

USING TPS VIA GROUP SCRABBLE TO PROMOTE STUDENTS ENGLISH LEARNING VOCABULARY

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Abstract

This study aims to promote students' use of Scrabble game combined with Think-Pair-Share method in engaging English vocabulary learning cooperatively or individually. This research provides benefits and useful information in teaching and learning, especially in vocabulary learning through the promotion of game media. The learning process is responsive to teaching materials using Scrabble game media with Think-Pair-Share technique. This research was conducted using Descriptive Qualitative, for data collection techniques, researcher used observation methods, documentation studies, and also interviews conducted in the school environment. The results of the acquisition of class 1A scores experienced a satisfactory increase starting from cycle II sessions I and II 57.14% - 80.95% while the acquisition of class 1B scores 54.17% - 87.5% the acquisition proved satisfactory results. Promoting the use of Scrabble vocabulary game media as English language learning media and TPS method has a positive influence on students, able to arouse interest in learning, increase students' vocabulary better, help students to learn to engage in the language learning process cooperatively and individually.

Keywords: Scrabble game, Think Pair Share, English vocabulary teaching

INRODUCTION

Learning methods are teaching methods used to achieve learning objectives and in an effort to shape students' abilities (Anitah2008: 5.4). The use of learning methods must be able to create interaction between students and teachers, so that the learning process can take place optimally. English learning difficulties are conditions that indicate that students cannot learn properly. With these obstacles, students cannot achieve complex learning. This a qualitative study aims to investigate the effectiveness of combining the Think Pair Share (TPS) method with the game of Scrabble as a media tool for teaching English.

The Think Pair Share method, which emphasises collaborative learning, encourages students to think critically, articulate their thoughts and engage in meaningful discussion. Meanwhile, Scrabble, a word-building game, serves as an interactive and fun media to strengthen vocabulary acquisition and language skills. The use of the Scrabble game will be used as an educational media to learn English vocabulary. Game Techniques in improving the understanding, planning and practicing self-confidence (Justine Howard: 2010) The active learning process can be achieved through educational games. Game media can provide direct feedback on what is being done, making the learning process more active. Through qualitative analysis, including observations and interviews, this research aims to provide valuable insights into the impact of the

Think Pair Share method combined with Scrabble as an interactive tool for teaching English. It can be stated that the use of media in the learning process can be effective and efficient.

English vocabulary teaching at Madrasah Aliyah Kajuara is based on memorization and repetition techniques. Using memorisation and repetition techniques without the use of media. Such activities are very monotonous and make students' activities in the limited classroom less attractive and boring. the researcher wants to use Scrabble media as a tool to promote learning through play combined with the Think - Pair - Share teaching technique, to see the suitability of combining Scrabble media with TPS techniques in English language learning and effective language teaching.

The researcher will conduct a study entitled "Using the TPS method through group Scrabble to promote student learning English vocabulary" The researcher chose this educational Scrabble game so that students can be open when learning, interact with other students, increase vocabulary and learn English with fun. As a lot of vocabulary is memorised through the game, it is more flexible for students to learn. Furthermore, this research uses qualitative methods. In addition, this research is conducted in Madrasah Aliyah Kajuara.

LITERATURE REVIEW

Concept of Think- Pair-Share (TPS)

The Think Pair Share cooperative learning model is a simple type with many advantages as it allows students to work alone and cooperate with others, the TPS technique, where the teacher provides material first, then the teacher asks several questions to students. Students are asked to think for themselves (Think), the teacher asks students to be creative with their seatmates or groups (Pair) regarding the questions that have been given and the answers. At the (Share) stage the teacher asks students to answer. The factors that arise by this learning model are students giving each other pair information, interacting, exchanging ideas, communicating directly with other students, and can train thinking opinions and can express their opinions if they feel appropriate. This method gives students time to think about answers to questions or problems that will be given by the teacher. Students help each other in solving the problem with their respective abilities. The steps of TPS are as follows:

Step 1 - Think

The teacher asks questions or problems related to the lesson, asking students to think about the answers to the problems posed independently. In the Think stage, students are asked to think independently about the questions or problems posed.

Step 2 - Pairing

The teacher directs students to pair up and discuss what they think with their classmates. At this stage, the teacher asks students to pair up with friends next to them, for example their seatmates or also by forming groups based on table sections. This is done so that the students concerned can exchange information and complement each other's answer ideas that have not been thought of at the Think stage.

Step 3 - Sharing

The teacher asks the pupils to share what they have been talking about with the whole class. At this stage, each pair or group shares their thoughts, ideas and answers with other pairs or groups

or the larger group, the class. This step is a refinement of the previous steps in the sense that it helps all groups to arrive at the same point, which is the most correct answer.

Concept of scrabble game media

Media is also an integral part of the learning educational process in schools, so it is a component that must be mastered by the teacher. Learning media can enhance a student's learning process in learning, it is hoped that later it will improve the learning outcomes that will be achieved in the student learning process. Several reasons why the media can influence and improve student learning. Scrabble game learning media aims to make students able to attract their ability to remember the material taught, besides that through Scrabble game learning media students will be more creative in producing new ideas through the ability to process letters that will be formed into words. The development of learning media in the form of Scrabble games is expected to be able to overcome the problems of difficulty and boredom of students in the learning process.

The rules of Scrabble are as follows:

- a. First, decide on the subject (verb, adverb, adjective, noun) to be used in the game.
- b. Turn all the tiles face down and shuffle them. Then, to decide who plays first, each player takes the seed that gets the letter A, or whoever is closest to the letter A can play first. Put the seeds back and shuffle them. Now each player takes 8 seeds and places them on the plastic tray in front of them.
- c. Using the seeds, the first player has a limited time to form a word on the board. The word can be placed from left to right or from top to bottom. As long as the letter of the word is in the middle of the diagonal of the board, it is not allowed.
- d. The player finishes his turn by counting and announcing the number of points he has scored. He may then take as many new seeds as he has used. This leaves the player with 8 seeds.
- e. Starting from the left, the second player, and so on, in their respective turns (which usually last 1 minute), add one or more seeds to those already on the board to form new words. Word dots must remain to the right or perpendicular to the bottom. Complete words must be formed.
- f. New words can be formed by 1) Adding one or more letters to words or letters already on the board. 2) Placing letters in words or letters already on the board. 3) Placing the word parallel to the word already on the board so that adjacent letters form a complete word. 4) Insert one or more letters between words already on the board so that the sequence of letters formed in both directions is a complete letter.
- g. Seed marks can be moved or shifted once they have been placed on the board.
- h. Empty seeds can be used to replace any letter. The player must state which letter is being replaced, and it cannot be changed during the game.
- i. Each player may, in his turn, replace any or all of his seeds face down and take the same number of new seeds. He then shuffles his seeds into the pool. He then waits quietly for his next turn to play.
- j. All words in the dictionary can be used, except for special names which usually start with capital letters, abbreviations and hyphens. Check the dictionary for the correct spelling of doubtful letters, any word can be doubted and asked to be checked before the player's next turn. If the word is found to be unacceptable, the player can take back the seed and lose their turn.
 1. At the end of the game, the players, individually or in groups, say the vocabulary they have found during the game. One person should act as a witness, holding a dictionary and

writing down some of the vocabulary found. We will see later how new vocabulary is added to the game.

2. Pupils are allowed to bring notebooks and prepare dictionaries so that at the end of the game they can write down new vocabulary from the Scrabble game.

METHOD

Research design

This research was conducted using descriptive qualitative, which aims to describe in depth by interpreting the meaning behind the existing reality in a field (Suwarma, 2015; Batubara, 2017.). In terms of data collection techniques, the researcher used observational methods, questioners conducted in the school environment and documentary studies . Conceptually, the Scrabble game and the Think Pair Share teaching method combined by the researcher are expected to be a means of introducing new media and methods in English learning that encourage students to be active, open to each other and to discuss when learning English.

Research Instrument

Research instruments are tools used to collect data. To collect and obtain data, researcher used observations, questioners with students and documentation. This instrument is important to obtain rational and in-depth data and serves to provide answers to the research questions in the formulation of the problem. For the percentage aspect of the assessment, the researcher determined the instrument assessment guide used as a reference for assessing the level of students' interest in learning English with game media and TPS as follows:

1. If the results of the percentage reached more than 90%, then the value of A (excellent).
 2. If most of the percentages are more than 80%, then a grade of B (good).
 3. If most of the percentages are met by more than 70%, a grade of C (fair).
 4. If a small percentage is met by less than 60%, a grade of K (less).
4. Technique of Data Analysis

According to Miles, Huberman &; Saldana (2018), there are four types of data analysis. They are:

1. Data collection.
Data collection is done immediately after the researcher conducts observations and interviews. It consists of some information according to the research. The purpose of data collection is to get valid data so that this research is not in doubt.
2. Data Condensation
Data condensation refers to the process of simplifying, selecting, focusing and transforming raw data derived from research activities. In this stage, data is simplified and transformed from the rough data of research activities through selection, summary, classification of data in a broader pattern
3. Data presentation
Data display is a structured presentation of information that allows some conclusions to be drawn. Based on the results of interviews, which are presented in the form of simple text and tables.
4. Conclusion/verification
Conclusion or review is the final stage of data analysis. Researcher draw conclusions from the data they have obtained. The purpose is to find the meaning of the data collection by concluding the results of the analysis

FINDINGS

Based on the student learning outcomes from the Think Pair Share learning method combined with the promotion of Scrabble game learning media, 45 students showed an interesting increase in assessment characteristics in English subject learning with an average observation of 80%. The explanation of the observation and questionnaire is as follows;

table 4.1

Characteristics of assessment observation	Average score
1. Tactical thinking shapes vocabulary	2.02
2. Ability to apply vocabulary	1.91
3. Quality of vocabulary context	2.15
4. Active participation in language learning	2.51

table 4.2

No	Questioners	Answers	
1	Have the students played scrabble before?	Yes 13.33% (6 student)	No 86.67% (39 student)
2	Does the scrabble game make students interested in learning new vocabulary?	Yes 100%	No -
3	Does the TPS method make it easier for students to understand and increase vocabulary?	Yes 88.89% (40 student)	No 11.11% (5 student)
4	Does combining TPS and scrabble vocabulary game help in learning language courses?	Yes 100%	No -

The results of the procurement of questionnaires on students showed that 86.67% of 39 students had never played a Scrabble game in language learning until this study was held, which refers to cooperative learning Scrabble game media is the right choice combined with the Think Pair Share learning method. As a promotion related to teaching materials Think Pair Share game with fun. Scrabble game media makes students interested in learning new vocabulary because students are motivated and challenged to complete a limited series of cubic games, while the result of observations toward the students showed progress a tactical thinking shapes vocabulary with an average score of 2.02, the students are motivated and challenged to form words tactically because the time used in the game is limited, this point makes students think fast and make quickly decisions, compared to learning courses with explanations and memorize vocabulary.

The Scrabble game makes students more interested and excited in learning and reduces boredom in learning, as shown by the results of the questionnaire 100% of the students are interested in using game media especially for the learning and discovery of new vocabulary in English lessons. The students active participation in language learning with an average of 2.51, the level of interest of students' involvement and contribution in language learning through group Scrabble media and TPS method. There is a lot of interaction between the students, the students are more active and enthusiastic in participating in language lessons, the students look very active and enthusiastic in following the learning directions, especially when it came the time of using Scrabble vocabulary games

While 88.89% of the TPS method makes it easier for students to understand and add vocabulary, in the Think Pair Share method it is divided into three stages that make students process in understanding and adding new vocabulary, students ability to use vocabulary with an average score of 1.91, some students are able to use the vocabulary they know in the Scrabble game, recognize words and understand the meaning of words, so that students can also use in everyday language from the results of playing Scrabble. There are also some students who are less able to place vocabulary due to nervousness in the game, for this, TPS makes vocabulary stick more in students' memory.

Regarding the combination of TPS and Scrabble vocabulary games can help in learning language courses, as shown by 98% of students agree, this is because TPS and Scrabble games clearly improve cooperative learning and also individual student improvement in English learning, so that quality of vocabulary context with an average score of 2.15, with TPS students understand the word quality of the words they use, the role of Think Pair Share method really helps students to understand the vocabulary used in the Scrabble game. Students know that "Ur" and "Your" have the same meaning, but "Ur" is slang, this point students find a new understanding of language quality through Think Pair Share (TPS).

table 4.3

Class 1A	Meeting 1		Meeting 2	
	Score T	Score BT	Score T	Score BT
%	55.56%	44.44%	84.44%	15.55%
Total of students	25 students	20 students	38 students	7 students

$$\left(\frac{\text{Total aspects observed}}{\text{Total number of students}} \right) \times 100\%$$

KET : To determine the success of the related students. Then, the total number of aspects observed: the total number of students multiplied by 100%.

In the first session, it can be seen that in 45 students who obtained a complete score were 25 students with a percentage of 55.56% and 20 students had an incomplete score with a percentage of 44.44%. While in the second session, it can be seen that the students obtained a complete score of 38 students with a percentage of 84.44% and low value students are 7 students with a percentage of 15.55%. From the table above, it can be seen that there is an increase in the learning of English with a student grades and an increase in student attendance in course learning due to the ease and interest of the methods and media used in the application of learning.

The use of game media in learning language vocabulary with the application of appropriate learning methods can attract students' interest and enthusiasm in learning language. Students are more active, enthusiastic and diligent in learning, and student attendance rates have also increased. Learning activities attract students' interest because the new applied game media, fun is not boring and the method combined with the media really helps students to attract the performance of scrabble vocabulary games.

Scrabble with the TPS method has many positive effects as a teaching material for better learning English course, it has been proven that using Scrabble and the Think Pair Share method can increase students' interest in learning English. 45 students approved that learning group Scrabble vocabulary game in collaboration with Think Pair Share method has been proven to affect the learning progress of English course.

DISCUSSIONS

The discussion of the research relates to the research interpretation of the findings and description of the data obtained by students in the promotion of vocabulary scrabble game learning media combined with Think Pair Share method to attract interest in learning English vocabulary. Think pair share learning is learning that provides opportunities for students to work and think on their own about problems given by the teacher and provides opportunities for students to work with friends in pairs/groups and then follow up (Kurnia Rahayu, 2021) this method to facilitate students in vocabulary game proved to have an impact on students. Students become more active in learning to solve the problems and challenges to study language.

Student have to form words in learning and the game with a short duration but with the big impact. The promotion of Scrable vocabulary game becomes more effective because it is supported by the right method. The process of small group discussion had already known in improving students' compositional skill. Although it could not be denied that there were several conditions or factors that affected the learning process (Sukri et al., 2023). The use of Scrabble games as a language learning as promotion to increase interest in learning English vocabulary as the direct experience, researcher found that playing Scrabble increased students' interest and motivation to learn English vocabulary, increase new vocabulary, and add other language skills such as spelling word.

Teaching vocabulary to support vocabulary mastery needs to be given an important position in the whole process of teaching and learning English(Jannah & Sakkir, 2022). In the Scrabble session on 4 June 2023, the students were only able to complete 7-9 vocabulary words on the Scrabble board, while at the Scrabble session on 11 June 2023, which was preceded by the Think Pair Share method, the students were able to complete 20-30 vocabulary words on the Scrabble board.

The researcher assumes that the promotion of Scrabble vocabulary games in language learning can increase students' interest in learning English, it has been proven that the use of Scrabble and Think Pair Share method can increase students' interest in learning English, fun so that boredom is reduced, making it easier for students to learn English. Total student success assessment is 84.44% then the interest level assessment category is rated B (GOOD). The promotion of the use group scrabble with the TPS method has many positive effects as a teaching media and teaching method. It has been proven, that the use of scrabble and think pair share method can increase students' interest in learning English, with fun, and making it easier for students to learn English.

CONCLUSIONS

Based on the results of the research conducted in 2 sessions, the conclusion shows that:

1. Promotion The use of Scrabble vocabulary game media as learning media for English courses has been able to stimulate interest in learning and help students to learn to participate cooperatively and individually in the language learning process. English learning which has been monotonous for the students has become more exciting and less boring. Increased progress in spelling skills. Students are able to spell English words well because they are used to learning vocabulary details practically through Scrabble game and Think Pair Share method.
2. The use of Think Pair Share method to facilitate students in vocabulary game proved to have an impact on students. Students become more active in learning to solve the problems and challenges of the limited cubic game, to find information and increase their vocabulary,

because in the game students have to form words in the game with a short duration. The promotion of Scrabble vocabulary game becomes more effective because it is supported by the right method. The Think Pair Share method facilitates the Scrabble vocabulary game and the Scrabble game can be won by adding additional vocabulary owned.

3. The vocabulary of students in class 1A and 1b always increases in the course learning meetings. The improvement is in the form of students' interest in learning English during the course and also an increase in students' grades in learning English. grade 1A students' learning outcomes were 57.14% - 80.95% while grade 1B students' learning outcomes were 54.17% - 87.5%. Due to the satisfactory level of acquisition of grades and the level of interest of students' interest from the application of game media and Scrabble learning methods, the media and methods are considered by researcher to have been successful.

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