and interested in the learning process through the scrabble game. It was a new game for them, and they thought they could play it while learning. It is suggested that the teaching and learning process be utilized to make the students participate better in a classroom activity.

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