# Enhancing Vocabulary Mastery Using Scrabble Game

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**ABSTRACT**

Vocabulary is a collection of words or phrases that are understood in a particular language and used by humans to communicate in everyday life. The researcher saw that the vocabulary ability of Yapenthom 1 Junior High School students was still very minimal, therefore the researcher conducted a study aimed at increasing vocabulary in students. The researcher used the scrabble game method as a teaching tool to improve English vocabulary in students. Scrabble game is a game played by small groups to arrange letters into words so that this game can improve vocabulary in students. This study used a classroom action research method to collect data conducted in one class. The results of Classroom Action Research in cycle one with an mean score of 61.77%. In cycle two the mean score was 71.59% and in the third cycle with an mean score of 92.95% from the results of this study indicate that the Scrabble game media is suitable for use in learning English. Besides that the scrabble game changes the atmosphere of the class to be more active and greatly helps students in increasing English vocabulary.

## INTRODUCTION

Language is a communication tool used by humans to convey something to others. Without language, we will find it difficult to establish relationships with other people. Language is also an arbitrary system of sound symbols used by people to communicate. Not only that, language is also the identity of a community group which is a tool for them to interact properly. According to Ritonga, (2020) language is a means of communication between members of society in the form of sound symbols produced by human speech (p.227). From the above statement, it means that language is a very important communication tool in life because without language humans cannot communicate properly and correctly.

The function of language is as a communication tool to convey ideas, feelings, information and instructions to others. Through language we can interact with others, build social relationships, and gain a better understanding

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of the world around us. Language is also an important tool in learning and education. Through language, knowledge and information can be conveyed to individuals or groups who want to learn. According to Mailani (2022), the function of language as a means of human communication includes five basic functions, namely the function of expression, information function, exploration function, persuasion function, and entertainment function (p.1). From the above statement,language is the important part in human life.

English is the most widely used language in the world because it is considered an international language. All people from various countries around the world must master English because it is an international language used to communicate around the world. English, still be the foreign language in Indonesia and in education system, English sets as a compulsory subject in every levelsof educations from elementary school, high school and college. In mastering English, there are the skill must to be mastered by humansnamely: listening, speaking, reading and writing. In addition, English have severalsub-skills namely: grammar, pronunciation and vocabulary.

As a one of the several sub skills in English, grammar is the study of the rules that govern the use of language. Grammar is the rules that govern sentence structure in a language and also it is an important part of learning a language, and all languages in the world use grammar, although with different structures. According to Amelia ( in Amrizal article 2019) grammar is the main thing in the process of using language and is an important part of spoken and written language ( p.611 ). The statement shows that grammar is a very important element in a language because grammar is the system and structure of a language that regulates the use of words and sentences.

Pronunciation is the way a person pronounces a word, phrase or sentence. In pronunciation, there are aspects that support pronunciation so that recitation can be heard clearly and can be understood. These aspects are: sound, stress and intonation. In pronunciation, there are also factors that affect the good or bad pronunciation. These factors include: where they grew up, where they live, their ethnicity, their social, class and their education. In learning English, pronunciation is the way people pronounce word or sentence. According to Reed & Levis, (2019) pronunciation is the study of techniques or procedures for pronouncing English vocabulary.

Learning about pronunciation also means learning about pronunciation techniques. These techniques are steps that help in improving people pronunciation development. These pronunciation techniques include how to pronounce vocabulary. Therefore, pronunciation in English vocabulary, is very important. To pronounce vocabulary people must pay attention to

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pronunciation techniques, in order to create proper communication. People must pay attention to pronunciation techniques in order to create good communication. From the above statement, the researcher concludes that pronunciation is the study of how people pronounce words correctly and pronunciation playthevery important in communicate effectively.

Vocabulary is a collection of words or phrases that are understood in a particular language and used by humans to communicate in everyday life. The more vocabulary that is known, the greater the chance of understanding what is heard or read and the higher the ability to be able to provide ideas, thoughts and ideas. In other words, vocabulary is also a set of words known in a language. According to Apriandari, (in Dwi HartaTiningsih article 2019) vocabulary is an important aspect of language, because vocabulary is found in loyal language skills which include listening, speaking, reading and writing ( p. 304 ). From the above statement, it can be concluded that vocabulary is a very important part of learning a language.

In this research, researcher focused on how to improve students' vocabulary. Because based on the researcher's experience during her six-month of teaching practice in Yapenthom 1 Junior High School for students in class IX-B, researcher found the problems that students face in learning English, such as: lack of motivation to learn to find out difficult words, difficulty in pronouncing English words or sentences properly and correctly, having difficulty in grammar and words that have many meanings, and the more dominant is on vocabulary. Researcher saw that students were not confident in communicating using English, students also had difficulty in reading skill, and students could not write texts with correct vocabulary because their English vocabulary was very limited.

In relation to these problems in this study, the researcher will use the Scrabble game as a new strategy to solve the problems in vocabulary acquisition that students face. According to Arnett, ( in Febrilia Hasna Qatrunnada's article 2019 ) using Scrabble as a teaching tool has several benefits. First of all, Scrabble improves vocabulary and word derivation skills by providing knowledge of spelling and word meanings. Through cognitive training, the game also promotes intellectual growth, which can stop the progression of dementia. Scrabble also promotes academic play, social engagement, emotional health, creativity, and strategic thinking. In addition, the game of Scrabble has been shown to improve students mood and immune function ( p.22 ). Researcher has a strong belief that scrabble game is one of the media that can be used to improve vocabulary mastery in students. Therefore, based on the background of the above research, the researcher is interested in

conducting a study entitled "Enhanching Vocabulary Mastery Through Scrabble Game"

## RESEARCH METHOD

This study used a classroom action research method to collect data with a pre-test and post-test design conducted in one class. In classroom action research, teachers self-assess their effectiveness in teaching and plan improvements based on their assessment. Additionally, classroom action research is a type of reflective and collaborative research carried out by researchers in social settings to strengthen the justification of their social practice, according to Asiyah, (2023). As a result, the method produces changes that improve academic performance.

The initial use of acronyms for technical terms will be explained. Standard author and institutional formatting will be maintained, and the traditional academic parts will be included. Planning, acting, observing, and reflecting are the four steps of Kemmis and McTaggart's framework, which was used in the study in accordance with Yuniar et al.'s (2021) recommendations. Twenty-two pupils from Class IX-B at Yapenthom 1 Catholic Junior High SchoolMaumere, participated in the retrieval, which took place between August 26 and December 21, 2024.

The study collected data using a variety of techniques, including field notes, interviews, Vocabulary test and observations. The outcomes of the analysis included both qualitative and quantitative data. The teaching process was explained using qualitative data, while student performance was analyzed using quantitative data. As part of the informed consent process, students received thorough information about the study's objectives, procedures, possible risks, and advantages. The fact that participants might choose not to participate without facing any consequences was made very apparent.

Participants were given ample opportunity to understand the information that was presented, and before agreeing to participate, they were encouraged to ask questions about any uncertainties. The researcher took certain actions in order to evaluate pupils' vocabulary using scrabble game. Initially, an explanation of Scrabble Game was given. Next, tudents were divided into small groups and given atextsby the researcher to students then, the researcher provided a scrabble board and gave students to arrange the letters into a word contained in the text. Then students translated it and played the game according to the rection and explanation of the researcher beforehand.

**RESULT AND DISCUSSION**
**Cycle 1**

This cycle consists of planning, acting, observing, and reflecting. In the planing section, the researcher created the planing to apply scrabble game in the classroom in the way to improve students' vocabolary mastery. Acting is the process of applying the scrabble game in the classroom to to see the effect of scrabble game on students' vocabolay improvements. Observing is the process that the researcher observe the students enthuism during the learning process trough scrabble game. Reflecting is the proses that the researcher analized the effectivenes of scrabble game based on the students test scores and the students' participate during learning process trough scrabble game.

1. Planing

During this stage of orientation to the school environment, the author observed how English was learned in the classroom. The researcher conducted interviews with English teachers and students' about the things they experienced during the English learning process, their opinions on the use of Scrabble game in English learning. The observation results showed that the students' of class IX-B SMPK Yapenthom 1 Maumere were not very interested in learning English. The students' argued that 1. The process of learning English is boring; 2. They are confused and prefer to communicate in Indonesian rather than English; 3. They only expect translation through cell phones; 4. They do not know any materials; and 5. They do not have enough vocabulary. On the other hand, interviews with English teachers found that 1. Students are lazy to find out new words, 2. Students have difficulties to speak or communicate in English, 3. Students are often not confident to participate fully in the learning process, 4. Teachers do not use interesting media to teach English, and 5. Students have no desire to learn.

Based on the observation results, the researcher decided to make the lesson plan based on the students' needs and prior knowledge. The researcher makes a lesson plan that is adapted to the scrabble game method in an effort to improve students' vocabulary. The researcher also make the observation sheet, interview guideline and test to see the improvement of students vocabulary mastery test scores and the result of the students observation and interviews.

2. Acting

In this stage, the researcher applying the scrabble game into the classroom activities. The researcher as a teacher explain the material about report text, and also explain about scrabble game to students. Teacher used scrabble game as a method in teaching report text to the students. In the way to applying this game, the researcher devided the students into each group. The researcher

gives some cards consisting letters to students, and the researcher requiring them to arrange the letters into words. The researcher give one report text to each group.

The students have to arrange the words into a sentence and into the paragraph based on the report text distributed. After arrange the letters into words, sentences, and paragraph the researchers require students to translate the meaning of each words into Indonesian. After that the researcher allow students to present their assignment. In the last of the class, teacher give the some question for students about the scrabble game, and their filling during learning process trough scrabble game.

   3. Observing

Data on students' participation and interest in the teaching and learning process were taken from the observation results during the test. The researcher observed students' participation and interest in the teaching and learning process in cycle I. The following are the results of observations with students in cycle I.

| No | Indicators | Yes | No |
|---|---|---|---|
| 1. | Students participate in the learning process | ✓ | |
| 2. | Paying attention when the teacher explains the lesson | ✓ | |
| 3. | Follow all learning processes with enthusiasm | | ✓ |
| 4. | Students are active in the group | | ✓ |
| 5. | Students dare to play the scrabble game | ✓ | |
| 6. | Students are disciplined in class during the research | | ✓ |
| 7. | Students actively discuss with friends about learning | | ✓ |

In this stage, the researcher observe the students vocabulary improvements and their enthusiasm during learning process trough scrabble game. In the way to observe students vocabulary improvements, the researcher used test as a tool to know how far their understand the materials explained. The researcher analysis the students hast scores, mean scores and class percentage.

On the other hand, to analysis students participation and enthusiasm the researcher use interviews and observation as a tool to know the students

opinion and filling. The researcher interview the students about their experience during learning process trough scrabble game. The researcher also observe the students participation and enthusiasm during learning process. The following is a table of test result in cycle I.

| No | Student's Initial | Score |
|---|---|---|
| 1. | AACL | 50 |
| 2. | BKPF | 50 |
| 3. | BKL | 62,5 |
| 4. | DM | 50 |
| 5. | ECWR | 75 |
| 6. | JMA | 50 |
| 7. | KPF | 50 |
| 8. | MHNY | 75 |
| 9. | MCNK | 50 |
| 10. | MCFD | 75 |
| 11 | MT | 75 |
| 12 | MA | 62,5 |
| 13 | MSDL | 62,5 |
| 14 | MBD | 75 |
| 15 | MA | 62,5 |
| 16 | MLK | 50 |
| 17 | MANK | 62,5 |
| 18 | PSW | 62,5 |
| 19 | STP | 75 |
| 20 | TADN | 75 |
| 21 | YMK | 50 |
| 22 | ZMLA | 62,5 |
| | Mean score | 61,77 |
| | Class Percentage | 31,81% |

4. Reflecting

In this stage the researcher reflect the result of the vocabulary test, observation, and interviews. Students showed sufficient ability during the test, but their vocabulary scores were low, both individually and in groups. Based on the observation and interviews conducted, students did not seem interested in looking up new vocabulary and felt bored with English learning. Instead, they needed a more enjoyable learning experience using the author's current ready-to-use media. After a pre-test conducted on December 4, 2024, only 31 percent of the 22 students who took part met the minimum completeness

requirement, and only 7 students scored above the required level. The average number was 61.77.

**Cycle II**

1. Planning

At this stage of the cycle, researchers formulated learning objectives, teaching modules, learning materials and designed steps in classroom action. Researchers also prepared several instruments needed in the study such as observation sheets to observe student activities in the teaching and learning process whether they were in accordance with the teaching modules made previously or not. In addition, the researcher prepared a way to encourage students to be more confident in improving English vocabulary. The researcher has provided a Scrabble game as a means. And researchers also prepared post test two to collect data, to find out whether there was an increase in student scores from pre-test to post-test.

2. Acting

The implementation of vocabulary teaching using scrabble games is divided into several stages. The researcher carried out the teaching and learning process based on the teaching module that had been prepared. The researcher who acted as a teacher tried to create an interesting classroom atmosphere so that students focused and engaged in learning. The researcher asked questions that aimed to explore the students' vocabulary knowledge. The researcher explained the material about report text and also explained the scrabble game clearly so that it could be understood by the students. The researcher uses report text to identify new vocabulary which is then discussed with students then the researcher divides students into small groups, ensuring students' involvement and collaboration in the activity.

The researcher explains how the game works clearly and gives examples so that students understand in the context of the game. The researcher gave letter cards to students, and the researcher asked students to arrange the letters into words according to the text given by the researcher then translate the word and each group presented and wrote the word on the board. After the game is over, the teacher calculates the score to determine the winning group based on the highest points and the teacher provides an understanding of the vocabulary that has been learned.

3. Observing

Data on student activity in learning is taken from the results of observations during the teaching and learning process. In this second cycle, the researcher observed students' activities in the classroom. Observers tried to pay attention to all student responses to the scrabble game. Researchers used text as

a tool to determine the extent of students' understanding of the instructions from the media. Students understand the material that is explained by students' understanding of learning using scrabble games.

After being given some input in cycle 1, there were some students who had begun to be active in class, but there were also students who did not focus on listening to the researcher's explanation. There are also groups that have not been compact in the game process. It is also known that after doing cycle two there is an increase in students' English vocabulary. The following are the results of observations with students in cycle II.

| No | Indicators | Yes | No |
|---|---|---|---|
| 1. | Students participate in the learning process | ✓ | |
| 2. | Paying attention when the teacher explains the lesson | | ✓ |
| 3. | Follow all learning processes with enthusiasm | ✓ | |
| 4. | Students are active in the group | ✓ | |
| 5. | Students dare to play the scrabble game | ✓ | |
| 6. | Students are disciplined in class during the research | ✓ | |
| 7. | Students actively discuss with friends about learning | | ✓ |

Based on the results of students' vocabulary achievement in the second cycle is the increase in students' average score from students' vocabulary achievement in the first cycle to students' vocabulary achievement in the second cycle. This can be seen from the class average score from the class average of 61.77 increased to 71.59 or from 7 students who passed with a score above the minimum completion criteria to 17 students. That means there is an increase in the average score of students. The following data is taken from the results of the cycle II test. The data shows that mean score the class increased to 71.59. There are 5 students who passed the criterion.

The Students' Vocabulary Scores of Cycle II.

| No | Student's Initial | Score |
|---|---|---|
| 1. | AACL | 70 |
| 2. | BKPF | 78 |
| 3. | BKL | 80 |

| 4. | DM | 78 |
|---|---|---|
| 5. | ECWR | 83 |
| 6. | JMA | 80 |
| 7. | KPF | 70 |
| 8. | MHNY | 80 |
| 9. | MCNK | 78 |
| 10. | MCFD | 83 |
| 11 | MT | 83 |
| 12 | MA | 80 |
| 13 | MSDL | 70 |
| 14 | MBD | 78 |
| 15 | MA | 70 |
| 16 | MLK | 80 |
| 17 | MANK | 78 |
| 18 | PSW | 80 |
| 19 | STP | 83 |
| 20 | TADN | 83 |
| 21 | YMK | 70 |
| 22 | ZMLA | 80 |
| | Mean score | 77,95 |
| | Class Percentage | 77,27% |

4. Reflecting

At this stage the researcher reflected on the results of the vocabulary test, observations, and interviews. Students showed improved ability during the test, but there were some students whose vocabulary scores were still low. Based on observations and interviews, students seemed interested in finding new vocabulary and enjoyed learning English using scrabble. Students need a new and more fun learning experience. After cycle one which was conducted on December 4, 2024, only 31 percent of the 22 participating students met the minimum completion requirement, and only 7 students scored above the required level. The average score was 61.77. And researchers conducted cycle two there was an increase in the average score in students to 71.59.

In cycles one and two, the researcher realized that one of the causes of the problems on the observation sheet was because the researcher was less enthusiastic and his voice was not loud enough. less enthusiastic, and his voice was not loud enough. Not only that, from these problems there were also several students whose test scores did not reach the minimum completion

criteria. So, to overcome this problem, the researcher decided to continue the next cycle. The researcher tried to be firm, relaxed, and speak loudly as a leader.

**Cycle III**

1. Planning

Cycle three was implemented to overcome problems in the teaching and learning process found in cycles one and two. The main problems found were students not listening to the researcher's explanation, not focusing on learning and groups that were not yet compact in the learning process of scrabble games. Researchers formulated learning objectives, compiled learning modules, prepared learning materials and designed steps in classroom action.

Researchers also prepared several instruments needed in research such as observation sheets to observe student activities in learning. The researcher also prepared several instruments needed in the study such as an observation sheet to observe student activity in the learning process, whether it was in accordance with the lesson plan made previously or not. Furthermore, researchers also prepared a post-test to collect data, to determine the increase in scores obtained by students.

2. Acting

Cycle 3 action was carried out on December 7, 2024. The action was carried out based on the teaching module that had been prepared. In the third cycle, the researcher will teach students by using scrabble game. Here, the researcher wanted to get a higher vocabulary score than the previous cycle. The action is as follows: First, the teacher tried to create the classroom atmosphere as interesting as possible so that students focus on learning. Second, the teacher uses the same text which is report text but different topics. Third, the teacher explains again in detail about the scrabble game. Fourth, the teacher divides the group randomly by choosing inactive students to join active students so that they can be influenced. Fifth, the teacher explains how the scrabble game works in learning material about report text by giving examples. After the game is over, the teacher counts the scores to determine the winning group and asks questions to find out their understanding of the learning process.

3. Observing

In this third cycle, the researcher observed students' activities in the classroom. The observer tried to pay attention to all student responses to the scrabble game. The researcher used text as a tool to determine the extent of students' understanding of the instructions from the media. Students' understanding of the material explained can be seen from students' understanding of learning by using scrabble games.

After being given some input in cycle I and cycle II, in each group students were active and enthusiastic in learning scrabble games. Students who were previously unfocused, not compact are now the opposite, each student in the group is very compact to get the highest points. From the observation results also researchers see that students are active and try to think critically to arrange the letters into words.

The following are the results of observations with students in cycle III.

| No | Indicators | Yes | No |
|---|---|---|---|
| 1. | Students participate in the learning process | ✓ | |
| 2. | Paying attention when the teacher explains the lesson | ✓ | |
| 3. | Follow all learning processes with enthusiasm | ✓ | |
| 4. | Students are active in the group | ✓ | |
| 5. | Students dare to play the scrabble game | ✓ | |
| 6. | Students are disciplined in class during the research | ✓ | |
| 7. | Students actively discuss with friends about learning | ✓ | |

After conducting cycle one and two, there was a significant increase in English vocabulary. Based on the results of students' vocabulary achievement in the third cycle, there was an increase in students' average score from students' vocabulary achievement in cycles one and two to students' vocabulary achievement in the third cycle.

This can be seen from the class average score from the class average in cycle one average score of 61.77 with a class percentage of 31.81% cycle II average score of 71.59 with a class percentage of 77.27% and cycle III average score increased to 92.59% with a class percentage of 100% from these results means there is a significant increase in cycle three. The following data is taken from the test results of cycle I, cycle II and cycle III.

The Students' Vocabulary Scores of Cycle III.

| No | Student's Initial | Score |
|---|---|---|
| 1. | AACL | 93 |
| 2. | BKPF | 100 |
| 3. | BKL | 100 |
| 4. | DM | 80 |

| 5. | ECWR | 100 |
|---|---|---|
| 6. | JMA | 93 |
| 7. | KPF | 80 |
| 8. | MHNY | 93 |
| 9. | MCNK | 93 |
| 10. | MCFD | 100 |
| 11 | MT | 100 |
| 12 | MA | 100 |
| 13 | MSDL | 93 |
| 14 | MBD | 80 |
| 15 | MA | 80 |
| 16 | MLK | 93 |
| 17 | MANK | 100 |
| 18 | PSW | 93 |
| 19 | STP | 93 |
| 20 | TADN | 93 |
| 21 | YMK | 80 |
| 22 | ZMLA | 100 |
| | Mean score | 92,59 |
| | Class Percentage | 100% |

4. Reflecting

The implementation of scrabble games to improve students' vocabulary mastery in Cycle two certainly has significant differences from the previous cycle. Therefore, the researcher reflected on the actions that had been taken. The students experienced an increase in memorizing vocabulary. This can be seen from the students' test scores from cycle I, cycle II, and cycle III. Based on the results obtained by the researchers, it can be concluded that the test results from cycle one, cycle two, and cycle three were successful. Based on the results found by the researcher, the researcher concluded that scrabble games can be applied in English learning to improve vocabulary in students.

In addition, related to the observation sheet in cycle three, no more problems were found. The students were ready to participate in the research, they listened to the researcher's explanation well and in groups they were very compact to follow the learning process using scrabble games. Students were active in the learning process and also interested in the game material in vocabulary learning, dared to come forward and present their group results. From the results of the study, the researcher concluded that the application of scrabble game succeeded in improving vocabulary in class IXB students.

**Discussion**

**Process of using Scrabble Game**

During the teaching and learning process, the researcher consistently provided clear and interesting explanations. The researcher also provided great motivation to the students especially during the implementation of the cycle. All of this was delivered using English and then translated back into Indonesian where the researcher gradually provided experiences, so that students would get used to hearing conversations and trying to remember the meaning of the vocabulary. The researcher also gave the students the opportunity to translate the meaning according to their ability through the English dictionary.

The process of using scrabble game in enhancing students' vocabulary was applied in each cycle. In the first cycle, the researcher explained about the report text material to be learned and introduced the scrabble game to the students. The researcher explained what the scrabble game was, then explained how the game worked by giving examples so that students understood the mechanics of the game. The researcher divided the students into three groups, and started the game students actively arranged the letters into words according to the text report text given by the researcher before starting the game. at this stage the researcher saw that there was an increase in vocabulary in students after using the scrabble game although it was still very little.

In the second cycle, the researcher tried to create an interesting atmosphere so that students focus on learning. The researcher explained the report text material again with a different topic, and how to play the Scrabble game to students clearly so that students understand better than before. The researcher divided students into the same groups as in the first cycle and started the game in this cycle students were more active and enthusiastic in arranging the letters into words, each group competing to win the game. At this stage there are still students who have not actively participated in the game so that there are still those who have not reached the minimum completeness criteria.

In the third cycle process, the researcher explained the scrabble game to students, then corrected the shortcomings of the explanation during cycles 1 and 2 and tried to make students really understand the scrabble game. In this cycle, the researcher divided the students into the same groups and gave a report text with a different topic from cycles 1 and 2. The researcher asked the students to arrange the letters into words and then translate. in this cycle the researcher saw that there was a far change from the previous cycle, students

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played with enthusiasm and compactness in their respective groups. Each group also got high points.

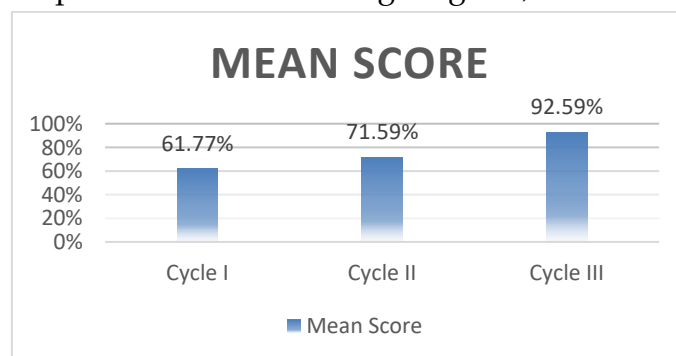**Improvement of Students Vocabulary after using Scrabble Game**

After using the scrabble game, it is clear that it is very helpful for Yapenthom 1 Junior High School students, especially class IXB, in improving their vocabulary. From the observation, the scrabble game had a positive impact on English lessons. Students showed a higher ability to remember vocabulary. Students also became active, and the learning atmosphere in the classroom was more fun. Students also focus on the material being taught and are enthusiastic in learning English.
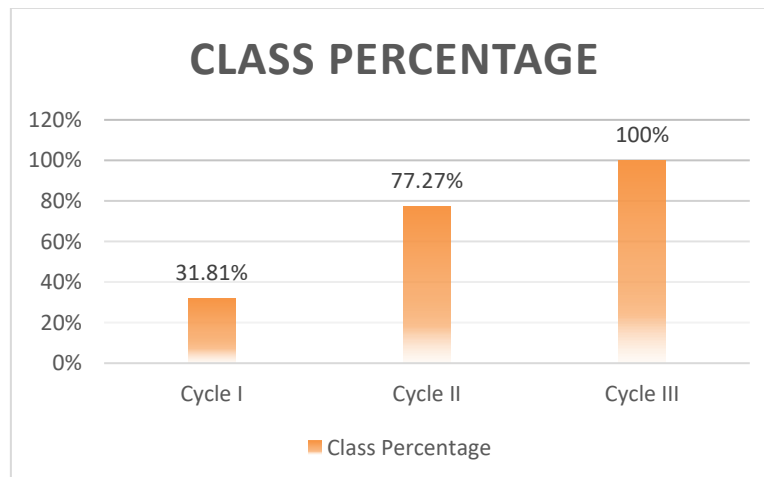
Based on the results of interviews with students, English learning that has been running so far is very boring. Now students feel happy and easy to understand the learning given because students have increased vocabulary by using scrabble games. They say that scrabble games are a new experience for them and really help them in increasing vocabulary. Students also said that the scrabble game is very fun so that the classroom atmosphere becomes more active than before.

From the results of observations and interviews after using scrabble media, researchers get data from each cycle. The average value of cycle 1 is 61.77% or in percentage is 31.81%. This means that the students' vocabulary gets less criteria. In cycle 1, there were only 7 students who passed the minimum completeness criteria and 15 students who passed the minimum completeness criteria. In cycle I, the average post-test score of students has not reached the criteria of completeness.

After using scrabble game, the average post-test score of students in cycle two increased to 71.7% this shows that there is an increase from cycle one to cycle two but not all students have reached the criteria of completeness. 17 students reached the completeness criteria and 5 students did not pass the KKM or the percentage was 77.2%. In cycle III, the average post-test score was 92.59%, the percentage was 100%. All students passed.

The data is explained in the following diagram;

**CLASS PERCENTAGE**

A bar chart titled "CLASS PERCENTAGE" showing Class Percentage across three cycles. The vertical axis ranges from 0% to 120% in increments of 20%. Cycle I: 31.81%, Cycle II: 77.27%, Cycle III: 100%.

During the teaching and learning activities, the author consistently provided clear and interesting explanations. The author also provided great motivation to the students especially during the implementation of the cycle. All of that was delivered using English then the author translated back to Indonesian where gradually the author provided experiences, so that students would get used to hearing conversations and try to remember the meaning of the vocabulary. The author also gave students the opportunity to translate the meaning according to their ability through the English dictionary. Sometimes, the author often uses body movements to sharpen students' brains.

Results from observations, interviews and tests students are actively involved and compact in learning scrabble game. From the results of interviews with students, almost all of them are interested in learning English using scrabble game media. They said that scrabble game is something new they found and scrabble game is very fun, interesting and very supportive to improve their English vocabulary. Students are free to express themselves in learning because using scrabble game in the learning process students play while learning to think critically, creatively and evaluative.

Students are given the freedom to arrange letters into words and find out the meaning of new words in the dictionary themselves. The author is only a facilitator who provides support and motivation to students through scrabble games to improve students' vocabulary. Students who previously only sat idly in the classroom began to be active and began to look for letters to arrange into a word, the author saw that each group of students was very compact in finding words. Although the classroom atmosphere was a bit noisy, this atmosphere did not interfere, on the contrary they created a more active class.

At the end of each lesson cycle, students feel one step ahead of the previous one. The researcher helps students to show their vocabulary skills through scrabble games. The researcher has to adjust to the learning

environment students' needs and must understand the subject matter. To measure students' progress, the teacher provides assessment through exercises and tests every meeting. This teacher must also adjust to the learning environment, student needs and must understand the subject matter. According to Darmadi, (2017) the task of educating is a series of teaching-learning processes, providing encouragement, praising, setting examples and familiarizing. Therefore, it can be concluded that scrabble games can improve students' vocabulary.

**CONCLUSION**

The process of using the scrabble game is as follows the researcher will teach students by using the scrabble game. First, the teacher tries to make the classroom atmosphere as interesting as possible so that students focus on learning. Second, the teacher uses the same text which is report text but with different topics. Third, the teacher explained in detail about the scrabble game. Fourth, the teacher divides the groups randomly by choosing inactive students to join active students in order to be influenced. Fifth, the teacher explains how the scrabble game works in learning report text material by giving examples. After the game is over, the teacher calculates the score to determine the winning group and asks questions to find out students' understanding of the learning process. In addition, students who were previously inactive in the classroom, not compact now there has been a change in students are always active and compact in learning scrabble games. Based on the test results from cycle I, cycle II, and cycle III, the researcher concluded that scrabble games can be applied in learning English to improve vocabulary in students.

After several revisions in cycle one, cycle two, and cycle three, there was an improvement from each cycle. This can be seen from the comparison of the average score and class percentage from cycle one, cycle two, and cycle three. The class average score in cycle one was 61.77% with a percentage of 31.81%. The average value in cycle two was 71.59% with a percentage of 77.27%. And the average value in cycle three was 92.59% with a percentage of 100%. It can be seen from the class percentage that there was an increase from cycle one to cycle two by 40% and from cycle two to cycle three by 20%.

Based on the above results, the students achieved the minimum completion criteria and the scores in cycle three were very satisfactory. They were more interested in participating in the lesson. This also helped students in improving their vocabulary mastery. In addition, students are more confident in expressing their ideas. Based on the results of these data, the researcher can

conclude that scrabble games can be used to improve student vocabulary in grade nine of Yapenthom Junior High School, in the 2024/2025 school year.

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