THE EFFECTIVENESS OF SCRAMBLE GAME ONLINE IN TEACHING VOCABULARY MASTERY AT THE SECOND SEMESTER AT THE EIGHTH GRADE OF SMPN 1 SEKAMPUNG UDIK IN THE ACADEMIC YEAR OF 2021/2022

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

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ABSTRACT

Vocabulary is an important part of English that should be mastered well. It had important role in communication both in spoken and written forms. By having a lot of vocabularies learner will be easier to show many ideas, making compositions, and many activities dealing with language. The aim of this research is to find out there is significant effect of using Scramble Game Technique in teaching vocabulary or not.

This research is quantitative with quasi-experimental research design. The population of this research was the students of SMPN 1 Sekampung Udik. The researcher took two classes as sample: class VIII A as experimental class and VIII B as control class, consist 25 students. The researcher was used Cluster random sampling. The instrument to collecting the data, pretest and posttest was employed by the researcher. The researcher used pre-test and post-test to know the students' vocabulary mastery before and after the treatment. Afterward the researcher analyzed the data by using a Mann-Whitney U Test because the data experimental is not normally distributed.

The result from the calculation Mann-Whitney U Test showed that Mann-Whitney U score 73.000, Wilcoxon W 398.000, Z score -4.706 and A symp.sig (2-tailed) 0.000, so there was a significant effect of using Scramble Game with Sig. $\leq \alpha = 0.05$ (p-value 0.000). Based on the analysis of the data and the testing of hypothesis, the result null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted so there is an effect of using scramble game in teaching vocabulary mastery at the second semester at the eighth grade of SMPN 1 Sekampung Udik in the academic year 2021/2022.

Keywords: Quasi Experimental, Scramble Game, Vocabulary

DECLARATION

I am a student with the following identity:

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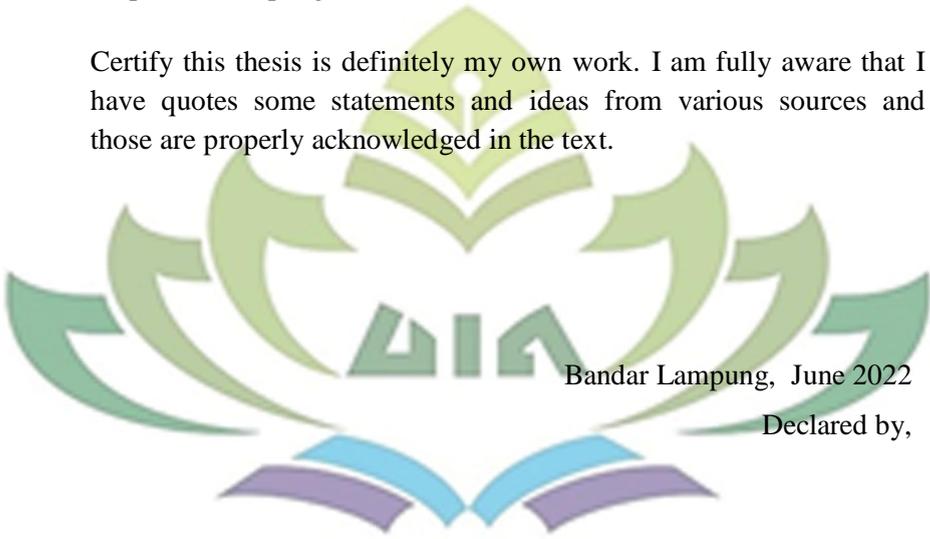
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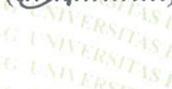
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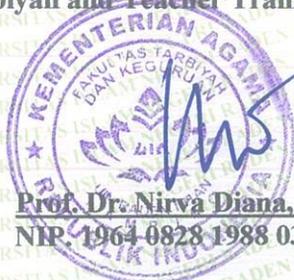
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MOTTO

<p dir="rtl">ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝</p>

He who has thought (the use of) the pen (4), Thought man that which He knew not (5). [1]

-Al-alaq

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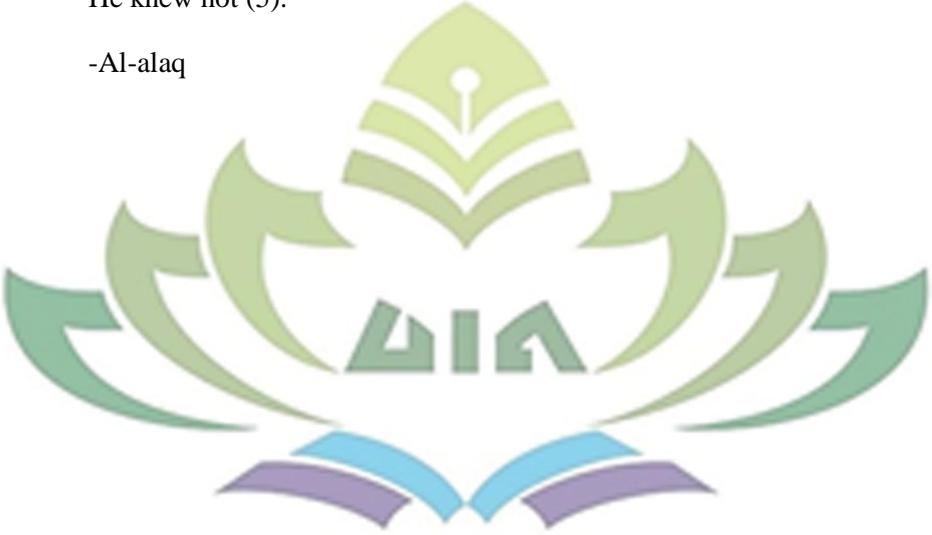
[1] Abdullah Yusuf Ali, *The Holly Qur'an Text and Translation*, (New Delhi: Millat Book Centre, 2006), p.701

DEDICATION

This thesis dedicated to:

1. My beloved parents: Mr. Maksum and Mrs. Maryani who always gave best prayed and supported me in my study and my life.
2. My elder sisters, Apri Rahma Dewi and Novia Nila Azmi who supported me to finish my thesis immediately.
3. My beloved friends: Deka, Apet, Robi, Ilham, Nero, Teuku, Deni, Lizai, Hasim, Rudi, Aulia, Nuke, Anis, Dayang and Vini who always support me to finish this thesis.
4. English Education class F has been being my biggest support since 2016 until now.
5. My Beloved almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Amar Fadilah Sidiq was born in Pugung Raharjo, on June 28th 1998. He is the third child of romantic couple, Mr. Maksum and Mrs. Maruani. He has two elder sisters namely Novia Nila Azmi and Apri Rahma Dewi.

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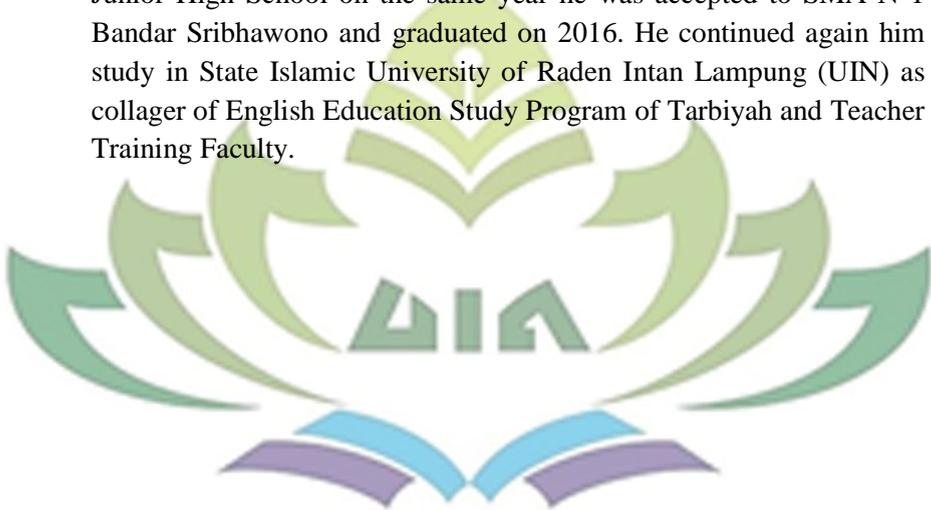
ACKNOWLEGMENT

In the name of Allah the Almighty God, the Most Merciful, and the Most Beneficent for blessing the researcher with His mercy and guidance to finish this thesis. Peace and salutation always be given to our Prophet Muhammad peace be upon him, with his family and followers. This thesis entitled " The Effectiveness of Scramble Game Online in Teaching Vocabulary Mastery at the Second Semester at the Eighth Grade of Smpn 1 Sekampung Udik in Academic Year of 2021/2022", is submitted as compulsory fulfillment of the requirements for S1-degree of English Education Study Program at Tarbiyah and Teacher Training Faculty at UIN Raden Intan Lampung.

When finishing the thesis, the researcher has obtained so many helps, supports, assistances, and many valuable things from various sides. Therefore, the writer would sincerely express her gratitude:

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research; to English teacher of SMPN 1 Pugung Raharjo, Sriwahyuni, S.Pd, for being helpful during the research process and giving suggestion during the research; all the teachers and the students at the eighth grade of SMPN 1 Sekampung Udik for allowing the researcher to carry out the research in their institution, for giving the contribution and being cooperative while the researcher was conducting the research.

7. My beloved friends of English Department of UIN Raden Intan Lampung, especially my beloved friends in class F, 2016. Finally, nothing is perfect and neither is the final project. The researcher realizes this thesis still far from perfect, so the researcher expects constructive criticisms and suggestions. Any correction, comments, and criticisms for this final protect are always welcome.
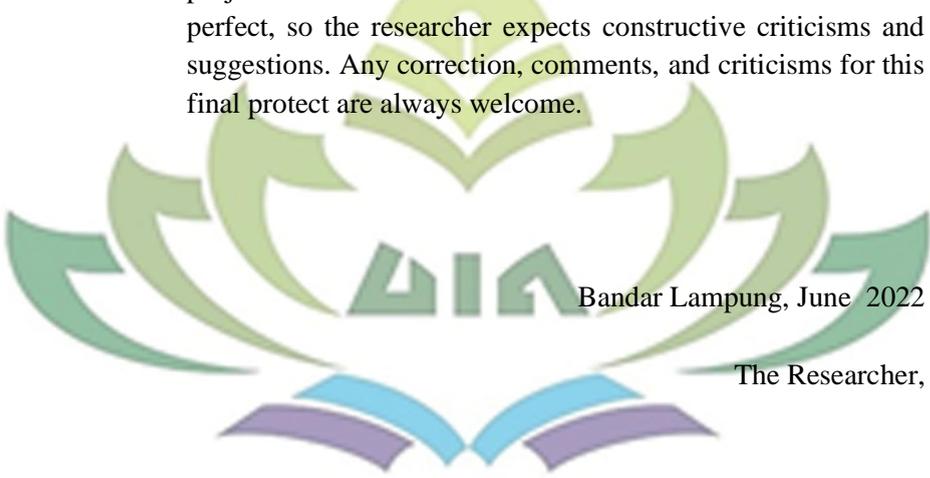
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INTRODUCTION

A. Title Affirmation

As the first step to discuss about this research, it is necessary to explain the keys related to the title of this research. The aim of this part is to explain more the title affirmation of this research. Thus, it is hoped no misunderstanding the meaning of this title and some of the term used.

Vocabulary is one of the language aspects needs to be mastered because people understood the words in oral or written based on their vocabulary in their mind. Vocabulary known as the basic element of a language. It is commonly defined as all the words used by the speakers when using their language.

Scramble game is defined as a set of letters that are jumbled, or being put in disordered then are arranged to be a meaningful word in a sentence. According to Shoimin scramble game is a technique which is organized as arranging letters game.[2] The students are asked to mix letters together in confused or untidy way to be meaningful or to be a word. One task at the word or sentence level also may appeal to those who are found of the letters games and puzzles.

Moreover, in this research the researcher used ProProfs open sources to implement scramble game through online platform. Due to covid-19 pandemic, all sectors applied by online. ProProfs Build and Test Knowledge is an open source application that was used to design the educational game. ProProfs' main purpose of building and testing knowledge is an online platform for instruction and evaluation. It allows for sharing tools and online education and this online tool offers study guides, practice tests and quizzes, and articles for certification exams.

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[2]Aris Shoimin, *Model Pembelajaran Inovativ dalam Kurikulum 2013*, (Yogyakarta: Ar-Ruzz Media, 2014), 166.

B. Background of the Problem

Vocabulary is one of the language aspects needs to be mastered because people understood the words in oral or written based on their vocabulary in their mind. Vocabulary known as the basic element of a language. It is commonly defined as all the words used by the speakers when using their language. According to Richards, "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write".[3] In addition, Nation in Alqahtani stated that in learning English as a second language (ESL) and English as a foreign language (EFL), learning vocabulary items is very important, vocabulary also play a vital role in all language skill (reading, writing, listening, speaking).[4]

From the definition above, it can be concluded that without knowing and having enough vocabulary, language learners and students of English as a foreign language (EFL) or English as a second language (ESL) will feel difficult to understand the target language. Further more, they may not understand the target language at all and when they have less vocabulary, it will become barrier for them in acquiring other English language skills such as reading, writing, listening, and speaking.

In other words, vocabulary is one of the aspects that have to be mastered at the first place by foreign language learners because nobody can speak and understand English if they have limited vocabulary and without a proportional amount of vocabulary learners will get trouble in the process of learning English. Meanwhile, English is one of subjects that students must face in National Examination so that without enough vocabulary the students may fail in it as well as English lesson in the class.

The succesful of English as a foreign language learners is determined by the size of vocabulary that they have got from

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[3]Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching:An Anthology of Current Practice,* (New York: Cambridge University Press, 2002), 255.

[4]Mofareh Alqahtani, "The Importance of Vocabulary Language Learning and How to be Taught," *International Journal of Teaching and Education*, Vol. III. (2015): 21, doi//10.20472/TE.2015.3.3.002.

learning activity. Thornbury stated that the quality of someone's language skill depends on the quality and the size of the vocabulary they have. Therefore, vocabulary becomes the basis to acquire a language because its importance.[5] It means that the teachers has important role in teaching and learning activity, especially in vocabulary. Hence, the teacher should be creative to discover some ways to help students in overcoming their problem in learning English as foreign language.

Based on the result of interview in preliminary research at SMPN 1 Sekampung Udik on 22nd January 2021 with Mrs. Sriwahyuni, S.Pd as the English teacher, the researcher got some information about students' vocabulary mastery at the eighth grade students. According to Mrs. Sriwahyuni, S.Pd the problems that students got in the teaching-learning process related to the vocabulary mastery were the students did not understand the point of the sentences in the text book so that the students often confused and could not answer the questions from the text because they did not understand the meaning of the words (word meaning), and they also did not know how to use vocabulary or words they had properly, because the change in the vocabulary or words in sentences (word grammar). Simply, they had limited-vocabulary.[6]

Furthermore, in the syllabus the teacher was suggested to teach simple present tense until the students could use it in their daily life. In order to use simple present tense in their daily life, they must know the form of the words (word grammar) and know the meanings of the vocabulary (word meaning). If the students do not understand the form and the meaning of the words in the simple present tense, they are considered not able to use simple present tense in their daily because to use it daily they   must know the meaning and know how to use the word in their oral and written.

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[5]Scott Thornbury, *How to Teach Vocabulary*, (Edinburgh: Pearson Education Limited, 2002), 48.

[6]Sriwahyuni, "Problem in Teaching Vocabulary Mastery on Simple Present Tense", Interview, January 22nd, 2021.

Accordingly, there were two factors that make students got difficulty in learning vocabulary they were internal and external factors. The internal factor comes from inside the learners such as motivation, interest, intelligence, boredom, etc., and external factor comes from outside the learners such as background, learning materials, and teacher's performance. In fact, the students faced difficulties in learning vocabulary. It seemed that they were not interested in the lesson. When the teacher asked questions, only one or two that can answer but mostly the students did not answer it. They answered the questions if only the teacher called their name and compelled them to answer. In other words, the 5 students were passive in the clasroom.

The teacher needs to have suitable technique for the students in teaching vocabulary mastery. Harmer said that vocabulary is an important element of a language learning, in teaching it teacher's art is matter.[7] It means that teaching vocabulary should be interesting and satisfying for both teacher and student. The teacher has to think a suitable way, subject material and how to apply it in the classroom. The teacher must be creative in teaching vocabulary mastery so that the students will be interested.

Considering the situation ilustrated above, he tried to discover a better way of teaching English especially vocabulary so that the students were able to improve their vocabulary mastery. Also, the researcher tried to invent the fun way in teaching vocabulary mastery. Therefore, the students could enjoy the entire learning language process and have long lasting memories about the material.

In this research, the researcher used game in teaching vocabulary. Nunan stated that game is in top list in 10 strategy preferences.[8] Therefore, the researcher concluded that a game is genuinely good to be applied in the classes of English subject. In addition, Nunan stated that game can break the tension and help

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[7]Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2002), 229.

[8]David Nunan, *Language Teaching Methodology a Textbook for Teacher*, (Sydney: Prentice Hall, 1991), 172.

the students to avoid boredom in learning English.[9] It means that game can reduce boredom in the learning English process so it can be construed that it is a great way to pick up new vocabulary because it consists of fantasy, ritual, luck and competition which interest the students. Hence, by using a game the boredom of the students was decreased and help the students focused on the lesson more. The situation of the classroom also become life and natural because game can create situation that made students used English.

The game that was possible to be implemented was Scramble Game Online. It needed to be done online because since Corona Virus pandemic came to Indonesia on march 2020 Indonesian Goverment asked that all institution of education should be online in order to slow down the spread of Corona Virus. Hence, in this research Scramble Game was done through ProProfs Application. ProProfs build and test knowledge is an open source application that is used to design the educational game. ProProfs was founded by Sameer Bhatia with the main purpose of building and testing knowledge is an online platform for instruction and evaluation. It allows for sharing tools and online education and this online tool offers study guides, practice tests and quizzes, and articles for certification exams. ProProfs.com is a Web 2.0 tool that grants instructors to make quizzes, surveys, flashcards , and games. Users can collaborate and share knowledge with the millions of users that use the site.

Scramble game is defined as a set of letters that are jumbled, or being put in disordered then are arranged to be a meaningful word. According to Shoimin scramble game scramble game is a technique which is to mix letters together in confused or untidy way to be meaningful. One task at the word or sentence level may appeal to those who are found of the word games and puzzles: ordering (or reordering) a scramble set of letters into a correct word or sentence.[10] Moreover, Raimes stated that in order

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[9]Ibid.

[10]Aris Shoimin, *Model Pembelajaran Inovativ dalam Kurikulum 2013*, 166-167.

to make teaching and learning more interest and more challanging, the teacher may provide a form of scrambled game and ask students to alter the arrangement of those letters into a correct and meaningful word or sentence.[11] It can be concluded that scramble game is a challanging and interesting technique that may be applied in teaching in which the teacher provides a group of words that is put not in a good order and then the students are asked to rearrange those letters into words in a correct construction. Therefore, this research used scramble game online.

In scramble game online technique, he designed scramble words game on ProProfs.com in which consist of some letters which needed to be arranged become word in sentences of simple present tense. Then, scramble words game that had been designed by the researcher, it could be done by the students through the website and the score can simply seen by the students after they finish their job. The design of scramble itself was sentence that have gap for the verb of simple present tense or incomplete sentence. The students needed to fill that gap with verb that already scrambled in the bracket. Then, the second design was some Indonesian words that needed to be translated into English words. In this design, the students just needed to arrange scramble word into correct order to answer it. In the other hand, this game or exercise was done by groups of students so that there was competition in this game. The members of each group had to help each others and thought critically to do exercise also, every member had duty to answer the incomplete sentence part and gave their the reason. Hopefully, when they used to do the exercises, they would be able to improve their vocabulary mastery especially on simple present tense.

Based on previous study, in this research he had investigated some thesis and researches on Scramble Game technique in different material and skill. There were two researches that related to this research. According to Hidayatul Khoiroh in her thesis entitled "The Effectiveness of Using

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[11]A Raimes, *Techniques in Teaching Writing*, (London: Longman, 1983), 185.

Scramble Game to Teach Vocabulary Mastery on Simple Past Tense of the Eighth Grade Students at SMP N 2 Banyubiru" she used scramble game technique to improve students' vocabulary mastery on simple past tense. In the result of this research, there was effectiveness of scramble game in teaching vocabulary mastey on simple past tense while doing pre-test and post-test. In pre-test and post-test the research shown that Scramble Game had strong effect on students' vocabulary mastery, it was shown by the mean score of pre-test (53.62) while the mean of post-test was (78.5) and the result of t-test shown that (to) 23.68 was higher than t-table (tt) 2.03 with the degree of freedom (df) 31.[12]

Second, according to Ibad in his journal entitled "Using Scrambled Words Technique In Teaching English Determiner And Modifier To Develop Mastery Of The Tenth Graders Of Madrasah Aliyah Al-Istiqomah Ngata Baru In Constructing English Noun Phrases" he used scramble words game in teaching determiner and modifier. The result of this research in using scramble words game was the students can improve their mastery in determiner and modifier. Based on the result of pre-test and post-test, the students' mean score of the experimental class was 57.27 while in the control class was 79.36. The comparison result of t-test indicates that t-counted value (3.25) is greater than t-table value (2.012) from both definitions above, it can be concluded that Scramble words game in previous researches proved that it is effective to improve students vocabulary mastery. Meanwhile, the difference of the research that the researcher conducted and other previous researches were material and the way the researcher used Scramble Game technique. In previous researches, the material were simple past tense, determiner, and modifier while this research used simple present tense. Also, previous research conducted the research offline so that they did face to face with the students in a real class

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[12]Hidayatul Khoiroh, "The Effectiveness of Using Scramble Game to Teach Vocabulary Mastery on Simple Past Tense of the Eighth Grade Students at SMP N 2 Banyubiru",(Thesis, IAIN Salatiga , 2019), 69.

environment but in this research, the researcher did the research online through Zoom Meeting and helped by ProProfs Application.

Based on the explanation above, the researcher focused on Scramble Game Online to know the effectiveness of using scramble game online in teaching vocabulary mastery. Theoretically, scramble game technique in teaching helps the students to not be bored and also attract their attention and their focus so that it was expected that there was any improvement in students' vocabulary mastery. The researcher used scramble game online technique to teach English vocabulary mastery to know its effectiveness. Thus, the research entitiled "The Effectiveness of Scramble Game Online in Teaching Vocabulary Mastery at the Second Semester at the Eighth Grade Students of Smpn 1 Sekampung Udik in Academic Year of 2021/2022." was coming up.

C. Identification of the Problem

Based on the research of the problem and the result of preliminary research (interviewed the teacher and observed the students) the researcher found some problems in teaching and learning process at the second semester at the eighth grade of SMPN 1 Sekampung Udik in the academic year of 2021/2022.

1. The students had very limited-vocabulary so they could not understand the meaning of the words. and they did not know how to use the words properly in sentences.
2. The students did not know how to use the words properly in sentences because they were confused with changes of words in sentences.
3. The students had lack of interest in learning vocabulary.

D. Limitation of the Problem

In this research, the researcher focused on using Scramble Game Online through ProProfs application in teaching vocabulary mastery and found out the effectiveness of Scramble

Game Online in teaching vocabulary mastery at the second semester at the eighth grade of SMPN 1 Sekampung Udik. Beside that, the researcher limited the focus of the vocabulary on word meaning and word grammar on the vocabulary. Because the most students had problem with word grammar and word meaning as illustrated by the teacher in background of the problem. Hence, this research focused to the problem that students faced and could solve the problem. Lastly, in this research the researcher used ProProfs Application for teaching vocabulary mastery at eight grade students of SMPN 1 Sekampung Udik.

E. Formulation of the Problem

Referring to the identification of the problem and limitation of the problem above, the researcher formulated the problem as follows:

Was scramble game online effective for teaching vocabulary mastery at the second semester at the eighth grade of SMPN 1 Sekampung Udik in the Academic Year of 2021/2022?

F. Objective of the Research

In this research, the researcher tried to find out the effectiveness of scramble game online in teaching vocabulary mastery at eighth grade of SMPN 1 Sekampung Udik.

G. Significance of the Research

The significance of the research to be expected in this research were as bellow:

1. Theoretically

In this research, he expected that this research gave information to the English teacher, which Scramble Game Technique is an alternative technique to teach vocabulary mastery in English class. Furthermore, Scramble Game

Technique also helps the teacher to enggage their students and decrease boredom of the students so that they can be focus and active in the class.

2. **Practically**

Scramble game online technique is an effective technique to increase the students' interest and motivation. It was also a good technique to make the students work cooperatively with their friends. It also let the students had fun and had process in acquiring new vocabulary. Thus, it was expected that they memorized the vocabulary easily and remembered the words longer or even always stayed in their mind. Therefore, the result of this research was expected to be useful for:

a. **For English Teachers**

After this research, the teachers in junior high school are expected to be able to take reference to use interesting technique in teaching vocabulary mastery. Also, it can provide inspiration and insight for English teachers to improve technique in the teaching learning process. Therefore, the students' achievement gets better.

b. **For Students**

After this research was conducted, it was expected that students master vocabulary easily. The students are also hoped to learn the importance of working cooperatively.

c. **For other Researchers**

The results of this study was really expected be a useful reference in the teaching learning process. The other researchers need to know how to use technique to make the lesson interesting and do not make students bored in learning vocabulary mastery.

H. Scope of the Research

    1. Subject of the research

        The subject of the research was students at the second semester at the eighth grade of SMPN 1 Sekampung Udik.

    2. Object of the Research

        The object of this research was Scramble Game Online Technique and students' vocabulary mastery.

    3. Place of the Research

        This research was conducted in SMPN 1 Sekampung Udik.

    4. Time of the Research

        This research was conducted at the second semester at the eighth grade of SMPN 1 Sekampung Udik in the academic year of 2021/2022.
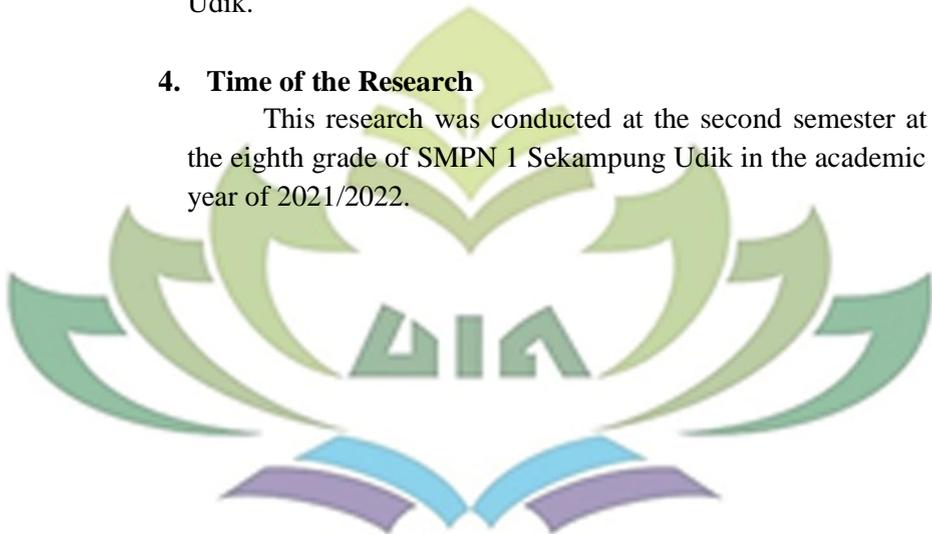
CHAPTER II
LITERATURE REVIEW

A. Frame of Theory
1. Vocabulary

Vocabulary is the vital aspect of language. Vocabulary is the core of the other abilities, such as writing, speaking, listening even reading something, everything needs good vocabulary mastery.[13] It means to be able to be in a language, English is no exception the first thing students must be able to master is vocabulary, where it will be difficult for students to master English if they do not have enough vocabulary. Conversely if students have sufficient vocabulary mastery then it will not be difficult in mastering English. Whether in speaking, writing, reading, or listening. Everything will feel easy.

Vocabulary is a set of words that must be known the meaning, when speaking or reading verbally and a set of words that can also be used by someone when writing[14],in order to be able to communicate in English, the students will master adequate personal English Vocabularies that they cover their needs for communication in real life situation. Vocabulary is a bank of numbers in a language or a list of words with their meanings. The statements above said that Vocabulary is the total number of words whose meaning must be understood and organized the words of a language is by the rules of use. Then, it is clear that vocabulary must exist in a language. One cannot express ideas, nor can receive information without vocabulary.

In mastering vocabulary means we have to master as a whole not only being able to memorize it. We also need to

[13]J. Michael Wallance, *Teaching Vocabulary*, (London: Education Book, 1998), 9.

[14]H. Hiebert Elfrida and Michael. L. Kamil, *Teaching and Learning Vocabulary, bringing research to practice* (New jersey: Mahwa Publisher 2005), 10.

know how to pronounce it, how to write it, how to read it and so on. If we only know how the pronunciation without knowing how to write it, it means we have not really succeeded in mastering vocabulary. Therefore, in order to be able to master English in all aspects we should be able to master vocabulary in every aspect as well.

Thornbury stated that if we learn English only spend time to learning about grammar then, it will not affect much in the development of our English, we should learn more in our vocabulary and expressions so that our English will be better, you can see little with grammar, but you can say almost anything with words.[15] It means that someone only spends time to learning grammar, it will not be too influential in a person's English language skills, so the thing that must be prioritized for someone who wants to master English is master the vocabulary and expression first, than grammar, if someone mastering vocabulary and expressions, it will be easy for him or her to express ideas or words in English.

More than that Fries believes that, vocabulary is the most important area in language learning.[16] Therefore, students must be able to master vocabulary. By mastering vocabulary, it will have an impact on their English for the better. From the statement above, it can be concluded that if we want to be able to speak English, the first thing that we have to be mastered is vocabulary. It is caused vocabulary is the core component in mastery English it self. Therefore, the students need to master it.

2. Concept of Vocabulary Mastery

Vocabulary is one of the most important components in the discussion of experts in language learning. It is also supported by one of experts, Thornbury, without grammar

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[15] Scott Thornburry, *How to Teach Vocabulary*, (Edinburgh: Longman, 2002), 13.

[16] C.C. Fries, *Teaching and Learning English as a foreign Language,* (New York: University of Michigan Press, 2000), 238.

very few things or ideas can be conveyed, but if without vocabulary, then nothing words or ideas can be conveyed.[17] It means that vocabulary has the most important role, in learning English, because it provides learners how well they speak, listen, read, and write.

Vocabulary must be mastered in learning a foreign language, because vocabulary is the main thing that must be mastered so that our ideas and expression can be conveyed properly. Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention on.[18] It is supported by Thornbury, he states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.[19] It can be concluded that vocabulary is the most important component in learning English, because it has such a large contribution in speaking, listening, reading, and writing skills.

Vocabulary must be mastered in learning English, because with sufficient vocabulary mastery, then every idea or word can be conveyed properly. Harmer said aspects that should be mastered by students in learning English as a foreign language, including:[20]

a. Word Meaning

The least problematic issues of vocabulary, it would seem, is meaning. According to Harmer word meaning include: Polysemy, antonym, synonym, hyponyms, and connotation.

b. Word Use

It means that meaning of word is always different or can be said it has a flexible meaning according to the context, or depend on using, such as "I'm feeling blue" does not

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[17]Scott Thornburry, *How to Teach Vocabulary*,13.

[18]Jack C. Richards,*Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2001), 4.

[19]Scott Thornbury, *How to Teach Vocabulary*, 144-160.

[20]Jeremy Harmer, *The Practice of English Language Teaching,* (London: Cambridge ,1998), 18.

meanreally describe a color. There is another meaning behind the word "blue". It is frequently stretch throw the set our metaphorical an idiom use. other example is "my mother is my home" this idiom expression show that mother is someone who can provide comfort.

c. Word Combination

Although words can appear as single item which are combined in a sentence. (The mongoose bit the snake), they also occur in two or more items groups (The normally lightning-quick reactions of the reptile let it down). They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange (whiteboard, whiteteeth, today, dislike, dis like wake up, wakeup, faster, smarter). The kinds of word that go together in one language are often completely different from the kind of word which live together in another.

d. Word Grammar

Last one is grammar how the patterns are used when using, verbs, nouns, adjectives, adverb, etc, and also we make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.

From the statements above, it can be concluded that there are 4 aspects in the vocabulary, namely: word meaning, word use, word combination, word grammar. Nation said that, the most important aspects in vocabulary are word use and word meaning, however vocabulary is about understand a meaning.[21] In the other hand, the eighth grade students of SMPN 1 Pugung Raharjo were still difficult to understand the meaning of English word (word meaning), they also were still difficult with change of words in sentences (word grammar), based on the english teacher explanation. Therefore, this reaserch only focused on 2 aspects of

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[21]Paul Nation, *Learning Vocabulary in Another Language*, (Cambridge: Cambridge University Press, 2001), 41.

vocabulary namely, word meaning and word grammar. Thus, the researcher could solve their problem.

3. Kind of Vocabulary

There are several types that need to be learned in vocabulary according to experts, According to Thornbury, words fall into one of eight different words classes :[22]

a. Verb is basic forms of clause,we need subject and verb for making clause In clauses, verbs often consist of an auxiliary verb + infinitive or participle. For example : will go. Most verbs refer to actions, events or states.

b. Noun is used to describe things or someone's name :for example : Personal names*(jessica or ana and so on*) places' names (*Birmingham*) are called proper nouns : they are usually used without articles.

c. Adjectives are used when we describe people, things, events, etc. Adjectives are used in connection with nouns and pronouns. Example: *Green* apple, she's *hungry*

d. Adverbs; a word like *tomorrow, once, badly* which is used to say, for example, when, where or how something happens.

e. Pronoun is a word like it, yourself, their, which is used instead of a more precise noun or noun phrase (like the *cat, Peter's self, the family's*). The word pronoun can also be used for a determiner when this includes the meaning of the following noun which has been left out. Example: I will take these.

f. Prepositions are word like *on, off, of, into,* normally followed by noun or pronoun

g. Conjunction is a word like and, but, although, because, when, if, which can be used to join clauses together. Example: *I rang because I was worried.*

h. The determiner is one of a group of words that begin noun phrases. Determiner includes *a/an, the, my, this, each, either, several, more, both, all.*

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[22]Scott Thornbury,*How to Teach Vocabulary*, 3.

It can be concluded that there are 8 parts in the word classes, namely: verb, noun, adjective, adverb, pronoun, preposition, conjunction and determiner. In this research, the researcher focused on verb. The researcher focused on verb because the students were lack of vocabulary especially in verb. Then, as the researcher discussed on the background of the problem, the students still faced problem on vocabulary mastery on word meaning and word grammar. Therefore, this research focused to those problems so that students' problem could be solved.

4. **Scramble Game**

a. **Definition of Scramble Game**

According to Shoimin "Scramble game is a technique which is a game of arranging the words and letter which has been randomly located to create the word that has meaning".[23] This game is applied to develop the insight of vocabulary thinking. In the other hand, Huda stated that scramble game can increase the concentration and speed of thinking of the students.[24] Therefore, it could be construed that scramble game is a game of arranging untidy letters into meaningful words or word that has meaning. Scramble game also is a technique which is good for students' concentration and also can attract them to the lesson so that the students more engaged to the lesson.

In this game, the teacher gave some exercises or questions to the students. They had to answer the questions with available answer randomly or they need to arrange untidy words to be meaningful word or become the right form so the word completely has meaning. In the other hand, Students need work together with the

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[23]Aris Shoimin, *Model Pembelajaran Inovatif Dalam Kurikulum 2013*. (Yogyakarta: Ar Ruzz Media, 2014), 68.
[24]Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Belajar, 2016), 303.

members of the group to think critically. So, they could solve the problem easily.

b. **The Procedure of Scramble Game**

According to Shoimin there are three procedures of doing Scramble Game, those are Planning, Main Activity, and Evaluation. The three procedures were explained below:[25]

1.) Planning

In this step, the teacher prepared all the materials and media in the teaching-learning process. The media was the ProProfs application which provided scramble word game. Teacher arranged all things that support the teaching-learning process, such as zoom meeting, and URL of ProProfs which had been designed.

2.) Main Activity

In this step, the teacher divided the students became some groups. Then, each group had to discuss to answer the question and find the right words. Lastly, the teacher asked the students to share their reason for choosing the words logically.

3.) Evaluation

The evaluation depends on the students' learning outcomes. There is much evaluation that can be applied by the teacher, the examples are:

a.) Perfect the arrangement of the text if there is an improper arrangement.

b.) Find the meaning of new vocabularies in the dictionary.

Huda notes the procedures of the Scramble Game, there are:

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[25]Aris Shoimin, *Model Pembelajaran Inovatif Dalam Kurikulum 2013,* 167.

1.) Make the questions according to the competency to be achieved

2.) Make the answer with the letters which was arranged randomly

3.) The teacher gives the worksheet to each group.

4.) The students arrange letters to be the word of column A as the answer to the questions from column B.[26]

c. **Advantages of Scramble Game**

Huda states the advantages of using scramble game, those are:

1) Train the students to think quickly and preciously
2) Train the students to answer the question with the random answer
3) Train the students to the discipline.[27]

According to Shoimin, the advantages of using Scramble Game are:

1.) Train the members of the group (students) have to work cooperatively.
2.) Learn while playing. It makes the students enjoy the class.
3.) Foster a sense of solidarity in the group
4.) The impressive material and hard to forget
5.) Competitive. It trains the students to race doing better.[28]

From the definition above, it can be concluded that there are a lot of incredible advantages that students get from scramble game. Firstly, scramble game can train the students how to think focus, quick, and precise which very good for their attitude in the future. Secondly, it will train the students to be cooperative, competitive, and

[26]Miftahul Huda,*Model-Model Pengajaran dan Pembelajaran*, 306.

[27]*Ibid.*

[28]ArisShoimin, *Model Pembelajaran Inovatif Dalam Kurikulum 2013*, 168-169.

solid which are good for their psychology and mental. Thirdly, it makes the students have fun in learning activity and they also will have long-term memory because this game is impressive. Therefore, this game is appropriate for education.

4) **Disadvantages of Scramble Game**

Huda states the disadvantages of using scramble game, those are:

1.) Students cheat on the friend answer

2.) Students do not think creatively

3.) Students only receive raw materials that only need to processed properly.[29]

According to Shoimin disadvantages of using Scramble Game are:

1.) Need a long time to be applied

2.) Create noise sound in the class.[30]

From the definitions above, it can be construed that disadvantages of scramble game are the students cheat on friends' answer, create noise sound in the class, and need a long time to be applied. Somehow, the disadvantages should have solutions. Thus, the researcher will solve those weaknesses.

Firstly, in order to make the students do not cheat on friends' answer, the researcher made 10 questions and made each group consists of 5 students. The first 5 questions need to be answered by each members of the group and next 5 questions need to be answered cooperatively so the students cannot cheat on friends' answer but still they will learn how to work cooperatively. Meanwhile, for the second weakness

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[29]Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2016), 306.

[30]Aris Shoimin, *Model Pembelajaran Inovatif Dalam Kurikulum 2013*, 169-170.

"create noise sounds" would not happen because the researcher would like to use zoom application when playing scramble game online. however if it is still happens the researcher would like to create breakout room in order to avoid the possibility of making noise sounds.

The last, "long time is needed to aplied this game" was solved by ProProfs as the media that the researcher had been prepared, before the teaching and learning process began. Hence, it did not need much time because ProProfs is simple to be used and has set by the researcher in time. In the other hand, scramble game is impossible to be applied as usual or traditionally because of Covid-19 pandemic. Thus, ProProfs application was used by the researcher in teaching vocabulary mastery.

5. **ProProfs Application**

ProProfs Build and Test Knowledge is an open source application that was used to design the educational game. ProProfs was founded by Sameer Bhatia with the main purpose of building and testing knowledge is an online platform for instruction and evaluation. It allows for sharing tools and online education and this online tool offers study guides, practice tests and quizzes, and articles for certification exams. ProProfs.com is a Web 2.0 tool that grants instructors to make quizzes, surveys, flashcards , and games. Users can collaborate and share knowledge with the millions of users that use the site.

The gaming application was developed using an open source game development application called ProProfs Build and Test Knowledge. Teachers and educational institutions can easily create online evaluations to enhance the learning experience of learners as ProProfs supports technology use in education by offering an easy way to create games that are in line with the curriculum to improve student achievement and not just offer fun and entertainment to the learners. ProProfs

also has a commentary section at the bottom of the page where students can leave their comments after they have played the game and this will help educators to know the areas they still need clarification on so that these areas are discussed in depth.

a. Games Designed

ProProfs offers a platform to create and share games which can be hosted on a blog, website or social network. Games such as word search, crossword puzzle, jigsaw puzzle, hangman, word scramble, sliding puzzle, brain teaser, quiz games can be created using this open source game development application.

1) Word Search

A word search is a word find or word seek puzzle which consists of words placed at random in a box. Using word search to teach History involves using key terms that students have to know and remember. Students can discuss about the words in the comments section that is found at the bottom of the page to define and find meanings of these key words. When creating the word search, different difficulty levels such as easy, medium or hard can be selected and the maximum time allowed can be changed based on the level selected.

While also learning History, other skills such as rule following can be learnt as students have to follow rules and find all the words in the given time frame to attaining a good score. The key words are entered into the type words text box, and the instructor has to enter the game title, description and choose a difficulty stage as well as the time permits. These parameters can be changed to suite the different topics that will be covered in class, as this word search is a support tool for face to face instructional methods.

2) Crossword

Crosswords are the most popular games which are in widespread use over the world. They are mostly common in newspapers and magazines for general knowledge testing. A crossword is a word puzzle that has to be filled in by solving the clues that will be provided. Across and Down clues will be given to students on the most important events in History based on the topic that will be covered during face to face teaching and the students have to fill in the words or phrases by following the rules and within the given time limit. This does not only improve their knowledge of the subject but it also increases their visual literacy skills.

When designing the crossword, only the word and the clue are required for the application to create the across and down section. The revision aspect of learning History is supported by using crosswords as only clueswill be provided and the students have to figure the rest out by themselves. Each topic will have its own crossword with different difficulty levels as well.

3) Slidding Puzzle

A sliding puzzle is a tile puzzle that challenges a player to slide pieces along certain route to rearrange the image into its original format. As History is mostly about facts and details of the Presidents who have made an impact especially during the different war eras, this type of puzzle will help students revise and recall in a pictorial format. The comment box at the end of the page will allow students to discuss the symbolism of the image they would have solved.

Students are most likely to remember and come exam time, they are likely to perform well as this type of instructional tool encourages them to participate and

it fosters collaboration and interaction with peers. The teacher selects and uploads the image based on the topics covered in face to face instructional method and gives a description of the discussion topic. The design stage also offers a way to select different difficulty levels.

4) Word Scramble

Word scramble is incredible words game. It is a fun game that most people enjoy because the players will not only play the game but it is also entertaining and challanging. In the other hand, word scramble also can help the player to build their knowledge, for example they can memorize a bunch of words by playing this game.

Secondly, word scramble provides themes or topics of particular word scramble, instruction, disorder words, and also hint which can help the learners to rearrange the words which already scrambled easily. Here, the player can arrange letters become the words as many as they can and as fast as they can. Beside that, it will also allow the player to recall their memory in order to find the right words order or they may guess what is the right words order. Then, to play this game the player can simply click the URL which can be accessed by their gadgets or their PC and when they finish the game, they will get certificate of appreciation which can make them feel glad of their accomplishment.

Word scramble is made for brain game which can also be summarized as a game that made for education. This game does not only give fun experience to the players but it also gives easy-access to the designer. Here, the designers or the teachers can create their own game so their game will be suitable with their students or their target players. Therefore,

the researcher chose ProProfs as the media in teaching vocabulary by using scramble game online technique on simple present tense because its simplicity.

The researcher also used word scramble from ProProfs compared to other techniques in it. The researcher chose word scramble because some reasons. Firstly, it was suitable for teaching vocabulary. Lastly, scramble game had proved effective in previous research which conducted traditionally. Thus, the researcher wanted to know was scramble game effective for teaching vocabulary mastery, even if it was conducted online.

6. **Teaching Procedure of ProProfs Application Media in Scramble Game**

There are some procedures were applied in using ProProfs application in teaching vocabulary on simple present tense as follows:

1). The teacher prepared the material and PropRofs' URL before teaching and learning activity.

2). The teacher showed the topic of today's lesson in this case simple present tense.

3). The teacher asked the students about the topic (does anyone know about it?).

4). The teacher explained about simple present tense, general structure of it, the function of it, and the characteristic of it.

5). After the teacher had just explained about simple present tense, the teacher divided the students into some groups (each group consist of 5 students).

6). The teacher explained about what was ProProfs media especially in word scramble and explains them how to use it and gave them the URL.

7). The teacher asked the students to fill scramble words game as good as they can and as fast as they can so they can be competitive with other groups.

8). After playing the game, the winner got a form of appreciation from the teacher.

9). After finishing, the teacher gave reflection towards students about what they had learned and activities had performed.

7. Textbook

Richard said that textbook is the material used in teaching learning process defined by curriculum. In the school textbook is complete a theories including knowledge, character and contain the complete overview the subject.[31] It means that textbook one which media uses in the school for learning process in the class based on the curriculum and the syllabus.

Textbooks are the program from education government and have implementation in the school. In addition, textbook is the language practice they serve as the basic for much the language input accept in the classroom.[32] It means that textbook used in the learning process and provide the basis for the content of the lesson. The kinds of situation will be balance with the skill language practice to the students. In addition textbook given support the teacher instruction in the teaching process. For the students, the textbook may provide of the knowledge from major source provided by the teacher.

Based on explanation above, the researcher concluded textbook is a teaching material (tool) which is presented by the curriculum. Textbook used in the learning process and provide the basis for the content of the lesson, the kinds of situation will be balance with the skill language practice to the students.In addition, textbook given support the teacher instruction in the teaching process.

8. Teaching Procedure of Teaching Using Textbook

The procedure of teaching using textbook were as follows:

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[31]Jack Richard, *The Role of textbook in a Language Program,* (NewYork: Cambridge University Press, 1990), 1.
[32]*Ibid.*

1). The teacher asked the students about previous lesson and checked students' understanding about previous lesson in order to make sure that they were ready to learn the next material.

2). The teacher showed the topic to the students used textbook.

3). Teacher asked the students about what is the topic/material about.

4). The teacher explained what was simple present tense, generic structure, its function, and the charateristic of it.

5). The teacher gave the example of simple present tense and example how to make sentence of simple present tense.

6). The teacher gave assignment to the students.

7). The students worked for their assignment.

8). The students submited their assignment.

9). After finish, the teacher gave reflection towards students about material that they have learned.[33]

9. **Cooperative Learning**

Cooperative learning can be defined as a teaching method that involves students in learning process in order to understand and learn the content. Slavin stated that cooperative learning is direct opposite to tradional class activities. Traditional class offers a win-win situation, where one can only succed if other lose, while cooperative learning, conquest of all is success of all. Cooperative learning has edge over other teaching methods in terms of its effectiveness for improved cognition, social skills and motivation.[34] It means that in cooperative learning group members have to work together or linked together in such a way that they cannot succed unless everyone succed. The students need to assist each other to make sure that the assignment is done and the purpose of the group achieved. The students will provide help

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[33]Andri Wicaksono, Ahmad SubhanRoza, *Teori Pembelajaran Bahasa,* (Yogyakarta: Garudhawacara, 2015), 138-141.

[34]R.E Slavin, *Cooperative Learning: What Makes Group Work?,* (New York: Taylor &Francis, 2011), 344.

and cooperation to each other, sharing resources, and encouraging each other's efforts. Therefore, this method is being used by a lot of teachers because it is proved improve the students for the better not only their cognitive but also their social skills.

10. Procedure of Teaching Using Cooperative Learning

The procedure of cooperative learning can be seen on the table below:

Table 2.1: Procedure of Cooperative Learning

Phase	Teacher's Activities
Phase 1 : *Present goals and set*, convey the goal of study and encourage the students.	Convey all the goals which needs to be achieved and encourage the students to study.
Phase 2 : *Present Information*	Provide information for the students by demonstrating or reading material.
Phase 3 : *Organize student into learning teams*	Teacher explains the students how to make a group learning.
Phase 4 : *Assist team work and study*	Teacher guides the groups of students when their groups do the task.
Phase 5 : *Tes on the material* Evaluating	Teacher evaluates learning's outcome from what the students have learned.
Phase 6 : *Provide the materials* Giving reward	Teachers finds some ways to appreciate the efforts of students wether outcome from students' individual or group.[35]

Thus, there are 6 phases of cooperative learning, they are: convey goal and set, providing information, organize the students into teams, guiding the groups, evaluating and give reward.

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[35]Agus Suprijono, *Cooperatif Learning Teori & Aplikasi Pakem*, (Surabaya: Pustaka Belajar, 2009), 65.

11. Media For Teaching Online

Indonesia is currently experiencing Corona outbreak which affects every human activity. Due to the increasing number of covid 19 spread in Indonesia has prompted the government to release several policies to avoid the transmission of corona virus such as campaigned about social distancing, work and study from home, worship at home, prevent gatherings and direct interaction. This pandemic had various impacts in many sectors in Indonesia including education. Educational activities that are usually carried out with face-to-face classes are now stopped to avoid the expansion of corona virus deployment. According to Law Number 20 of 2003 Article 1 section 15 distance learning is a learning in which students are separated from educators and the teaching learning process uses various resources through communication technology and other media. This distance learning system applies at all levels of education including at university. This policy renders the online application media such as Zoom and WhatsApp as an alternative.

a. Zoom Application

Zoom is a cloud-based video conferencing platform that can be used for video conferencing meetings, audio conferencing, webinars, meeting recordings, and live chat with many features in it ensure students' involvement in learning and provide opportunities for students to realize active learning such as Chat Room, Breakout Room, Share Screen, and others.[36]

1) Chat room

Chat room is a service feature that is in the Zoom meeting application, which provides services in the form of assistance to communicate with other

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[36] A. R. Lee, *Breaking through digital barriers: Exploring EFL students' views of zoom breakout room experiences* (Neungdong-to : Korean Journal of English Language and Linguistics, 2021), 510–524.

participants without having to have a conversation while the meeting is running.

2) Breakout room

Breakout room is a service feature in the Zoom meeting application which provides services in the form of a virtual room on Zoom that is separate from the main room. The use of Breakout Room can be the breakthrough to anticipate the learning obstacle in digital learning. The teacher can divide students into several groups and each group can discuss, read messages in chat box and provide opportunities for students to discuss and work independently.

3) Share screen

Share screen is a service feature in the Zoom meeting application which provides services in the form of sharing a screen display on a personal desktop or mobile phone to other participants and the Share Screen feature is usually used when the user is making a presentation.

Based on the statement above, the researcher concluded that zoom application really helps the teaching and learning process in the current difficult pandemic situation and can make it easy access to information and communication in the learning process for students. Therefore, the researcher would like to use the Zoom application in the teaching and learning process.

b. **WhatsApp Application**

WhatsApp is one of the online communicating tools on the smartphone, It makes many people use WhatsApp in daily life to communicate with each other. The people can communicate with each other by sending a message, video,

audio, photo, topic discussion, and creating a group discussion/ group chat with a purpose. The maximum member of a group chat on WhatsApp is 256 members.[37] In this research, the researcher use the WhatsApp application to send Zoom and ProProfs links.

B. Hyphotesis

Hypothesis is a statement of the research assumption about the relationship between two variables that the researcher plans to test within the framework of the researcher study.[38]

Based on that explanation, the researcher conducted hypothesis as follow:

H_a: Scramble Game was effective to teach vocabulary mastery
H_0: Scramble Game was not effective to teach vocabulary mastery

The two above hypothesises are interpreted to know which one is accepted and rejected after acquiring the result of computing the data.[39] The decision of hypothesis was gotten from the comparison of t-test with t-table:

If t-test > t-table : H_a was accepted
If t-test < t-table : H_a was rejected

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[37] Martina Napratilora and Indra Bangsawan, *Using Whatsaap As A Learning Media In Teaching Reading,* (Riau: Prodi PGMI STAI Auliaurrasyidin Tembilahan,2020), 117.

[38]Kothari, *Research MethodologyMethods and Techniques,* (New Delhi: New Age International, 2004), 184.

[39]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung: Alfabeta, 2010),* 232.

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