DEVELOPING SCRABBLE GAME TO TEACH ENGLISH VOCABULARY FOR ELEMENTARY SCHOOL STUDENTS

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A B S T R A C T

In 2023, the media in the process of learning English is very important. This is evidenced by a needs analysis with 26 students and teachers of English class V . This paper aims to investigate the needs of students and also find out the results of scrabble games on transportation, professions, weather and seasons. This study used the Borg & Gall Research and Development (R&D) model. It used several steps including Research & Information Gathering, Develop the initial form of the product, Revise the product, Product testing, Final product revision. The research subjects were 26 fifth grade students at SDN Gading Kasri Malang. This study found that scrabble games are valid in language (92%) and media (97%) and suitable for use as complementary media on transportation, profession, weather and season from the satisfaction questionnaire about this product the percentage is around 14% agree and 84% strongly agree. Finally, this scrabble game is suitable for use as a complement to material on transportation, professions, weather and seasons for fifth grade elementary school students.

Introduction

Vocabulary is a crucial aspect of language, as it allows us to communicate ideas, feelings, and desires. It is essential for early writing, speaking, reading, and listening, and is essential for language learning. However, it can be boring and difficult for students to memorize a large amount of English vocabulary. Mastery of English vocabulary is essential for expressing ideas in English, and it is difficult for students to understand the meaning of words when given reading material. Teachers must design strategies to motivate and enjoy learning vocabulary, such as using media like the Scrabble game (Hajar, 2019). However, some students struggle with English lessons due to less attractive learning media, and teachers argue that playing games can be helpful in the learning process. To increase student vocabulary according to the curriculum, teachers must possess good technique and adequate preparation. English teachers must be able to teach students how to acquire English vocabulary easily and quickly.

One technique that teachers can use to teach vocabulary is the Scrabble game. In the Scrabble game, students are expected to increase their vocabulary, relax, and not get bored. The Scrabble game requires students to focus on the main topic, list big ideas about the topic, and think about the attributes/qualities/functions associated with each of these ideas(Misi, 2015). The goal is to make the material more interesting and fun. The writer believes that students can improve their vocabulary through Scrabble game. Therefore, the authors are interested in conducting research with the title "Scrabble Game Development". The researcher interested in conducting a study entitled "Development Scrabble Game to Teach English Vocabulary for Fifth Grade Students of SDN Gading Kasri".

A pre-survey conducted by an English teacher at SDN Gading Kasri Malang revealed that children struggle with English lessons due to less attractive learning media and students not knowing their teacher's vocabulary. To improve education quality,

teachers must teach vocabulary according to the curriculum and be effective mediators and facilitators. They must possess good knowledge and understanding of learning media, acting as a bridge between teachers and students.

This research investigates the effectiveness of Scrabble games in increasing students' vocabulary in second grade at SMPN 1 Palopo. The study involved 66 students in grades VIII, D, and J. The research used a quasi-experimental design, using pre-test, treatment, and post-test methods. The results showed a significant increase in students' vocabulary, with most choosing 'agree' for positive questions and 'disagree' for negative questions. The Scrabble game method was found to be effective in increasing students' vocabulary.(Hajar, 2019)

Research Method

A research and development model was employed in this study, in accordance with Borg and Gall (1983), to acquire results related to objectives (research and development). The research and development model is a type of research method in education that involves the development and validation of educational products in four cycles. In other words, first of all, the research involves examining research findings that are relevant to the product to be developed. The second step is to create a product based on this knowledge. The third step is testing the product in the environment where it will be used in the future and, finally, revising the product to address deficiencies found during field testing. (*Developing of a Supplementary Book on Recount Text Material*, 2022)
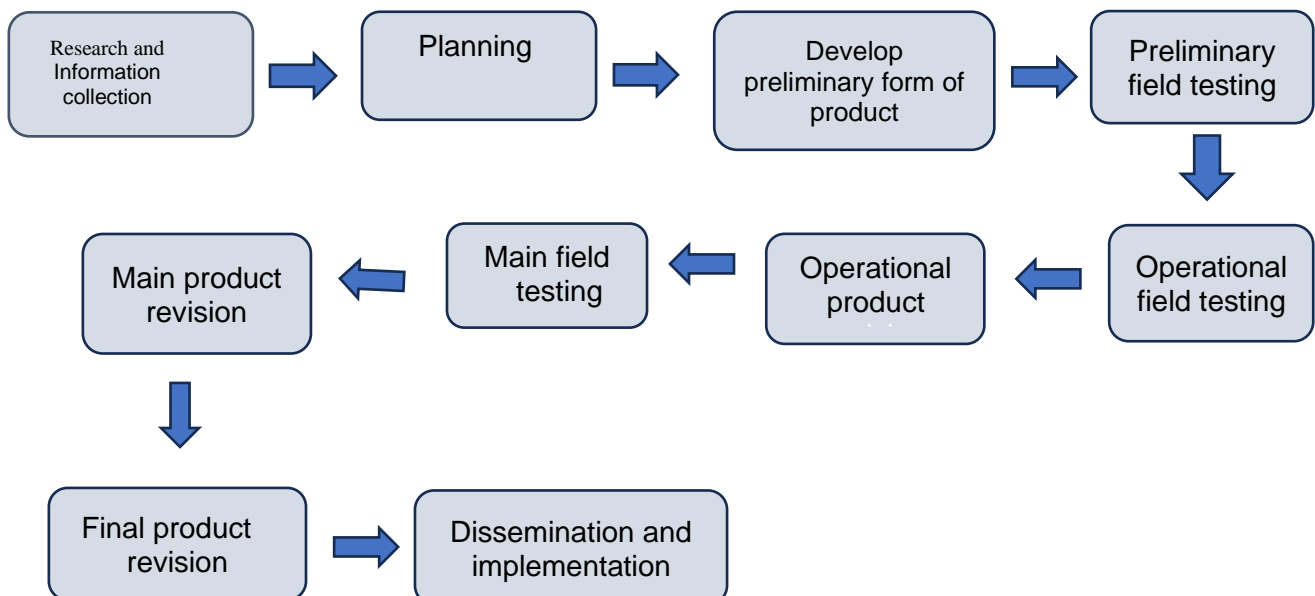
Figure 1. Brog&gall Step

Researchers create learning products by following a specific development process, which involves several steps to save time and maintain focus. These steps include surveying and information gathering, which involves a needs analysis using questionnaires and unstructured interviews. The results inform the product development, which is a game that can be used for research purposes. The product is validated by experts, and the results inform the product's revision. After validation, the product is tested on grade 5 students at SDN Gading Kasri Malang using questionnaires to determine

its feasibility. Finally, a final product revision is carried out to ensure the product can be replicated and used as a continuous English learning tool.

Validation is an activity that measures the extent to which differences in scores reflect actual differences between individuals, groups, or situations with respect to the characteristics being measured, or as activities that measure the actual error rate of individuals. To determine whether the tool may be used for research, the instrument's effectiveness must be tested (Sefriani et al., 2021). The paper describes the product validation procedure, which includes media, content, and instrument validation. Instrument validation involves examining the language used in the product, with experts correcting it through teacher surveys. Content validation focuses on content that needs improvement, while media validation assesses if the media meets students' needs. Facility adequacy is measured using facilities.(Hajar, 2019)

$$p = \frac{f}{n} \times 100 \%$$

Noted:
P = Percentage
F = Number of correct answer
N = Maximum correct answer

Furthermore, the results of these calculations are compared with the criteria that have been set. Table 1 below lists the criteria for value assessment:(Arsyad A, 2011)

No	Percentage (%)	Eligibility Category
1.	< 21%	Bad
2.	21 – 40%	Less good
3.	41 – 60%	Enought good
4.	61 – 80%	Good
5.	81 – 100%	Very good

Table 1. Percentage of Feasibility Criteria

The study utilized a quantitative descriptive analysis, presenting questionnaire data in percentages and verbalized form, and measuring product validity using the eligibility formula (Arsyad A, 2011) . Researchers used qualitative analysis techniques to identify media that meets students' needs. They analyzed data from interviews with English teachers at SDN Gading Kasri Malang and learning observation data of fifth-grade students to understand their teaching and learning characteristics. This approach helps in understanding the media needed to effectively meet students' needs.

Result and Discussion
Results

R&D research focuses on developing effective products for schools, rather than formulating or testing theories.(Drachsler & Kirschner, 2012) This research involved developing a scrabble game for fifth grade students at SDN Gading Kasri Malang. The R&D phase includes evaluation, analysis, design, development, and application. The research aimed to increase English learning class V SD. The product was validated by

material experts and media experts, and a questionnaire was provided to gather input and criticism. The implementation phase was carried out on June 19, 2023, with an English teacher. After the implementation, questionnaires were given to students and teachers to collect responses on the product. The experiment was conducted on 26 students at SDN Gading Kasri, Malang.

Expert Team Validation

Based on the research result obtained from the valiclation sheet of the expert team, it can be seen as follow :

No	Aspect Assessment	Indicator	Score	Presentase
		Material Expert		
1	Suitability	1. Conformity with SK, KD, and objectives	4	100%
		2. The truth of the substance of learning material	4	100%
		3. Usefulness to add insight	4	100%
2	Language	4. Clarity of information	3	75%
		5. Compliance with good and correct language rules (EYD)	4	100%
		6. Use language effectively and efficiently	3	75%
		7. The use of language according to the stage of student development	3	75%
3	Presentation	8. Clarity of goals to be achieved	4	100%
		9. Table of contents and instructions for use are easy to learn	3	75%
		10. Serving order	4	100%
		11. Providing motivation and attraction	4	100%
		12. The images presented support the clarity of the material	4	100%
4	Grapichs	13. Use of font type and size	3	75%
		14. Lay out	4	100%
		15. Display design	4	100%
		Amount		1.375
		Average		92%
		Media Expert		
5	Language	1. Readability	4	100%
		2. Clarity of information	4	100%
		3. Use language effectively and efficiently	4	100%
		4. Compliance with good and correct language rules (EYD)	4	100%
		5. The use of language is in accordance with the stage of student development	4	100%
6	Presentation	6. Clarity of goals to be achieved	4	100%
		7. Table of contents and instructions for use are easy to learn	4	100%

		8. Serving order	4	100%
		9. Providing motivation and attraction	4	100%
		10. Completeness of information	4	100%
7	Grapichs	11. Display design	4	100%
		12. The material for the contents of the module is not easily torn and tightly bound	3	75%
		13. The cover illustration depicts the contents of the module	4	100%
		14. Lay out and layout	4	100%
		15. Use of font and font size	3	75%
		Amount		1.450
		Average		97%

Table 2. validation product

From data above it can be obtained that the average value of the 2 validated aspect is :

$$\text{Average } p = \frac{92\% + 97\%}{7} = 90\%$$

We sum up the outcome of the study based on the table above verification and suggestion from the person in charge.The table summarizes the verification and suggestion results for a scrabble game in the English learning media chapter for class V. The product underwent multiple expert corrections and was initially designed by the developer. Verification was conducted by two experts, including material and media experts.

Result of Validator's input and sugestions
Validator's input and suggestions improve products by enhancing materials and media, ensuring better suitability and functionality.

Material expert
On June 16, 2023, a material expert validated the product, suggesting a larger game board for efficient positioning and adding cardboard for the alphabet base for easier identification. The revision result shows the improvement in the game's functionality

Figure 2. revision result from material expert

Media expert
On June 14, 2023, media expert validation confirmed the product's use in several revisions, including clarification of game rules, larger game boards for clearer and more interesting changes, and the addition of two judges for easier student participation.
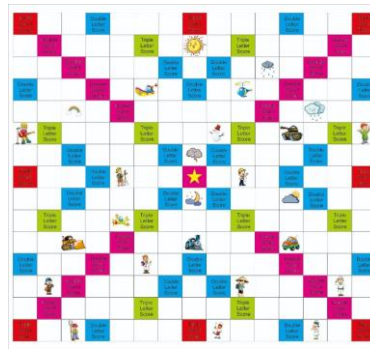
Figure 3. revision result from media expert

Student responses to the scrabble game

Based on the research result obtained from the student response questionnaire in the trial involving 26 student can be seen in the table below :

No	Questions	Number of students who responded			
		1	2	3	4
1	I've seen this media in learning	-	-	27	73
2	The design makes me interested in answering questions	-	-	15	84
3	The use of this media makes it easier for me to understand the material	-	8	8	84
4	The use of this media makes me motivated to learn	-	-	27	80
5	The questions are easier for me to understand	-	-	8	92
6	I love the shapes, colors, pictures and writing	-	-	11	89
7	Learning with this media can train me to be more independent	-	-	19	80
8	This media is suitable for scrabble game	-	4	19	77
9	I am happy with this learning	-	4	4	92
10	This medium is easy for me to use	-	-	7	96
	Amount		16	145	847
	Average		6%	14%	84%

Table 3. Student Ability Score

The data abtained from dris tributing the questionnaires was analyzed using the percentage formula, namely : $P = \frac{F}{N}$ x 100%, from the result of this analysis, the average value is 84%.

Teacher's response to the scrabble game

Based on the reseach result obtained from the teacher's questionnaire, it can be seen that the bell density is a follow :

No	Questions	Number of students who responded			
		1	2	3	4
1	The view chosen for the interactive module design catches students' attention.	-	-	-	100
2	According to students, the pictures in the scrabble game match the material presented	-	-	50	50
3	Instructions on the questions presented help students in answering questions.	-	-	50	50
4	Writing text in an game board makes it easier for students to read	-	-	50	50
5	The types of media presented are very helpful for students in learning	-	-	-	100
6	The language in the game board is easy to understand	-	-	-	100
7	The combination of images and writing fonts in the scrabble game is very interesting	-	-	-	100
8	Scrabble game can help students be more independent without asking too many questions	-	-	-	100
9	The questions given can support the achievement of material competence	-	-	-	100
10	Scrabble game are designed to facilitate students in ongoing learning	-	-	-	100
	Amount	-	-	150	850
	Average	-	-	15%	85%

Table 4. Teacher Ability Score

The data obtained from distributing the questionnaires were analyzed using the percentage formula, namely $P = \frac{f}{N} \times 100\%$, from the result of the analysis an average value of 85% was abtained. This indicates that the game is VALID.

Discussion

This study has several problems which according to researchers learning in the classroom uses needs analysis with unstructured interviews in learning English by fifth grade students at SDN Gading Kasri Malang and also a questionnaire for twenty-six fifth grade students at SDN Gading Kasri Malang. Learning English in this class still uses media that should be more interesting when learning English in class. The second next problem, in teaching English the teacher only uses textbooks as learning guides and does not use any media or learning tools so that learning feels very boring and no interest and enthusiasm for student learning. Learning that still relies on LKS books creates a boring teaching and learning atmosphere. So that class V students at SDN Gading Kasri feel bored and not enthusiastic about taking lessons, as a result the learning objectives are not achieved. Therefore, in learning the teacher should prefer various approaches, strategies, methods that are appropriate to the situation so that students can actively participate in learning.

From the findings of these problems, the following problems can be formulated: (1) What is the process of developing a scrabble game on transportation, professions, seasons and weather for class V SDN Gading Kasri, (2) What are the results of developing a scrabble game on transportation, professions, seasons and weather materials Class V SDN Gading Kasri . So the researchers used the Borg & Gall research and development

model with several stages. The Borg & Gall R&D model is a type of research method used in education for product development and validation (Septin, 2011)

The product that has been produced by the researcher is a scrabble game which has been validated by 2 experts. They are content material experts, namely English teachers and media experts, namely lecturers who are experts in this media. Table 2 and also 4 results in product validity. Content validation and presentation validation with a percentage of 92%. This means that the scrabble game can be said to be very VALID. And on media validation, this scrabble game gets a percentage of 97%. This means that the scrabble game can be said to be valid.

Furthermore, to find out the use of this scrabble game, the step is to provide a satisfaction questionnaire to students as research subjects. The percentage of the questionnaire results is shown in Tables 3 and 4. The first aspect discussed in the satisfaction questionnaire in learning using scrabble game media. From the table it can be seen that 84% of students said that scrabble games for transportation, professions, seasons and weather were interesting.

The implementation phase was carried out on June 19, 2023 with an English teacher. The experiment was conducted on 26 students at SDN Gading Kasri, Malang.Not only that, the material used in this scrabble game is easy to understand. In addition to this scrabble game that focuses on transportation, professions, seasons and weather, this game presents board games that can increase student enthusiasm with the support of pictures that match the topic of the story. There are several questions to encourage students to think creatively, and be responsive so students don't play but also understand the material that can be played with the game. So it can be concluded that the interest in the product and material used in this complementary book product is feasible to use (Annafi et al., 2023).

Conclusion

The research into the creation of a fifth-grade English vocabulary game students at SDN Gading Kasri uses the Brog & Gall method. The game consists of several stages, including analysis, design, development, implementation, and evaluation. The results show that 90% of the game is valid, and students agree with 84% of the teacher's answers and 85% of the students' answers, making it suitable for learning English in class V.

Acknowledgements

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