

THE EFFECT OF SCRAMBLE MODEL ON STUDENTS' VOCABULARY MASTERY

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Abstract : The purpose of this research to know 1) the application of the scramble model in vocabulary mastery 2) the students' vocabulary mastery before and after using scramble model 3) whether there is any significant effect of scramble model in vocabulary mastery at the eleventh grade students of MA Swasta Al-Abraar Siondop Julu Angkola Selatan by applying pre-experimental (one-group pretest and posttest design). The sample consist of 22 students and they were taken by using purposive sampling technique. In collecting the data, the researcher used questionnaire and test. The result of the research are 1) application of scramble model was 93% (very good category), 2) the mean score of students' vocabulary mastery before using scramble model was 58.86 (bad category) and after using scramble model was 80 (good category), 3) Data on students' vocabulary mastery analyzed using paired sample t_{test} and N- gain through SPSS 22. The pair sample t_{test} shows the significant value was 0.000, it's less than 0.05 ($0.000 < 0.05$). Furthermore N- gain shows 0.51. It means there is any significant effect of scramble model on students' vocabulary mastery in medium category.

Keywords: Vocabulary mastery, scramble model

Abstrak : Tujuan penelitian ini untuk mengetahui 1) penerapan model scramble dalam penguasaan kosa-kata 2) penguasaan kosa-kata siswa sebelum dan sesudah menggunakan model scramble 3) apakah ada pengaruh yang signifikan model scramble dalam penguasaan kosa-kata. Penelitian ini dilakukan pada siswa kelas sebelas MA Swasta Al-Abraar Siondop Julu Angkola Selatan dengan menerapkan pra-eksperimen (one-group pretest and posttest design). Sampel berjumlah 22 siswa dan diambil dengan teknik purposive sampling. Dalam pengumpulan data, peneliti menggunakan angket dan tes. Hasil penelitian adalah 1) penerapan model scramble sebesar 93% (kategori sangat baik), 2) nilai rata-rata penguasaan kosakata siswa sebelum menggunakan model scramble adalah 58,86 (kategori buruk) dan setelah menggunakan model scramble adalah 80 (baik kategori), 3) Data penguasaan kosa-kata siswa dianalisis menggunakan uji t sampel berpasangan dan N-gain melalui SPSS 22. Uji t sampel berpasangan menunjukkan nilai signifikansi 0,000, lebih kecil dari 0,05 ($0,000 < 0,05$). Selanjutnya N-gain menunjukkan 0,51. Artinya ada pengaruh yang signifikan dari model scramble terhadap penguasaan kosakata siswa dalam kategori sedang.

Kata kunci: Penguasaan kosa-kata , model scramble

I. INTRODUCTION

Vocabulary is a collection of words and it's a part of a particular language that used to compose sentences. To communicate well in a foreign language, we are must acquire a sufficient number of words and we must know how to use them correctly. In fact, most students at the second grade of MA Swasta Al-Abraar Siondop Julu Angkola Selatan have low vocabulary. The researcher had conducted a vocabulary test (pretest) on 3rd march 2021 at the eleventh grade students. They got the mean 58 (bad category). Meanwhile, it is hope that they get the mean 70 (good category). It's still far from expectation.

There are some efforts had conducted by teacher to increase the student's vocabulary such as: revise curriculum, creative learning model, gives interested material and the others. The effort not success because of some factors. The researcher is afraid if the problem is not handle as soon as possible their learning achievement will be low.

For the research, the researcher choose scramble model to vocabulary mastery as the best solution. Scramble model is the

cooperative learning model that question and answer available but arranged randomly. Based on the explanation above, the researcher had conducted the research with the title “The Effect of Scramble Model on Students’ Vocabulary Mastery at the Eleventh Grade of MA Swasta Al-Abraar Siondop Julu Angkola Selatan”.

1. Definition of Vocabulary Mastery

Mastering a lot of vocabulary can help us in communicating with strangers and digest the conversation easily. Grambs (1984:73) in Fahrizal (2019: 7) says “Vocabulary is a list of words usually defined and alphabetized as a dictionary or specialized glossary complete word stock of a language”. According to Pora (2002) mastery of vocabulary is a necessity for someone who wants to understand a spoken or written reading in English without sufficient vocabulary it is impossible for us to achieve that goal. Based on the explanation above, vocabulary mastery is a knowledge or list of words that a person has in a language.

2. Indicators of Vocabulary Mastery

There are some content words according to Brown and Abeywickrama (2010: 306) they are:

- a. Noun

- b. Verb
- c. Adjective
- d. Adverb

3. Scramble Model

Scramble model is cooperative learning that serve a little game and students can think actively in searching answer. According to Shoimin (2017: 166) scramble is a learning model that invites students to find answers and solve existing problems by distributing question sheets and answer sheets accompanied by alternative answers available. According to Kusnadi (2013: 23) scramble is a column containing questions and answers, in the answer column the answers are written but they are written randomly. Based explanation above, scramble model is a learning model that provides questions and answers in the column.

II. METHODOLOGY OF THE RESEARCH

Methodology is the way, system, rule or procedure that must be followed by a researcher in finishing the research activity. According to Sugiyono (2014: 3) methodology of the research is a scientific way to collect the data with certain purpose and uses.

Furthermore, Sugiyono (2014: 9) the kinds of the methodology of the research are: Quantitative method that consist of survey and experimental method. According to Sugiyono (2014: 334) experimental research is a research method used to find the effect of certain treatments on others under controlled conditions.

Sugiyono (2014:111) said that there are some forms of pre-experimental design such as one-shot case study, one-group pretest-posttest, and intact-group comparison. The population in the research is all of the students at the eleventh grade of MA Swata Al-Abraar Siondop Julu are 41, and sample are 22. To taking the sample, the researcher used purposive sampling. According to Rangkuti (2016: 60) measuring instruments in research are usually called research instruments. So the research instrument is a tool used to measure observed natural and social phenomena.

III. RESULT

The researcher conducted questionnaire about using scramble model in teaching vocabulary mastery in class XI-C MA Swasta Al-Abraar Siondop Julu Angkola Selatan. The researcher described the data calculated using statistical process. Which got from the

questionnaire sheet about the application of scramble model can be seen from 13 question, the total score got 51 and 93%(very good category). The test which gave by the researcher to measure the students' vocabulary mastery before and after using scramble model. The highest score before and after using scramble model was 65 and 90. The lowest score before and after using scramble model was 50 and 70. In order to get clear and complete description, the researcher presented the histogram of comparison before and after.

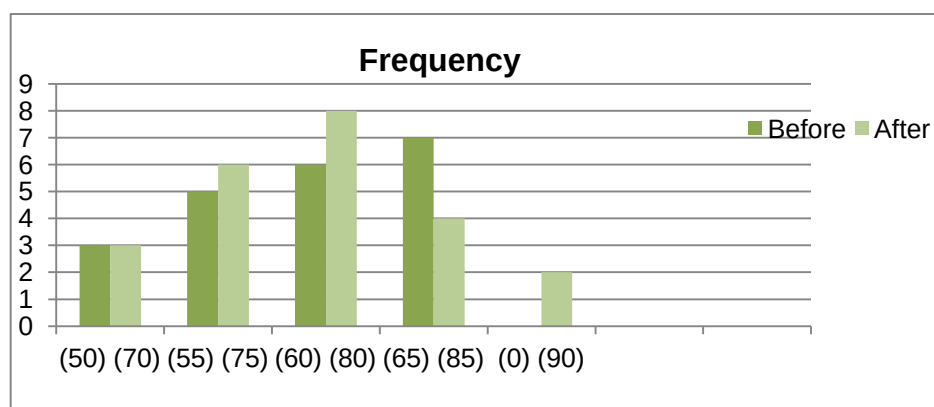


Figure 1 : Histogram of students' vocabulary mastery before and after using scramble model

IV. DISCUSSION

The data that has been collected by the researcher from the students would be used to answer the hypothesis with pair sample

t_{tes} and n-gain with alternative SPSS 22. Before doing it, the researcher to do the test of requirement or asumsi clasic test first.

1. Normality Test

Normality test is used to determine whether sample data has been drawn from a normally distributed population.

Tabel 1. Tests of Normality

	Statistic	Df	Sig	Explanation
Pretest	863	22	0.06>0.05	Normal distribution
Posttest	924	22	0.093> 0.05	Normal distribution

In pretest the significant value shows 0.06. It mean the data normal distribution. In posttest the significant value shows 0.093. It mean the data normal distribution.

2. Homogeneity test

A test homogeneity can be used to draw conclusion about whether two population have the same distribution.

Table 2. Test of Homogeneity of Varianches

Test	Sig	Explanation
Homogeneity	0.983> 0.05	Homogeneous

The main score and standard deviation show difference in pretest and posttest. The data normality and homogeneity based on the computation using SPSS 22 by Shapiro Wilk. The result of homogeneity show that where the pretest result with $\text{sig} > 0.05$ namely $0.983 > 0.05$. Based on the normality test and the homogeneity test students' vocabulary mastery were H_a is accepted.

3. Pair Sample T_{test}

T_{test} is one of the statistics used to test the truth or hypothesis which states that between two samples taken from the same population, there is no significant difference.

Tabel 3. Pair sample test

	T	Df	Sig
Pretest& posttest	15.120	21	.000

The result of paired sample t_{test} pretest and posttest is lower than 0.05 ($.000 < 0.05$). Based on the result the researcher concluded that is alternative hypothesis accepted and to see the effectiveness of the data the researcher used gain test. Its found that the effect of students' vocabulary mastery using scramble model is 0.51 (medium category).

The research is related to Umasugi et al (2018), the shows that significant value is less than 0.05 ($0.000 < 0.05$). It means there is significant effect of scramble game on students vocabulary mastery. Based on the previous, it's concluded shows scramble model can increase students vocabulary if the ability of teacher is good or very good category in applying scramble model.

CONCLUSION

Based on the result of this research, the researcher describes the conclusion is the application of scramble model in teaching vocabulary mastery at the eleventh grade students of MA Swasta Al-Abraar Siondop Julu Angkola Selatan is 93% (very good category). It means that the researcher is using scramble model in teaching vocabulary is well. The students' vocabulary mastery before and after using scramble model at the eleventh grade students of MA Swasta Al-Abraar Siondop Julu Angkola Selatan was 58.86 (bad category) and 80 (good category).

Based on paired sample t_{test} , significant value is less than 0.05 ($0.000 < 0.05$). Furthermore, N-gain formulation so that the effect of

students' vocabulary mastery using scramble model is 0.51 (medium category). It means that there is a significant effect of using scramble model on students' vocabulary mastery at the eleventh grade of MA Swasta Al-Abraar Siondop Julu Angkola Selatan.

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