On Looking Scrambled Game in English Spelling Teaching

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Abstract. Scramble Game is a challenging vocabulary games, this game is designed to practice spelling and learn new words. This research aims to identify the effectiveness of using Scramble Task in increasing students' mastery of English spelling. The researchers use the first class of Junior High School which consisted of 21 students as an experiment, the data was obtained from the classroom after several meetings where the researcher did scrambled task treatment (or rearrangement task/exercise) used in the experiment class. Based on research, the researchers got significant results between pre-test and post-test, where post-test is higher than the pre-test. The results showed that the score for pre-test are 5.71, after being given treatment, there was a change in students' spelling where this change can be seen in their post test results, which is 7.71. In Addition, the researchers would like to conclude that by using the scrambled task, the student's English spelling mastery can be increased even more to reduce errors in the writing of the vocabulary in English. The researchers also got positive feedback from the students, where students feel learning English is very nice when using teaching techniques that make them interested in learning through games. Finally, the researchers hope this research can inspire teachers to apply this technique as an exercise in learning English especially in mastering vocabulary and spelling.

Keywords: Scrambled game · English spelling

1 Introduction

English is an international language for communication in Indonesia. Indonesia has adopted English as a communication tool for building relationships with other countries [1]. English is considered a foreign language and is one of the important compulsory subjects in understanding and developing science, technology, arts, and other cultures, and about other countries. In addition, [2] found that for most Indonesians, the goal of learning English as a foreign language is to be able to communicate in English. When learning English, learners first need to know about four language skills and then what comes with those skills, Speaking, reading, writing, and Listening [3]. The components of these skills are pronunciation, grammar or structure, vocabulary, and spelling.

As one of the components of English skills, spelling has been something that needs to be learned. Transcription skills, that is, the ability to record spelling and messages

written in an automated, readable format, [4]. Spelling is a mystery. Our society expects all educated people to be able to spell, but educated adults generally call themselves poor spellers and make misspellings. Not surprisingly, students tend to make mistakes in this skill. However, according to [5], learning from mistakes can help. Many students have spelling problems, but government accounting rarely incles a direct measurement of spelling proficiency, so we don't know how many or what proportion they are. Indonesian students make many mistakes in writing because each genre of text has its linguistic characteristics. Few government standards outline exactly what students in each class can spell, and most groups of spelling fall into common subjects such as writing and language skills [6]. State writing tests tend to group with other "mechanical" skills in the evaluation area, so it may not even be possible to evaluate a child with spelling accuracy.

Nonetheless, many studies have shown that spelling and reading learning is based on much of the same basic knowledge, such as the relationship between letters and sounds, so that spelling lessons can be understood by students. It's not surprising that teachers can design this important knowledge and improve the readability b. To summarize the true meaning of spelling for reading: "Spelling and reading are based on and depend on the same spiritual expression of the word [7]. Knowing the spelling of words makes the expression robust and easy to read. In fact, [8] found that the ability to read words "visually" (that is, automatically) was based on the ability to map letters to letter combinations to sounds. Words are so visually indistinguishable (car, can, cane) that it is impossible for aa child can't remember words without insight.

Related to this study, when the researchers practice teaching at SMP Negeri 6 Tondano, the researchers found that half of the students made spelling errors when they were assigned to rewrite reading texts, It is natural for learners to make some mistakes in the language learning process, [9] and [4]. The errors committed were because there is no harmony between what is written and what is spoken, They are the process of analyzing errors generated by learners learning a second or foreign language using specific steps to find errors [10]. In English, what is written is pronounced differently. There is no one-to-one correspondence between sound to spelling and spelling to sound in the English spelling system. In Indonesian, there is a one-to-one correspondence between spelling and pronunciation. Words are pronounced as they are written, as stated [11] teachers were able to help students by focusing on what seemed to be the most difficult areas, due to the differences between the systems we have in Bahasa Indonesia and that in English, scientific studies should be conducted to help students learning English as a foreign language to detract spelling errors. Therefore, this study tent to answer the question of whether the application of the scramble task is effective in improving students' spelling ability or not [12] Questions should be properly designed so that students can be evaluated well. Therefore, choosing the right question type for your results and subject matter will make the evaluation process more meaningful.

2   Research Method

This study is pre-experimental because it attempts to describe the effect of using scrambled exercises to improve first-grade students' knowledge of the English spelling system. [13], said that a Pre-experimental design is a design that includes only one group or class

that is given pre and post-test. This one-group pretest and post-test design was carried out on one group without a control or comparison group. It is pre-experimental in that the subjects involved were not randomly selected. They have been grouped before the experiment is conducted and it is impossible to form a new group because the formation of a new group would hinder the teaching and learning activities in the school. Furthermore, the experimental design that will be used is the one known as the one-group pretest and posttest design. The design is shown below:

O1 x O2 [13]

This research was carried out on first-grade students in the academic year 2021/2022. The subject of this research has consisted of 21 students in all. The data was collected using an objective test in a re-arrangement format in which the subject was required to rearrange letters that are randomly arranged to form correct words. The data from the pretest and posttest were statistically analyzed using descriptive statistics. In this case, the mean scores were computed and compared to see the effect of scrambled exercises on students' knowledge of English spelling.

3 Result and Discussion

The data presented are data derived from research results or test results from students which are then formulated or calculated using the appropriate formula so that accurate results are obtained which then become data from this research, also the data from this study were obtained through the application of tests, namely pretest and posttest, each of which was given before and after treatment. The treatment, in this case, is to apply a Scramble Task that is made as attractive as possible so that it can engage students to produce an improvement, because as stated in [14] the use of engaging activities to make students interested, fun, enjoy, convenient, and easy to learn. In Addition, it was previously told that data representing a student's spelling ability was obtained with the help of an encrypted test. The data from the pre-test and post-test were entered into the following frequency distribution table and calculated using the mean formula. When analyzing the data, the researchers followed the steps below.

Statistical analysis of the data consists of the computation of frequency distribution and mean. Computation of Frequency Distribution of Pretest and Posttest Scores Based on the raw scores presented in Table 1, the frequency distribution of pretest and post-test data was computed. From Table 1 it can be seen that 20 students took part in the tests. In the pretest, there are five students who get a low score which is 4 and three students who get the highest score which is 8. In the post-test, there are three students who get a low score which is 6, and seven students who get the highest score which is 9. Furthermore, the results of each of these tests will then be divided into the calculation of the frequency of each test. The first is the pre-test. The result of the computation of the frequency distribution of pretest scores is presented in Table 1.

From Table 1, it can be seen that there are scores from the pretest that have been previously described. This pretest score was obtained from each student's results collected by the researchers. The results that have been collected are then lined up from the highest to the lowest. From this lineup, it can be seen that three students get the highest

Table 1. Frequency Distribution of Pretest scores

Scores (X)	Tally	Frequency	F %
8	III	3	14.29
7	III	3	14.29
6	IIIII	5	23.80
5	IIIII	5	23.80
4	IIIII	5	23.80

Table 2. Frequency Distribution Posttest scores

Scores (X)	Tally	Frequency	F %
9	III II	7	33.33
8	IIIII	5	23.80
7	IIIII	5	23.80
6	IIII	4	19.04

Table 3. Result of Mean Score

Pre-test		Post-test	
$\sum x$	120	$\sum y$	162
N	21	N	21
Mean score	5.71	Mean score	7.71

score, which is 8, and five students who get the lowest score which is 5. The number of each student who gets each score is placed in the tally column which is symbolized by roman numerals which are then numbered in the frequency column. From this frequency column, it is then divided by the number of students who are the subject of the study, then the results of this division are placed in the percent column. The results of the frequency distribution of the pretest showed that there were only three students who got a high score of 8 with a frequency of 14.29% and five students who got a low score of 4 with a frequency of 23.80%. Next is to calculate the frequency of the posttest (Table 2).

Frequency of this posttest, it can be seen that there are scores from the student's posttest that have been previously described. The results of the posttest that have been collected are then lined up from the highest to the lowest. It can be seen that seven students get the highest score, which is 9, and four students who get the lowest score which is 6. The number of each student who gets each score is placed in the tally column which is symbolized by roman numerals which are then numbered in the frequency column. From this frequency column, it is then divided by the number of students who

are the subject of the study, then the results of this division are placed in the percent column. The results of the frequency distribution of the pretest showed that there were only seven students who got a high score which is 9 with a frequency of 33.33% and four students who got a low score which is 4 with a frequency of 19.04% (Table 3).

The result of each test indicates that there is an increasing score of the student's spelling ability by using the scrambled task. It is shown from the mean score of post-test that 7.71 is higher than the mean score of pretest 5.71; also it is shown clearly from the frequency polygon of pretest and posttest in much better than the pretest. The student's achievement in the pretest shows how poor their ability in spelling was, but after using scrambled tasks their scores increased. Results of the mean score and standard deviation computation indicate that the mean scores of the pretest and posttest are 5.71 and 7.71 respectively.

From the results obtained above, it is very clear that the use/application of the Scramble Text method can improve students' spelling abilities, especially in English spelling. The scramble learning method is a learning model that uses an emphasis on practice questions that are done in groups that require collaboration between group members with critical thinking so that it can be easier to find problem-solving, therefore, in this game the players must rearrange words from letters, sentences from words, and discourse from pieces of sentence sentences whose arrangement has been scrambled beforehand. From this playing process, students are taught to rearrange each word according to the original word after being randomized, thus students are trained in their spelling skills.

In its application, this scramble text learning method/model is applied in a group consisting of approximately 3–4 students, this is in line with [11] which says that scramble text has similarities with other learning models, students are grouped randomly based on high, medium, and low ability, or where possible, group members come from different races, cultures, ethnicities, genders. This is done so that students can study in groups, exchange opinions with friends, and can correct each other when something is not right.

In addition, learning with the scramble text method/model is indeed not easy to apply, especially considering that in the grouping there are 3–4 students [7], where one of the difficulties experienced is that there are some students who don't get a share/have less performance because there are several friends who dominate during the learning process with this scramble text model/method. This then becomes one of the weaknesses of this method, but the teacher as a facilitator in the learning process can work around this by providing opportunities for students who do not get the opportunity in their groups to be able to take part/provide ideas during the process of applying scramble text.

Considering that spelling ability is one of the most important aspects of English, in pursuit of it must use the right method. Because as said by [15] spelling is the act of forming words correctly from each letter, and the ability to spell. In this case, spelling plays a very important role in the student's English learning process, because good spelling skills will not only affect students' spelling abilities but will also affect vocabulary acquisition as described by [10] Regarding how good students' spelling skills can improve their vocabulary, besides that, student's reading and writing will also improve with good spelling skills [8]; [6]; [16], and speaking which has increased as a result of students' good spelling abilities [17]; [18].

Thus, in the process of teaching spelling with this scramble text model/method, it makes students more creative in learning and thinking, studying the material more relaxed and without pressure because the scramble learning model allows students to learn while playing by the findings of [19], in the scramble learning model, there are no students or group members who are passive or just silent, this is because each group member has a responsibility for the success of the group with the initiation of the teacher as described in [6], the scramble learning model can foster a sense of solidarity among members, In addition, the material provided is impressive and is always remembered by students, and the scramble learning model also encourages students to be more competitive and enthusiastic to be more advanced which is of course in line with the findings of [8].

From each of the above findings, teachers also need to consider several things that are indispensable in applying this method/model, such as; This learning model is difficult in terms of planning because it is not familiar with student habits in learning, it takes a long time to implement, so it is difficult for teachers to adjust the time that has been set, in addition, this learning model is difficult to implement if the criteria for learning success are still determined by the ability of the group every student, also because it uses the game method, this learning model often causes noise that can disrupt the class.

4 Conclusion

Based on the previous discussion, the writer puts forward the following conclusion and suggestion. The results of the mean score and standard deviation computations indicate the mean of the post-test is bigger than that of the pretest, and that the standard deviation of the post-test is smaller than that of the pretest. On these bases, it can be concluded that the scrambled task effectively increases students' mastery of English spelling.

Based on the conclusion just derived, the researcher finds it necessary to put forward these conclusions. English teachers of SMP are suggested to use the scrambled task in increasing students' mastery of English spelling with several recommendations by what has been found in this study, so that later in the application process the teacher is ready. Other researchers need to conduct a similar study using a more sophisticated experimental design to verify the finding of the present study.

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