**THE USE OF SCRABBLE LEARNING MEDIA IN TEACHING ENGLISH VOCABULARY**

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# ABSTRACT

Kholiyatul Uyuniyah . 2024. The use of Scrabble learning media in Englis teaching vocabulary. Supervisor: Hendra Sudarso, M.Pd, Tera Athena, M.Pd.

Keywords: Scrabble media *,Vocabulary, Student’s Response*

This study was conducted to explore students use scrabble in teaching vocabulary and implementation scrabble media from the teacher. The interview was intended to collect qualitative data concerning the participants’ responses about their interest and motivation, vocabulary.

English is the second language in Indonesia after Indonesian. English used as one of the subjectsin elementary schools that has basic competencies and competencieswhich becomes the direction and basis for the development of learning.Competency and competence standard this basis is regulated in such a way by the curriculum. In the Education Unit Level Curriculum

In learning English, vocabulary mastery plays a very important role in learning English. Students must know a lot of various vocabulary in English, because vocabulary is the main asset in teaching and learning activities, students must really understand the meaning of vocabulary.

**ABSTRAK**

Kholiyatul Uyuniyah. 2024. Penggunaan media pembelajaran Scrabble dalam pengajaran kosakata bahasa Inggris. Pembimbing : Hendra Sudarso, M.Pd, Tera Athena, M.Pd.

Kata Kunci: Media Scrabble, Kosakata, Respon Siswa

Penelitian ini dilakukan untuk mengeksplorasi penggunaan scrabble siswa dalam pengajaran kosakata dan implementasi media scrabble dari guru. Wawancara dimaksudkan untuk mengumpulkan data kualitatif mengenai tanggapan peserta tentang minat dan motivasi, kosa kata.

Bahasa Inggris merupakan bahasa kedua di Indonesia setelah bahasa Indonesia. Bahasa Inggris digunakan sebagai salah satu mata pelajaran di sekolah dasar yang mempunyai kompetensi dasar dan kompetensi yang menjadi arah dan dasar pengembangan pembelajaran. Standar kompetensi dan kompetensi dasar ini diatur sedemikian rupa oleh kurikulum. Dalam Kurikulum Tingkat Satuan Pendidikan

Dalam pembelajaran bahasa Inggris, penguasaan kosakata memegang peranan yang sangat penting dalam pembelajaran bahasa Inggris. Siswa harus banyak mengetahui berbagai kosakata dalam bahasa Inggris, karena kosakata merupakan modal utama dalam kegiatan belajar mengajar, siswa harus benar-benar memahami pengertian kosakata.

**INTRODUCTION**

In line with the development of the times, mastery of foreign languages has become one of the things human need to be able to keep up with the rapid pace of civilization. According to Vigotsky in, language is the basis for forming concepts and thoughts. Language has a relationshipstrong with thinking activities. English is an international language that plays a very important rolein global communication and facilitate international interaction. Englishis also one of the keys that holds various aspects, such as business, politics, education,social, as well as cultural. Even now, English has become a communication tool in the era of globalizationenough to determine a person's success in achieving a good career.

English is the second language in Indonesia after Indonesian. English used as one of the subjectsin elementary schools that has basic competencies and competencieswhich becomes the direction and basis for the development of learning.Competency and competence standard this basis is regulated in such a way by the curriculum. In the Education Unit Level Curriculum

In learning English, vocabulary mastery plays a very important role in learning English. Students must know a lot of various vocabulary in English, because vocabulary is the main asset in teaching and learning activities, students must really understand the meaning of vocabulary. By mastering vocabulary, students will be able to understand language both orally and in writing. Students are introduced to nouns, verbs, and adjectives.Mastering good language vocabulary will make it easier for students to improve skills in English, including: listening, speaking, reading and writing.The current reality is that in class 1 at Miftahul Ulum West Kranggan there are still many obstacles, there are students who do not master the vocabulary in learning English, so the results of learning English vocabulary are still not satisfactory.The low level of students' vocabulary mastery in English is influenced by various factors, including students'

lack of knowledge,students' low willingness to read, lack of media in teaching vocabulary, and the lack of appropriate methods used by teachers in the teaching and learning process.

Current situation in the classroom 1 Elementary school, Miftahul Urum Elementary School According to the results, there are still many obstacles and some students are not acquiring vocabulary when learning English.The Students still not satisfied with learning English words. Students' low proficiency in English vocabulary can be attributed to students' lack of knowledge, students' low reading comprehension, lack of media in teaching vocabulary, and inappropriate teaching and learning process of his by teachers. It is influenced by various factors, such as lack of method.Learning does not only take place in the school environment, but learning must also take place at home so that students can sufficiently expand their English vocabulary.The use of media in the learning process can change the student's learning process so that they can better achieve their learning goals.Using media makes it easier for students to learn English vocabulary.

According to Fatria media is anything that can be used to channel messages and can stimulate the mind, can arouse students' enthusiasm, attention and will so that it can encourage the learning process in students.Learning media which has the main function of increasing student motivation, preventing student boredom in following a learning process and strengthening student understanding to improve good English vocabulary.Improving mastery of English vocabulary can be done using Scrabble media. In this case,the teacher first determines a variety of teaching media and techniques, and tries to stimulate student activity and creativity and should pay attention to the student's ability to master the student's vocabulary. This scrabble media focuses on the ability to remember the number of vocabulary words that students have. The advantage of Scrabble media is that it can help students to bind information. Using Scrabble media can increase socialization between students because this game requires teamwork in groups.The definition of scrabble is a word gamethat can be played by two or

more people at a certain time. The bait is one minute, each game takes turns trying to form related words on the board. The game uses cards, each of which has a certain number.

Vocabulary is an element that important in language activities in expressing ideas or ideas to opponents talk. To speak well, correctly and politely, of course you need mastery good and varied vocabulary. Language has a very important role in a person's thinking process. Language is the main thinking tool. We give birth to all kinds of understandings, ideas, concepts, thoughts and dreams through language. Language is also very important.Vocabulary is defined as, vocabulary. As for the path taken to master vocabulary extensively, honestly it boils down to the memorization method. However, without the right strategy, memorization activities make students frustrated and give up in the first steps before they have mastered several tens of words, which of course is not commensurate with the demands of a number of vocabulary that students should master according to their education level. Learning vocabulary is an important aspect of language development. Vocabulary knowledge is closely related to reading skills, and moreover vocabulary knowledge can help achieve learning success at school. English vocabulary is a collection of all the words that people understand or all the words that are likely to be used by people to compose new sentences.Based on the results conducted by researchers,Elementary school Miftahul Ulum still has limitations in the lack of media facilities for the English learning process, which causes the teaching and learning process to be less effective and there is a lack of participation in learning English, especially learning English vocabulary. Limited English learning media at elementary school Miftahul Ulum Elementary School tends to cause teachers to only use media available in the classroom such as blackboards, chalk and books.In other words, the media in teaching English still traditionally only goes in one direction so it seems less interesting and monotonous. The use of appropriate media in learning English can attract students' attention to the lesson material being presented. With the right media, it can also increase students' understanding of the learning material presented and then provide strong and reliable data about a thing or event.

**Formulation of the problem**

* 1. How does the teacher use Scrabble media in the vocabulary class 3 in SDI Miftahul Ulum
  2. What responses of the student tought vocabulary English at Third Grade SDI Miftahul Ulum Kranggan Barat Tanah Merah

# RESEARCH FINDING AND DISCUSSION

In this chapter researcher explain research findings, especially the results that the reseacher obtained, and the discussion that the researcher will provide based on theory mentioned earlier.

## A. Research Findings

The purpose of the research is the researcher describe all the results of the research conducted at SDI Miftahul Ulum Kranggan Barat regarding the Analysis Inhibition of English vocabulary learning used Scrabble media. The information obtained is the result of interviews with research informants, the results of observations namely by non participant observation conducted by researcherand the results of documentation with archives and research documents. The results of research and discussion of this research will be discussed in accordance with the systematics that have been implemented.

### Result of the Interview

In the results of this interview, the researcher describes the information from informant 1 to informant 4 with the questions in the following format:

**Interviewee informant 1-Q (the teacher)**

**Question 1:** Can teachers implement the use of Scabble Media in Vocabulary learning in English classes?

**Informant:***“ Yes, this learning media makes it easier for me to teach English learning, especially vocabulary”*

**Question 2**: Can Scrabble Media make it easier for students to learn Vocabulary in English class?

**Informant:***“ Yes, it can make it easier for students because they can think and find out quickly from each series of words as a group”*

**Question 3**: What advantages do students get in learning English vocabulary using Scrabble media?

**Informant:***“ They can learn how to work together in groups, think harder to improve their brain performance, and they want to always apply this kind of learning to all English learning topics..”*

**Elaboration :** Based on the answers of the first informant, it can be seen that the obstacles to the benefits obtained by students are They can learn how to work together in groups, think harder to improve their brain performance, and they want to always apply this kind of learning to all English learning topics.

**Question 4:** What difficulties do students experience when using Scrabble Media?

**Informant**:*“ The only difficulty is when they are confused about how to put together the words they have got.”*

**Question 5:** Are students actively asking questions or just passively staying in place if they can't play the game?

**Informant**:*“ There are many active students and only a few passive students because passive students tend to be shy and quiet in class”*

**Question 6:** How do students deal with these problems?

**Informant**:*“ They discussed and continued to recall every meaning of the words they had found”*

**Elebration :** The informant said that the difficulty lies with passive students because they have difficulty mingling and tend to be shy, making it difficult for active students to put together the words they have learned.

**Question 7:** How do teachers handle students who cannot use Scrabble media in vocabulary learning?

**Informant**:*“ I will repeat the method that I explained at the beginning”*

**Question 8:** Are there other methods that can make it easier to play Scrabble media?

**Informant**:*“ Actually there is, but it is less effective if using this method because students tend to be more active in moving forward after discussing with their*

*roup friends”*

*g* **Elebration :** The informant said that there are other ways to use Scrabble media in vocabulary learning, but they are less effective and students have less interest if they use methods that are not used during learning**.**

**Interviewee informant 2-Q (the student 1)**

**Question 1:** What is the classroom atmosphere like when learning English?

**Informant**:*“ Always happy but when it comes to certain English learning topics”*

**Question 2:** What is the classroom atmosphere like when learning English?

**Informant**:*“ Always happy but when it comes to certain English learning topics”*

**Question 3:** Does every lesson go like that?

**Informant**:*“ It depends on my enthusiasm for learning, sis, because I prefer learning that is challenging and fun”*

**Question 4:** Do you feel comfortable when learning English?

**Informant**:*“ Yes, sis, I always feel comfortable because the teacher always raises enthusiasm and motivation to be able to speak English fluently”*

**Elebration :** The second informant said that he always felt happy when learning English, even on certain topics, but the teacher never made the students feel bored because he always gave the students enthusiasm in learning English.

**Interviewee informant 3-Q (the student 2)**

**Question 1:** Does the teacher explain the game thoroughly in finding English vocabulary?

**Informant**:*“ Yes sis, the teacher explains thoroughly even though sometimes we don't understand, but the teacher always explains repeatedly even though we don't understand”*

**Question 2:** Are you having difficulty understanding the game?

**Informant**:*“ At first I found it difficult, but after being bombarded by the teacher gradually, I finally understood and quickly understood”*

**Question 3:** How do you overcome this?

**Informant**:*“ By continuing to ask the teacher again and carefully understanding each step given”*

**Elebration :** The informant said that although initially there were difficulties in using the learning media, there were teacher who were always able and willing to repeat what had been explained.

**Interviewee informant 4-Q (the student 3)**

**Question 1:** What do you do when the teacher uses English word arranging games?

**Informant**:*“ I followed the game carefully and paid attention to the teacher when explaining, after that I also demonstrated what the teacher explained and discussed with my group of friends and gave the answers we had obtained.”*

**Question 2:** Why does this word game interest students?

**Informant**:*“ made us scramble to get ahead of each other because the game was exciting and triggered the brain to think, it felt very different compared to games in usual English learning..”*

**Elebration :** The importance of knowing some of the obstacles we experience when learning English is to use it as material for our self-evaluation by improving our weaknesses.

From the results of interviews conducted by researchers, it can be seen that the obstacles faced by students include: low mastery of grammar, lack of self- confidence, and poor memory.Errors in writing words often occur because sometimes there are words that are different when written down and those that are in memory, so that language mastery is lacking. Another thing related to the lack of ability to remember words is a lack of reading or confusion about how words should be pronounced as said by (Imaneabdelli 2020) students' failure to remember vocabulary can affect their performance, making them unable to communicate with other people for fear of making mistakes in writing. as well as language pronunciation.

Based on the results of interviews conducted by researchers with teachers and students regarding the use of Scrabble Media, it appears that they are poor at reading, so errors in writing and pronunciation of vocabulary make it difficult for them even though in the end they always try to solve the words in the game

# CHAPTER V

# CONCLUSION & SUGGESTION

In this chapter the researcher present conclusions and suggestions about Analysis Of Inhibition Student Speaking Perfomance. The following are the conclusion and suggestions from this research:

## Conclusion

Based on the results of research on the use of Scrabble media for Vocabulary learning faced by grade 3 students at Miftahul Ulum Elementary School, it can be concluded that in this learning students experienced a little difficulty, although in the end these difficulties were overcome. The important role of the teacher is to invite passive students to be active in learning English. media that can make it easier for students to learn and can improve students' memory in mastering vocabulary in English.

from the way students express how happy they are with the ongoing English learning and their high curiosity when the game is taking place. make it easier for teachers to continue learning.

## Suggestion

After the researcher draws conclusions regarding the analysis of the use of srabble media in mastering English vocabulary, the researcher will provide suggestions. Researchers hope that the results of research involving direct interviews with informants can be used as a means to evaluate the implementation of English language learning at Miftahul Ulum Elementary School. Not only students, the role of teachers also has a big influence in overcoming the problems students face in learning English. So to achieve successful learning there must be harmony between teachers and students. Students may be able to build or create a more supportive environment when studying, especially in English vocabulary classes so that a sense of mutual support arises between students and each other. Feeling insecure about

our shortcomings is normal, all we need is a good environment and the right person to slowly change these insecurities.

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