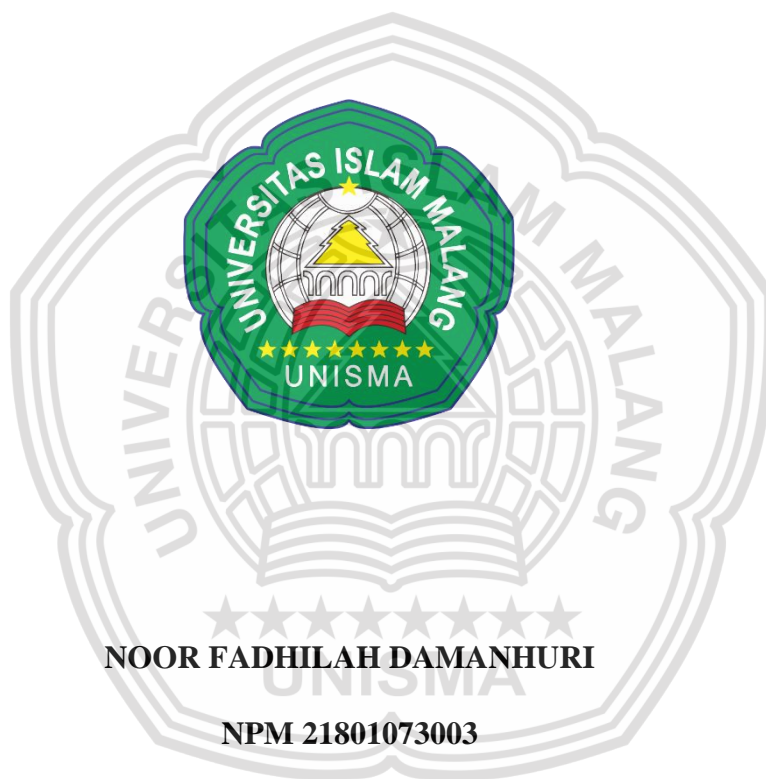**"THE EFFECT OF SCRAMBLE GAME ON THE ABILITY OF WRITING ENGLISH WORD OF THE 7TH GRADERS OF SMP ISLAM MA'ARIF 02 MALANG"**

SKRIPSI

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ENGLISH EDUCATION DEPARTMENT

2022

"THE EFFECT OF SCRAMBLE GAME ON THE ABILITY OF WRITING

ENGLISH WORD OF THE 7TH GRADERS OF SMP ISLAM MA'ARIF 02

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Presented to
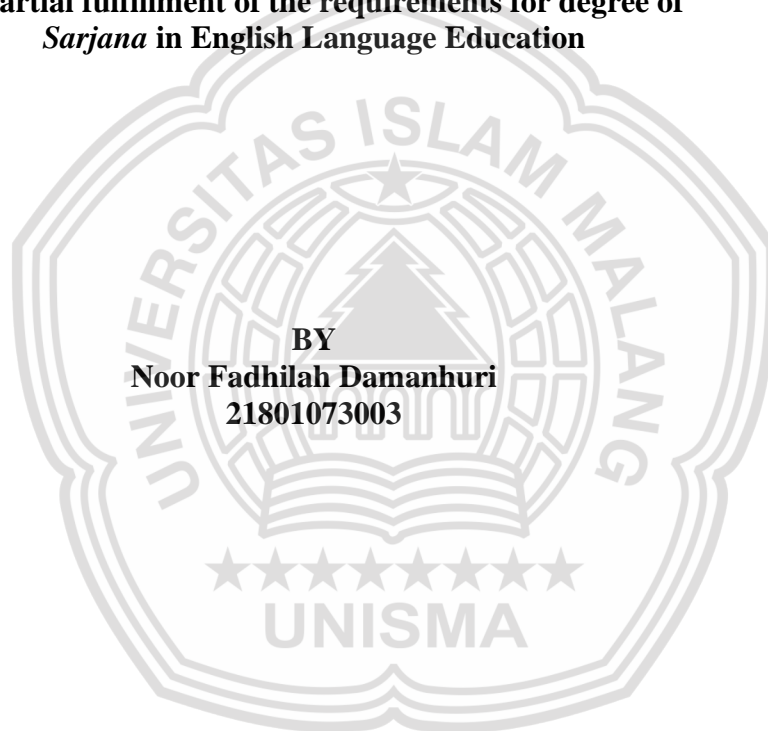**Faculty of Teacher Training and Education**
Islamic University of Malang
In partial fulfillment of the requirements for degree of
Sarjana **in English Language Education**

BY
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ABSTRAK

Writing is one of the English skills that must be mastered by students. In this usage, the writer uses scramble game technique as a learning method for students' ability on word writing. In this case, the method is used to make it easier for students to write words correctly.

The research design in this study used a quantitative research design, a quasi-experimental design. Class VII consisted of 50 students and was divided into two groups, namely the experimental and control groups, where each group consisted of 25 students. The treatment given to the experimental group was using scramble games to write students' words. The research gives a test instument to students who must answer questions to measure students achievement.

To analyze the data, the research uses SPSS 20, namely the Independent T-test. The results showed that the average of the experimental group was (M= 77, 60) and the control group was (M= 66, 40). At the same time, the p value of 0.000 ($p < 0.05$) was shown. After knowing the results of the data, it shows that there is a positive effect on the use of scramble game techniques in writing students' words.

Menulis merupakan salah satu keterampilan berbahasa Inggris yang harus dikuasai oleh siswa. Dalam penggunaan ini, penulis menggunakan teknik scramble game sebagai metode pembelajaran untuk kemampuan siswa dalam menulis kata. Dalam hal ini, metode digunakan untuk memudahkan siswa dalam menulis kata dengan benar.

Desain penelitian dalam penelitian ini menggunakan desain penelitian kuantitatif, dengan desain eksperimen semu. Kelas VII terdiri dari 50 siswa dan dibagi menjadi dua kelompok yaitu kelompok eksperimen dan kontrol, dimana masing-masing kelompok terdiri dari 25 siswa. Perlakuan yang diberikan pada kelompok eksperimen adalah menggunakan scramble games untuk menulis kata-kata siswa. Penelitian ini memberikan instrumen tes kepada siswa yang harus menjawab pertanyaan untuk mengukur prestasi siswa.

Untuk menganalisis data, penelitian ini menggunakan SPSS 20 yaitu Independent T-test. Hasil penelitian menunjukkan bahwa rata-rata kelompok eksperimen adalah (M= 77, 60) dan kelompok kontrol adalah (M= 66, 40). Pada saat yang sama, nilai p 0,000 (p <0,05) ditampilkan. Setelah diketahui hasil datanya menunjukkan bahwa terdapat pengaruh positif penggunaan teknik scramble game dalam menulis kata-kata siswa.

CHAPTER I

INTRODUCTION

This chapter discussed the history of the study, research problem, object of research, significant of research, research hypothesis, research assumption, scope and limitation, and definition of key terms.

1.1 Background of the Study

The use of communication and information media is inseparable from the use of language. The first criterion for efficent Language proficiency is the ability to communicate and learn information. Currently, nations communicate with each other using English as an international language. This is so because the majority of people on earth utilize and are interested in utilizing English. Furthermore, if the subject is related to globalization, as is exemplified by the rapid growth of the internet, proficiency in English is a need so that individuals can interact and obtain information effectively and efficiently. English is utilized as a language in many different disciplines of science, technology, business, culture, and other areas in addition to being a world language. (Febryanto B, 2018)

According to (Widyarto S, 2017) English is one of the foreign languages that Indonesian students from ages 6 to 18 are required to learn and be instructed in. For elementary school level between the ages of 6-12 years, learning English is included in local content subjects (Mubasyira & Widiyarto, 2017). However, for junior high school children between the ages of 12 and 15, English subjects have

become a compulsory subject that must be studied and mastered by students. English subjects are one of the languages that can be used widely in every aspect of life such as science and education. Bunawan (2000:33) defines language as a medium that allows a person to convey his thoughts to others, identify his deepest feelings. Language allows people to engage with one another and with their surroundings in social ways. A person's language reflects his thinking, according to Tarigan (2008:1). An individual's thinking will be more vivid and clear the more effectively they communicate. Only extensive practice and training are necessary to learn and master language skills. Both language and thinking skills should be practiced. According to Tarigan (2008:1) that speaking, listening, reading, and writing are the four components of language skills. One of the highest levels of linguistic proficiency is writing. Writing is the act of expressing thoughts or ideas after being exposed to written language in the form of a string of symbols (letters). In writing or compiling a sentence requires mastery of the structure and pattern of the sentence to be written (Noverita Surya D, 2017). So that by mastering the structure and pattern of sentences, every message that will be conveyed through writing will be easily understood and understood by others.

The ability to improve students' memory needs to be honed, so that the brain can influence the final results achieved. Sharpening the brain is a way to improve quality intelligence and mind of a person (Budi Febriyanto, 2018). Usually children who are growing and developing really need to sharpen their brains because children who are growing and developing are very easy to sharpen their brains, therefore children who are growing and developing should be treated to

media to help students improve English ability (Desa et al., 2018). One of the media to sharpen the brain is through the use of scramble game media.

There are several realities in the field today, one of which is that students have difficulty in writing down every vocabulary they hear. Like students made mistakes when they were assigned to write down nouns, animals based on what they heard, some students still wrote the word "flag" with "fleck", "cat" with "ket". The problem was also triggered because English learning activities were still conventional which resulted in students feeling bored and creating conditions for students to be less active during English learning activities. Seeing the conditions above, the author tries to use word games techniques to make English learning more interesting and meaningful so that the problems above can be resolved. There are various types of word games that can be applied in writing learning, as crossword puzzles, hangman, scrambled, cryptic words, and so forth. However, in this study, the researcher uses one type of word games, namely scramble games as a technique in learning writing, especially writing vocabulary in the seventh grade of SMP Ma'arif 02 Malang.

1.2 Research Problem

The following issues have been determined based on the previously given context:

Do students who are taught by using scramble games have better score than those who were not?

1.3 Objective of Research

Based on the research questions above, the objectives of this study are as follows:

Due to the fact that many students still find writing instruction to be boring and uninteresting, the goal of this study is "to discover if the Scramble game influences students' word writing competency or not." The researcher intends to use this technique in his research.

1.4 Significance of Research

Theoritically, This study is anticipated to support the ideas of writing mastery in English education, particularly the impact of "scramble" on writing proficiency in seventh grade students. After that, this study can be used as a source of scientific data in the subject of education..

Practically this study is use for the students, they can enjoy learning English in the classroom and get better at writing.mastery. The second is for the teacher, who can receive advice on how to improve the students' writing from other junior high school teachers. The third is for the school, which is aware of the findings of the study and anticipates being able to provide further details about the scramble game so that it can be used in the classroom. The fourth benefit is that the researcher will have a better grasp of how to implement modifications and improve students' writing English word proficiency. The final researcher to speak briefly about the ability of writing English word instruction using scramble.

1.5 Research Hypothesis

A hypothesis doesn't just make guesses. This is an uncertain explanation for the observational problem that research results can answer. According to the study's context and the research problem in the previous point, the researcher formulates the following hypothesis:

1. Null Hypothesis (H_0)

   There is no significant difference in the achievement and score of students' word writing using scramble game technique

2. Alternative Hypothesis (Ha)

   There is a significant difference in the achievement and score of students' word writing by using scramble game technique.

1.6 Research Assumption

The researcher tries to reveal the relationship between the two variables must think that the relationship between the variables exists and can be revealed (Lathief, 2019, p. 54). In this case, the author assumes that showed using scramble games to practice writing English words significantly improves student score.

1.7 Scope and limitation of the Research

1.7.1 Scope

The research focused on the use of scramble game techniques in writing English words with the correct spelling. This research was implemented in one of the junior high schools (grade VII) which is located at SMP Islam Ma'arif 02 Malang. The study will examine this by providing question cards in the form of

pictures and answer cards containing random letters in which students are asked to arrange the letters into a word that is the answer to the question.

1.7.2 Limitation

The limitation of this research is the limited time, because the researcher has to share the class with the english teacher.

1.8 Definition of Key Term

Definition of key term is provided to avoid misunderstanding.

a. Writing ability

Writing ability is it is possible to say that indirect communication skills takes the form of conveying ideas or emotions through the use of symbols and the vocabulary, graphology, and grammar necessary for the symbols to be understood in the context in which they are used. Writing exactly in word by students is the most frequently misspelled, therefore it requires a way so that students can understand and correct writing errors. Writing ability score taken from the results of the writing test measuring the ability in writing the spelling of English words. As a result, being able to express ideas and thoughts through the proper elements of writing is a valuable skill or competence for kids to have.

b. Scramble

Scramble is group study by matching between questions and answer cards provided according the problems. Comes from English which means "scramble, struggle, fight. Children frequently play scramble games as a way of expanding

their vocabulary and understanding of the letters that are available. This game technique in principle wants students to be able to arrange or sort a language structure that has previously been deliberately confused. Students still consider learning to write as a boring and less interesting lesson. This creates research using scramble game techniques in an atmosphere of learning to write that is both fun and meaningful for students.

c. Word games

Word games is a game that composes words from letters that have been perplexed with the location of the letters so they combine to create a certain meaningful word. Students have difficulty in writing down every vocabulary they hear. Like students made mistakes when they were assigned to write down nouns, animals based on what they heard, some students still wrote the word "flag" with "fleck", "cat" with "ket". The words where about things around the classroom.
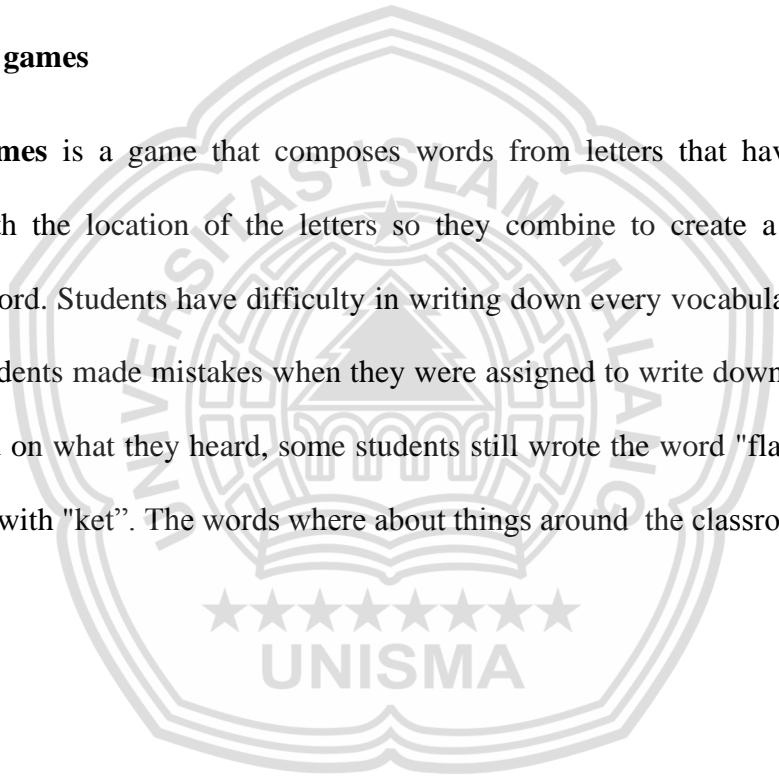
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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

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In this chapter, there are conclusions of the whole chapters and the suggestions from this study will be discused.

5.1 Conclusions

There are several realities in the field today, one of which is that students have difficulty in writing down every vocabulary they hear. Like students make mistakes when assigned to write down nouns, animals based on what they hear, some students still write the word "flag" with "fleck", "cat" with "ket". This problem is also trigged because English learning activities are still conventional which causes students to feel bored and creates conditions for students to be less active during English learning activities. Seeing the conditions above, the author tries to use wordplay techniques so that English learning is more interesting and meaningful so that the problems above can be resolved.

Due to the fact that the sample was not randomly chosen and was instead taken from two classes of SMP Islam Ma'arif 02 Malang students—classes 7A and 7B—this study was conducted utilizing a quasi-experimental approach. The participants were divided into two groups, class 7A with a total of twenty-five students as the experimental group and class 7B students with the same number as the control group. After being given treatment, students get the ask of doing a test. Furthermore, the research was conducted by researchers. To calculate the average score of the test results, the researcher used Independent sample t-test from SPSS 20. The results showed that the average score for the control group was 66,40 while the average for the experimental group was 77,60. The sig. (2-tailed) value was 0,000 where $p < 0,05$, which means the alternative hypothesis, was accepted. For the t value was greater than t table

that is 4,217 > 2,010. This study is that using scramble games can help and improve students' ability to write words for the better. Then, it can be assumed that using scramble game have positive effect in writing english word toward seventh grade students of SMP Islam Ma'arif 02 Malang.

5.2 Suggestions

Relationed with the conclusions above, suggestions were put fowards as follows:

5.2.1 Suggestions for Teacher

Writing lessons for seventh graders can be taught in the classroom using scramble games to help students improve their writing skills. Researchers have found that utilizing Scramble games to help students write English words has been successful in prior studies, and they suggest that teachers use Scramble games to help and improve students' write English words. How to use educational games that optimize visuals and concrete by compiling and identifying word patterns together with peer themes or within the scope of group work makes this game can be used as an alternative media to develop the learning process for class students in writing English words.

5.2.2 Suggestions for Future Researchers

It is hoped that the information obtained in this study can be used as a reference for further researchers, with the same or different characteristics of the subject. Further researchers can replace supporting media in the implementation of this scramble game by using scramble game media or even adding patterns or using more interesting images so that they can provide a better picture and can complement existing research.

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