THE USE OF SCRABBLE GAME TO DEVELOP VOCABULARY OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 19 PALU

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ABSTRACT

This research is aimed at proving whether the use of Scrabble game can develop the vocabulary of the eighth grade students of SMP Negeri 19 Palu. This research used a quasi-experimental research design with a sample of 54 students selected using a purposive sampling technique because the selected classes were VIII B and VIII C. In gathering the test, the instrument used was a vocabulary test administered twice as pre-test and post-test. The pre-test was given to the experimental and control groups before the treatment while the post-test was carried out to the experimental and control groups after the treatment. The mean score of the experimental group on pre-test was 39.77 and the control group was 46. Then, the mean score of the experimental group on post-test was 77 and the control group was 59.57. The data were statistically analyzed using the t-counted formula with degrees of freedom (df) = Nx + Ny - 2 = 26 +28 - 2 = 52. The findings show that the t-counted value is 5.896 while the t-table value is 2.006. It means that the t-counted is higher than the t-table. Therefore, the research hypothesis is accepted. It includes that Scrabble game can develop the vocabulary of the eighth grade students of SMP Negeri 19 Palu. The implication of this finding is that teachers need to use Scrabble game in teaching vocabulary designed to make students actively participate and enjoy learning English in the classroom.

Keywords: *vocabulary; scrabble game; develop*

INTRODUCTION

Vocabulary is a very important component in learning English. Because without sufficient vocabulary knowledge, students will have difficulty learning English. Vocabulary learned and used in language is very important. Essentially, vocabulary is the core of language [1]. When someone does not master vocabulary, it is difficult for them to express ideas or communicate with others. The more vocabulary a person has, the better their ability to speak and communicate. In Indonesia, students in primary and secondary schools learn Indonesian and English as specific subject. Based on the observation conducted by the researcher at SMP Negeri 19 Palu, the researcher found that there are still many students who have difficulty in understanding and using English vocabulary, such as difficulty in translating words or sentences given, lack of vocabulary, and not only that, students also have difficulty in memorizing and remembering vocabulary.

To overcome this problem, interesting, innovative and effective learning methods are needed. The researcher applied the use of Scrabble game to be used in teaching vocabulary. This game emphasizes on students to be active in the group. There are some previous studies investigatigating about the development of vocabulary through the use of games. Scrabble game can help enrich students' English vocabulary [2]. The similar research found the results showing that the Scrabble game technique can be applied to improve students' vocabulary mastery [3]. In addition, the next with the results showing that from qualitative data, student participation increased from the first cycle to the second cycle. Meanwhile, from the quantitative data, the test results improved significantly from both cycles [4].

As explained in the previous statement, the researchers used the Scrabble game to develop students' vocabulary in English. The reason was to find out whether this game can develop students' vocabulary or not. The Scrabble game is a student-centered game and the teacher only guides the learning process. By arranging the letters into words, it can help students in thinking, train students' cooperation in groups, train students' confidence in learning English. Therefore, this game trains students to learn to add new vocabulary and also helps students learn to arrange words correctly. In addition, this game can help students to hone their creative and analytical thinking skills, this game also helps students to work together and communicate.

The Scrabble game was developed by Alfred Mosher Butts in 1938. Originally, the game was called "Lexiko" and was made to be played by Butts' friends. However, after he failed three times to offer the game to various game manufacturers, he finally sold the copyright to the famous skating game company, James Brunot in 1948. Brunot changed the name of the game to Scrabble, made some changes to the rules, and marketed it across the United States. After a few years, Scrabble became was very popular in the United States,

and in 1952, Brunot decided to sell the copyright to a major gaming company, Selchow and Righter. Selchow and Righter increased the game's popularity with massive promotions, and Scrabble became the most successful and well-known game in the world. Scrabble has become an internationally recognized game and was as an Olympic game. In addition, Scrabble has also been the inspiration for many other game developments, including Words with Friends, which was released as a mobile app in 2009.

Given the importance of mastering vocabulary in learning English, teachers must be creative in creating and choosing creative and fun learning methods in the classroom. Fun teaching techniques will make students more enthusiastic and active in the classroom and also make students not feel bored and sleepy during learning. Lidiasari, et al (2017) stated that one of the activities that can be used is through a game. Teaching vocabulary using game is important to make student enjoy the learning process [2]. Using game is one solution to overcome the problems. Through games students could be easier to understand what the teachers present.

Scrabble is a fun game that enriches English vocabulary. The goal of the game is to earn the most points by arranging the letters to form a word that connects with one of the letters of the word made by the opponent. Scrabble is a simple game that can help teachers in teaching vocabulary, especially in memorizing, spelling, and understanding the meaning of the words. The Scrabble game is a good media to use in teaching in the classroom because it will challenge students' ability to remember their vocabulary [2]. Scrabble is an exclusive board game where players or teams must arrange words to score points. The game is played by two or more players [5]. In the board game Scrabble, players attempt to form words from letters printed on small plastic blocks and connect them to words already on the board. From some of the definitions above, it can be concluded that Scrabble is a board game played by two or more players (teams) to create words from arranging printed letters to get points. This game will help students in spelling words and remembering their vocabulary memorization.

(Source from Google)

The game of Scrabble is composed of letter tiles that display both an alphabet and a point value. These tiles include:

Table 1 – Score of Scrabble Tiles

Letter	Score of Tiles	Letter	Score of Tiles
A	1	O	1
B	3	P	3
C	3	Q	10
D	2	R	1
E	1	S	1
F	4	T	1
G	2	U	1
H	4	V	4
I	1	W	4
J	8	X	8
K	5	Y	4
L	1	Z	10
M	3		
N	1		

The Scrabble game has several components, namely, a Scrabble Board with 15x15 square columns. 100 tiles with 98 tiles containing valuable letters and 2 empty tiles. The blank tiles can be used as wild tiles to replace any letter. When a blank is played, it will remain in the game as its replacement letter. Different letters in the game will have different point values and this depends on how rare the letter is and how difficult it is to place the letter. Empty tiles will have no point value. Tiles in the game of Scrabble are assigned a value in the form of points to determine the player's score. The scoring of points on tiles is part of the rules in the game of Scrabble that have been set from the beginning. Each letter has a different point value according to the difficulty of its use and the frequency of its appearance in the language. Therefore, players need to choose tiles with the highest point value and place them in strategic places in order to collect higher scores in the Scrabble game.

Scrabble game can develop vocabulary skills by remembering one by one the words, that adjusted to the order of both rows and columns, students will be more interested in continuing to solve word by word [6]. Here's how Scrabble can develop students' vocabulary:

1. Practicing New Word Formation

Scrabble trains students to form new words based on the combination of letters on the Scrabble board. This will help students expand their vocabulary and make them more familiar with the use of new words.

2. Improving Spelling Skills

Scrabble also helps students improve their spelling skills. In this game, if you cannot spell correctly, you will not score points. Therefore, students will learn to correct their spelling as soon as they make a mistake.

3. Increase Vocabulary Insight

Scrabble also helps students expand their vocabulary. In every turn of the game, students will try to find words that they have never known before. This makes students always feel challenged and try to increase their vocabulary.

4. Creative Thinking

Scrabble also trains students' creative thinking skills. In this game, students are faced with a situation where they have to create a word with a given combination of letters. This requires both imagination and strong word associations, which makes students get used to thinking creatively. All in all, Scrabble is an excellent game for improving students' vocabulary, both for younger and older students.

Scrabble is an educational game that is great to play with students, although sometimes the game can take a while. While it can help students practice their English spelling skills, the slow pace of the game can make children bored. The game is very popular around the world and there are international rules for the game. However, teachers can create their own rules and game steps to ensure that children feel comfortable in playing without neglecting the basic rules and steps of Scrabble [7]. There are several steps in teaching vocabulary through the Scrabble game as follows:

1) Preparing the class. The teacher tries to attract their attention by asking some question. It is the way to stimulate students' background of knowledge about vocabulary.

2) The teacher gives example by the text. Then, she asks the students to find some unknown words. After that the teacher and the students discus the unknown word together.

3) The teacher tells the students that they are going to study about the vocabulary through scrabble game.

4) The teacher divides them into 4 groups randomly and each group consists of 7-8 students. Each group has eight letters and each group has one leader.

5) The teacher explains the rules of the activity and gives the example. Students should collect vocabularies to the board. For example, students mentions 1 word (run) and put the letter on the board. Then, the next group will find word and connected with the "run" word.

6) The teacher commands the students to begin the game. The students try to find new word and translate the words found

7) The teacher calculates the score and announces the winner which has the highest points after finishing their scrabble game using their words given,

8) At the end, the teacher gives the evaluation.

The results of this research are expected to benefit students, teachers, and schools. First, the researcher hopes that students can develop their vocabulary and find solutions to their problems in learning vocabulary. Second, the researcher hopes that teachers can use this Scrabble game to teach students vocabulary in English learning. Finally, the researcher hopes that this study can help schools in solving some problems in schools related to the use of learning media in teaching English subjects, especially vocabulary.

METHOD

This research used a quantitative research type. This type of research was used because the data obtained from the research results are calculated statistically. This research used a quasi-experimental research design, nonequivalent control group design. Two classes were selected for this research. One class was the experimental group and the other class was the control group. Both classes were given a pre-test and post-test. The experimental group was treated by using the Scrabble game as a learning medium and the control group was only given the lecture method. Then both groups were given a post-test to determine the difference in development between the experimental group and the control group. The following is a quasi-experimental research design technique according to Arikunto (2006: 87):

Experimental	O1	X	O2
Control	O3		O4

(Arikunto, 2006)

Where:

O1 : Pre-test for experimental group

O2 : post-test for experimental group

O3 : Pre-test for control group

O4 : post-test for control group

X : Treatment

The first meeting before the treatment, the researcher gave a pre-test and the post-test was given at the last meeting after the treatment. Both tests were conducted using vocabulary tests, namely multiple choices test and matching test to determine students' vocabulary knowledge. In collecting data, this research was conducted for four meetings. The first meeting, researchers gave a pre-test before being given treatment. Then the next

meeting, the researcher gave treatment using the Scrabble game. The last meeting, the researcher gave the last treatment before gave a post-test to students. The pre-test and post-test were conducted to determine students' vocabulary knowledge by giving multiple choice questions and matching test.

In this research, the researcher gave a pre-test by giving a vocabulary test in the form of multiple choices and matching tests. Students were given 30 minutes to answer the questions. After giving the treatment, the researcher gave a post-test to the students. This post-test aims to assess whether there is progress or not in students' vocabulary development after using the Scrabble game for eight meetings during treatment. The researcher gave the post-test by giving the same vocabulary test in the form of multiple choices and matching. Students get a score of 100 if they can answer all questions correctly. The researcher gave 30 minutes for students to answer the questions.

In the implementation of the research, the Scrabble game was used as a medium in teaching vocabulary. Before the treatment, the experimental group and control group conducted a pre-test. There were four meetings which including the first meeting for the pre-test with the first treatment, two meetings for the other treatments, and the last meeting for the treatment and ending with the post-test. Thus, students in the experimental group were taught vocabulary using the Scrabble game as a learning medium for four meetings. This treatment procedure can be seen as follows:

Table 2 – Teaching outline

Meeting	Topics	Teaching Learning-Activities	
		Teacher	Students
1	Things at School	**While-activity** **Presentation of information:** - Presents vocabulary related to the topic of things at school. - Introduce the Scrabble game and explain the rules of the game. - Connect the material with the Scrabble game. - Tells that each group will play a game of Scrabble. - Each group is given 10 minutes to play. **Guide group learning activities:**	- Understand the material presented. - Listen to the teacher's explanation about Scrabble game and its rules.

		- Ask each group to form words related to the topic according to their creativity.	- Form words related to the topic.
		- Ask students to write down the vocabulary words they find and their meanings.	- Write down the vocabulary found and its meaning.
		- Ask 1 student to represent each group to read out the vocabulary they found.	- Follow the teacher's instructions and read out the vocabulary they find.
2	Things at home	. **While-activity** **Presentation of information:**	
		- Presents vocabulary related to the topic of things at home.	- Understand the material presented.
		- Introduce the Scrabble game and explain the rules of the game.	**-** Listen to the teacher's explanation about Scrabble game and its rules.
		- Connect the material with the Scrabble game.	
		- Tells that each group will play a game of Scrabble.	
		- Each group is given 10 minutes to play.	
		Guide group learning activities:	
		- Ask each group to form words related to the topic according to their creativity.	- Form words related to the topic.
		- Ask students to write down the vocabulary words they find and their meanings.	**-**Write down the vocabulary found and its meaning.
		- Ask 1 student to represent each group to read out the vocabulary they found.	- Follow the teacher's instructions and read out the vocabulary they find.
3	Describing people	**While-activity** **Presentation of information:**	

		- Presents vocabulary related to the topic of describing people. - Introduce the Scrabble game and explain the rules of the game. - Connect the material with the Scrabble game. - Tells that each group will play a game of Scrabble. - Each group is given 10 minutes to play. **Guide group learning activities:** - Ask each group to form words related to the topic according to their creativity. - Ask students to write down the vocabulary words they find and their meanings. - Ask 1 student to represent each group to read out the vocabulary they found.	- Understand the material presented. -Listen to the teacher's explanation about Scrabble game and its rules. - Form words related to the topic. -Write down the vocabulary found and its meaning. - Follow the teacher's instructions and read out the vocabulary they find.
4	Daily activity	**While-activity** **Presentation of information:** - Presents vocabulary related to the topic of daily activity. - Introduce the Scrabble game and explain the rules of the game. - Connect the material with the Scrabble game. - Tells that each group will play a game of Scrabble. - Each group is given 10 minutes to play. **Guide group learning activities:**	- Understand the material presented. - Listen to the teacher's explanation about Scrabble game and its rules.

	- Ask each group to form words related to the topic according to their creativity.	- Form words related to the topic.
	- Ask students to write down the vocabulary words they find and their meanings.	-Write down the vocabulary found and its meaning.
	- Ask 1 student to represent each group to read out the vocabulary they found.	- Follow the teacher's instructions and read out the vocabulary they find.

From the result of the data collected in the pre-test and post-test classes, the researcher calculated the value of each student. The formula used according to Arikunto (2006) is as follows:

$$\Sigma = \frac{x}{N} 100$$

Where:

Σ = Standard score $\quad\quad$ N = Maximum score

X = Obtained score $\quad\quad$ 100 = Fixed score

The researcher tabulated and classify the students score into the following clarification. The score of the test were classified into seven levels as follows:

Table 3 - Scoring Category of Students' Vocabulary

No.	Range of Score	Classification
1.	96-100	Excellent
2.	86-95	Very good
3.	76-85	Good
4.	66-75	Fairly good
5.	56-65	Fair
6.	46-55	Poor
7.	0-45	Very poor

(Depdikbud, 2012)

Furthermore, the researchers calculated the mean score of students from pre-test and post-test classes. The researcher used the formula proposed by Arikunto (2006) is as follows:

$$M \frac{\Sigma x}{N}$$

Where:

M = Mean score

Σ = Symbol of summation

X = Standard score of students

N = Total number of students

After that, the individual deviation of pre-test and post-test were calculated using the formula proposed by Arikunto (2006) as follows:

$$Md \frac{\Sigma d}{N}$$

Where:

Md = Mean score

Σd = Sum of deviation

N = Number of students

Furthermore, the researcher calculated the sum of the squared deviation of the pre-test and post-test classes using the formula proposed by Arikunto (2006) as follows:

$$\Sigma x^2 = \Sigma x^2 \frac{(\Sigma x^2)}{N}$$

$$\Sigma y^2 = \Sigma y^2 \frac{(\Sigma y^2)}{N}$$

Where:

ΣX² = The square deviation sum of experimental group

ΣY² = The square deviation sum of control group

N = Number of students in each group

After calculating all the formulas above, the researcher applied them to the t-test formula to determine whether there was an effect of treatment on the using of Scrabble game in the experimental group in developing students' vocabulary. The t-counted formula uses the formula proposed by Arikunto (2006:311) as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx}\right) + \left(\frac{1}{Ny}\right)}}$$

Where:

Mx = Mean score of the experimental group

My = Mean score of the control group

Σx^2 = Sum of square deviation of the experimental group

Σy^2 = Sum of square deviation of the control group

N_x = Number of students in the experimental group

N_y = Number of students in the control group

RESULT AND DISCUSSION

Table 4 – The Result of Experimental Group on Pre-test Scores

No.	Initials	Pre-test		Obtained Score	Maximum Score	Students' Score
		Multiple choices	Matching			
1	ARN	11	5	16	32	50
2	AD	9	2	11	32	34
3	AWS	6	2	8	32	25
4	AM	6	1	7	32	22
5	AVA	5	3	8	32	25
6	BSR	15	5	20	32	63
7	FA	12	6	18	32	56
8	FAD	15	5	20	32	63
9	HDP	9	4	13	32	41
10	LA	7	2	9	32	28
11	MF	10	3	13	32	41
12	MRA	10	4	14	32	44
13	MBA	4	1	5	32	16
14	MRA	12	7	19	32	59
15	MSR	7	1	8	32	25
16	MJT	16	6	22	32	69
17	MRP	8	5	13	32	41
18	NH	8	1	9	32	28
19	NNM	11	6	17	32	53
20	PA	8	5	13	32	41
21	RFK	9	1	10	32	31
22	SF	9	4	13	32	41
23	SYSD	8	1	9	32	28
24	SYRF	8	4	12	32	38
25	SD	6	3	9	32	28

26	TPD	10	4	14	32	44
	Total					**1034**
	Mean					**39.77**

After calculating the data, it can be seen that the mean pre-test score obtained by the students in the experimental group is 39.77. This means that the mean vocabulary score of the students of the experimental group in the pre-test is very poor. Most of the students lacked vocabulary so they had difficulty in understanding English words.

Table 5 - The Result of Control Group on Pre-test Scores

No.	Initials	Pre-test		Obtained Score	Maximum Score	Students' Score
		Multiple choice	Matching			
1	AR	11	8	19	32	59
2	ATF	9	5	14	32	44
3	AON	13	4	17	32	53
4	AMS	5	3	8	32	25
5	ABS	9	8	17	32	53
6	AK	15	5	20	32	63
7	DAL	14	4	18	32	56
8	FAM	15	5	20	32	63
9	GNZ	9	5	14	32	44
10	IAM	11	1	12	32	38
11	MAA	6	2	8	32	25
12	MFR	9	5	14	32	44
13	MKM	10	3	13	32	41
14	MR	13	5	18	32	56
15	MR	10	5	15	32	47
16	MSR	11	5	16	32	50
17	MA	5	5	10	32	31
18	MS	18	8	26	32	81
19	MF	11	4	15	32	47
20	NSYL	7	3	10	32	31
21	NZW	15	10	25	32	78
22	NAPW	4	2	6	32	19
23	RM	9	2	11	32	34

24	SNH	9	8	17	32	53
25	SYKT	11	1	12	32	38
26	SYF	10	3	13	32	41
27	NKRPS	2	2	4	32	13
28	MRW	16	5	21	32	66
	Total					**1291**
	Mean					**46**

Based on the data above, it can be seen that the control group obtained the mean pre-test score of 46. This shows that the vocabulary ability of students in the control group was very poor. Some students showed fluency in answering the questions, whereas most struggled with slow responses and difficulty in understanding English words due to their lack of vocabulary.

Table 6 - The Result of Experimental Group on Post-test Scores

No.	Initials	Pre-test		Obtained Score	Maximum Score	Students' Score
		Multiple choices	Matching			
1	ARN	18	12	30	32	94
2	AD	16	6	22	32	69
3	AWS	12	7	19	32	59
4	AM	15	6	21	32	66
5	AVA	15	10	25	32	78
6	BSR	18	8	26	32	81
7	FA	18	8	26	32	81
8	FAD	19	10	29	32	91
9	HDP	16	8	24	32	75
10	LA	14	8	22	32	69
11	MF	18	12	30	32	94
12	MRA	17	8	25	32	78
13	MBA	15	6	21	32	66
14	MRA	16	10	26	32	81
15	MSR	17	9	26	32	81
16	MJT	16	9	25	32	78
17	MRP	19	9	28	32	88
18	NH	15	8	23	32	72

19	NNM	20	9	29	32	91
20	PA	14	11	25	32	78
21	RFK	15	8	23	32	72
22	SF	14	8	22	32	69
23	SYSD	18	7	25	32	78
24	SYRF	15	5	20	32	63
25	SD	16	8	24	32	75
26	TPD	17	8	25	32	78
	Total					**2005**
	Mean					**77**

From the data above, it can be seen that the mean score of the experimental group in the post-test is 77. This means that there is significant progress from the experimental group's pre-test mean score (39.77) to (77) in the post-test.

Table 7 - The Result of Control Group on Post-test Scores

No.	Initials	Pre-test		Obtained	Maximum	Students'
		Multiple choice	Matching	Score	Score	Score
1	AR	17	9	26	32	81
2	ATF	13	7	20	32	63
3	AON	17	5	22	32	69
4	AMS	12	4	16	32	50
5	ABS	10	9	19	32	59
6	AK	19	10	29	32	91
7	DAL	19	12	31	32	97
8	FAM	16	8	24	32	75
9	GNZ	10	3	13	32	41
10	IAM	14	4	18	32	56
11	MAA	10	5	15	32	47
12	MFR	6	4	10	32	31
13	MKM	12	6	18	32	56
14	MR	15	7	22	32	69
15	MR	14	8	22	32	69
16	MSR	10	3	13	32	41
17	MA	7	4	11	32	34

18	MS	18	12	30	32	94
19	MF	14	6	20	32	63
20	NSYL	11	4	15	32	47
21	NZW	18	8	26	32	81
22	NAPW	6	2	8	32	25
23	RM	10	3	13	32	41
24	SNH	10	10	20	32	63
25	SYKT	13	3	16	32	50
26	SYF	15	3	18	32	56
27	NKRPS	7	3	10	32	31
28	MRW	18	10	28	32	88
	Total					1668
	Mean					**59.57**

From the results of the above calculations, it can be seen that the mean score of the post-test of the experimental group and the control group is different. The mean score in the post-test of the experimental group is 77 while the mean score of the control group in the post-test is 59.57. This means that there is a development in student vocabulary in the experimental group after receiving treatment.

Based on the results of quantitative data taken from the pre-test and post-test, the quantitative data shows the development of students activities during the teaching and learning process. This indicates that the use of Scrabble game can motivate students to be more enthusiastic in learning English especially in English vocabulary. From the explanation above, it can be concluded that the results showed that the use of Scrabble game can develop students' English vocabulary.

In previous research, the finding revealed students' vocabulary development after playing Scrabble game online [8]. Whereas in the findings of this research the Scrabble game made students enthusiastic in learning English because this game did not use an online Scrabble game. This difference in findings shows the variation in research results between previous research and this research.

Both studies aimed to demonstrate the effectiveness of using the Scrabble game in developing eighth grade students' vocabulary. The implications of the two studies are different, the previous research showed that online Scrabble games can improve students' vocabulary but make students bored. Whereas this study shows that Scrabble game can develop students' vocabulary and students actively participate in learning English vocabulary in the classroom. The previous research highlighted the increase in students' learning activities and interest, while the current study provided strong statistical evidence

of students' vocabulary development. Overall, both studies support the integration of games in learning as an effective method to improve students' learning outcomes in English vocabulary.

The results of this research support research conducted by Rohmawati and Masruroh, who stated that the use of Scrabble game as a learning media makes students actively participate in the learning process, they show interest in the learning process and work well together in groups [9]. This reinforces training for students to think critically and collaborate with their group mates to identify problems and find solutions. Meanwhile, the control group that only used the lecture method did not actively contribute to vocabulary learning and only received the material taught.

Scrabble game is effectively used as a learning media in learning vocabulary, especially English. This game can train students' brains in critical and creative thinking. The Scrabble game has many advantages, one of which is helping students learn vocabulary because when playing this game, students can spell, understand, remember, and use words [9]. In addition, this method also trains students to develop their creativity and innovation.

The implementation of the use of Scrabble games as a learning medium plays a role in productive learning in which students must work together to form tiles-tiles of letters to become English vocabulary according to a topic determined by the teacher. These tiles are formed into vocabulary, which can help students to think critically and creatively as well as increase students' interest in learning English vocabularies. Using Scrabble games in teaching vocabulary can help students improve their activity and creativity in English [10]. In addition, students can improve their vocabulary skills in terms of spelling, pronunciation, and terminology memorization, as well as potentially improve their speech skills. In addition, students must be accustomed to using English vocabulary both in study and in everyday life. Therefore, the use of Scrabble games can help students in practicing developing English vocabulary.

However, in using Scrabble games as a learning medium, teachers need to guide students throughout the learning process. Based on research conducted by researchers, at the time of the learning process using the Scrabble game will make the class atmosphere alive, but the class is very noisy and the students will be busy making words from their letters. This makes the class seem loud and worried about disturbing other classes. For the next teacher, it should be noted that the use of Scrabble games also has a weakness where when students are not supervised in the learning process, students will argue and will make words as they like and not match the subject being taught. Another weakness of this research is the limited time given to researchers when conducting treatment to students, so that the research conducted is not optimal. However, this research succeeded in proving that the Scrabble game can develop students' vocabulary in learning English.

CONCLUSION

From the results of data analysis, the researchers concluded that the use of Scrabble game can develop the vocabulary of eighth grade students of SMP Negeri 19 Palu. This is supported by the results of students' post-test scores between the mean value of the experimental group (77) which is higher than the mean value of the control group (60). It is also supported by the t-counted value (5.896) which is higher than the t-table value (2.006). Furthermore, from the results of the analysis it can be stated that the tested hypothesis can be accepted. In conclusion, from the use of the game, it can be seen that interactive and fun learning methods such as Scrabble can help students in enriching their vocabulary. By playing Scrabble, students not only learn new vocabulary, but also practice critical thinking skills, strategy, and teamwork. Thus, the use of Scrabble game in learning can be an effective alternative to develop the vocabulary of students in grade VIII of SMP Negeri 19 Palu.

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