

THE EFFECTIVENESS OF USING SCRABBLE GAME TO TEACH VOCABULARY

¹Febrilia Hasna Qatrunnada*

¹Universitas Hasyim Asy'ari Tebuireng Jombang, Indonesia

¹*febriliahasna90@gmail.com*

²Mukminatus Zuhriyah

²Universitas Hasyim Asy'ari Tebuireng Jombang, Indonesia

²*zoehrea@gmail.com*

*Corresponding author

Received : March 8, 2024

Revised : June 24, 2024

Accepted : June 29, 2024

Published : June 30, 2024

How to Cite (in APA Style):

Qatrunnada, F. H., Zuhriyah, M. (2024). The Effectiveness of Using Scrabble Game to Teach Vocabulary. *Pioneer: Journal of Language and Literature*, 16(1), 18-31. doi: <https://doi.org/10.36841/pioneer.v16i1.4151>

Licensed by CC BY-SA 4.0

Abstract: Vocabulary is crucial for effective communication, especially in the global context where English is an essential international language. However, English proficiency at one of the state junior high schools in Perak Jombang, East Java, remains low. This research aims to determine the effectiveness of the Scrabble game in improving vocabulary mastery in class VII-I in one of the state junior high schools at Perak Jombang, East Java. This research used a pre-experimental design with a sample of twenty-five students. Data collection included pre-test and post-test assessments, analyzed using the Sample Paired t-test formula with a significance level of 0.05 ($\alpha=5\%$). The results revealed a two-tailed significance value (sig.) of 0.000, which is less than 0.05. t_{table} calculation at significance $\alpha=5\%$ is 2.063 while the t_{count} 4.203 ($t_{count} > t_{table}$). This indicates that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. These findings demonstrate that the Scrabble game effectively enhances students' vocabulary mastery. It is hoped that this research can serve as a reference for other researchers to explore using Scrabble to improve vocabulary among junior high school students.

Keywords: *effectiveness, scrabble game, vocabulary mastery*

INTRODUCTION

English, being a global language, opens up a world of knowledge and opportunities for those who can communicate in it. Meanwhile, the key to effective communication in any language lies in the mastery of vocabulary. A rich internal vocabulary not only facilitates better communication but also enhances a person's overall language proficiency. Ur (2022) found that “a learner must be familiar with at

least five thousand words to meet the demands of most communication situations". However, many new language learners struggle to expand their vocabulary, especially if they do not have the opportunity to listen to the target language outside of the class and mostly hear and use their mother tongue. This lack of exposure can hinder their word acquisition and overall language development.

In terms of vocabulary mastery, students will face various challenges. One of the challenges faced by students is difficulty in remembering unfamiliar words, particularly when they need to use them in writing or orally (Aisyah, 2017). This is often compounded by issues such as spelling and pronunciation challenges, which can affect a student's confidence and willingness to participate in language learning activities (Baskarani, 2016).

The phenomenon that occurs in Indonesia due to the Minister Decree Number 67 of 2013, English is not considered mandatory subject in elementary schools. It has further impacted the quality of elementary students' quality in English. This is a concerning issue, as students must develop their English skills from an early age. According to Nurdiana (2018), introducing a foreign language from an early age helps children's language development English better.

This is particularly important because the early years are often referred to as the "golden age" of language development. During this period, children can absorb and process information more easily due to their still-developing corticothalamic speech mechanisms. As a result, the opportunity to learn and acquire new languages becomes easier. In contrast, delaying the introduction of a foreign language can make it more challenging for children to learn and master it. Additionally, the minister's decision will have a significant impact on students' English vocabulary, making it unlikely that they will be fully prepared to take on English lessons at the next level (Anggraini, 2022). As a result, English teachers have challenges; to close these gaps and ensure that students can follow the curriculum.

English teachers need to dedicate more time and attention. Teachers have an important role in overcoming this challenge, one of which is by implementing interesting teaching methodologies and interactive learning approaches, and by integrating new methods such as combining learning with games. Combining vocabulary acquisition in the classroom with Scrabble is one strategy. Teachers can

make the process of learning vocabulary in the classroom more fun and effective. Scrabble can help students become active and social because Scrabble is a group game. Students can also learn casually and expand their vocabulary while playing Scrabble (Hajar, 2019).

Based on the observations conducted by researchers in one of the state junior high schools at Perak Jombang, specifically in class VII-I, it has been found that the mastery of English vocabulary among students is still relatively low. "Due to the implementation of the 2013 Curriculum, some students are not taught English in elementary schools. As a result, the vocabulary they know is still limited, and many of them do not recognize basic words," said an English teacher in one of the state junior high schools at Perak Jombang. In addition, it was found that some teachers still conduct monotonous learning activities using traditional teaching media. During interviews, it was revealed that teachers have not introduced any innovative teaching media during lessons. This results in a boring and non-conducive classroom atmosphere, which impacts students' understanding potential.

Therefore, researchers have a positive assumption that by introducing the game Scrabble to students, the problem of mastering English vocabulary can be addressed. Scrabble, as an interactive and enjoyable learning tool, is expected to stimulate students' interest in learning, enrich their vocabulary, and improve their overall understanding of English. The introduction of this game is also expected to create a more dynamic classroom atmosphere and support a more effective and engaging learning process.

Several previous studies have applied Scrabble Game in teaching English. Hajar (2019) stated that Scrabble helps second-grade students understand word definitions, practice spelling and pronunciation, and integrate new information. Then, Chairani (2021) found that Scrabble boosts students' confidence and enthusiasm in speaking English, thereby improving their speaking skills and making them more confident and enthusiastic English speakers. Furthermore, Tuti & Ilinawati (2022) concluded that the game of Scrabble significantly increased students' engagement and vocabulary mastery.

After analyzing several studies mentioned above, it can be concluded that using the Scrabble game as a strategy for teaching English shows promising effectiveness and significant influence. Consequently, researchers were inspired to further study this concept, thus conducting a study entitled "The Effectiveness of Using Scrabble Game to

Teach Vocabulary". Meanwhile, this study aims to assess whether there is a significant difference in vocabulary mastery before and after using the Scrabble game.

REVIEW OF LITERATURE

Vocabulary

As was found (Hornby, 2006, as cited in Baskarani, 2016) vocabulary has many different aspects. It consists of all the words known or actively used by a person, all the words in a particular language, the lexicon used in discussions of a particular subject, and a list of words with their definitions.

To express our ideas and communicate properly in daily life, vocabulary is an essential tool. Having a wide range of words helps us grasp spoken and written language better, which facilitates meaningful conversations and the understanding of difficult ideas. A varied vocabulary engages us with other cultures and offers doors to new information (Tuti & Ilinawati, 2022).

Learning vocabulary may be challenging techniques like pronunciation, spelling, grammar, and meaning are just a few of the difficulties students encounter when acquiring new vocabulary, which is complex and takes time. Unfamiliar consonants can be difficult to pronounce, and silent letters make spelling more challenging. Overlapping meanings and varied grammar—particularly when it differs from one's native tongue—add to the difficulty. Comprehending language, word use, and pronunciation adds to the difficulty of understanding. It will need persistent work, engaged involvement, and a variety of learning approaches—including reading, contextual practice, mnemonic devices, and language-learning activities—to overcome these obstacles. Nevertheless, vocabulary learning is a pleasurable part of language acquisition, despite its hurdles (Baskarani, 2016).

According to (Hatch and Brown, 1995, as cited in Lestari, 2015) state that words are categorized based on their functions, known as parts of speech. These categories include adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections.

Researchers limit their study to nouns related to professions, food, animals, and objects it used as a category in Scrabble game. A noun is a part of speech that refers to a person, place, thing, idea, or concept Kharisma (2017). The researchers aim to make a significant contribution to vocabulary enrichment and facilitate students in mastering

English more efficiently and comprehensively, especially related to noun vocabulary (professions, food, animals, and objects) that they will encounter in everyday basic communication. This approach is expected to expand their vocabulary. Additionally, by integrating these categories into an interactive game like Scrabble, the learning experience is anticipated to become more engaging and effective, fostering sustained interest and retention of new words.

Scrabble Game

Hajar (2019) defines the Scrabble game is a board game that may be played by two or more people or teams. The objective of the game is to make words out of printed letters in order to get points. A Scrabble game, which is typically played by two to four players, is decided by the score obtained in each word that is formed.

According to Smith (2019), using Scrabble as a teaching tool has a number of benefits. To begin with, Scrabble improves vocabulary and word-derivation skills by imparting spelling and word meaning knowledge. Through cognitive training, it also promotes intellectual growth, which may halt the advancement of dementia. Scrabble also promotes academic play, social engagement, emotional health, creativity, and strategic thinking. In addition, Scrabble games have been shown to boost mood and immune function.

There are also some disadvantages to using Scrabble in English learning, as found studies by Aisyah (2017). Organizing lessons around Scrabble can be challenging due to the need for active participation from all students, time-consuming nature of the game, and the possibility of pressure and anxiety, planning lessons around Scrabble may be difficult. Scrabble may also be loud, which can interfere with focus and mental health as well as disturb the learning environment. To mitigate these disadvantages, Teachers should carefully prepare and organize Scrabble classes, making sure that everyone is included, offering direction, and creating chances for cooperation in order to lessen these drawbacks. Furthermore, Scrabble's time-consuming character may be balanced and any loud problems can be addressed by combining it with other language learning exercises. Despite these difficulties, Scrabble is still a useful addition to language study, providing a wealth of advantages for vocabulary growth, enhancing language skills, and developing social and cognitive abilities.

METHOD

This research aims to assess the effectiveness of using the Scrabble game in enhancing students' vocabulary mastery. The study employed a pre-experimental design with quantitative methods and was conducted during the 2023-2024 academic year at one of the state junior high schools in Perak Jombang. The sample included twenty-five students who actively participated out of a total of thirty-two students in VII-I; seven students who did not actively participate were excluded from the sample calculation. The researchers administered pre-tests and post-tests before and after implementing the Scrabble game strategy in the class. Prior to conducting the pre-test and post-test, validity and reliability tests were performed to ensure the accuracy and dependability of the obtained data from the research sample. Subsequently, the results underwent analysis using descriptive statistics and were subjected to normality testing using the Shapiro-Wilk test. Following this, the data were assessed to ascertain if there existed a significant difference between the averages of the two samples, with the data being evaluated using a sample paired t-test.

FINDINGS AND DISCUSSION

Findings

Before and after gathering pretest and posttest data, researchers used statistical analysis to evaluate whether playing the Scrabble game had significantly enhanced vocabulary mastery.

Student's Vocabulary Mastery before being Taught by Using Scrabble Game

To determine their vocabulary proficiency before treatment, twenty five students completed ten multiple-choice questions in the pre-test segment. They were divided into two categories. The first category focused on profession-related vocabulary, featuring 5 questions (1, 2, 3, 5, and 11). The second category explored vocabulary related to likes and dislikes material (food, animal, and object) also consisting of 5 questions (6, 7, 10, 15, and 16). The results of the pretest data are shown in Table 1:

Table 1. The Result of Students' Pre-test Score

	N	Minimum	Maximum	Mean	Mode	Median	St. Deviation
Pre-test	25	30	100	71.25	70	70	13.380

As Table 1 explains, there were twenty-five test takers. The average student score was 71.25. Both the mode and median scores were 70. The data showed that the highest score achieved was 100, while the lowest was 30. The standard deviation was calculated as 13.380.

If the score was less than 75 based on the KKTP at one of the state junior high schools in Perak Jombang, it showed that the students' abilities did not meet the requirements for successful results. The low level of vocabulary mastery in classes VII – I could be seen from the results, which showed that 60% of 15 students scored below 75. To overcome this problem, researchers used the game Scrabble in their research to find out whether this media was significantly useful in improving students' vocabulary skills.

Student's Vocabulary Mastery After being Taught by Using Scrabble Game

After students had received a Scrabble game treatment to improve vocabulary, a post-test was administered, with twenty five students taking it. The test consisted of a set of 10 questions, divided into two categories. The first category focused on profession-related vocabulary, featuring 5 questions (no. 1, 2, 4, 6, and 8). The second category explored vocabulary related to likes and dislikes (food, animal, and object) also consisting of 5 questions (no. 3, 5, 7, 9, and 10). The results of the post-test data are shown in Table 2:

Table 2. The Result of Students' Post-test Score

	N	Minimum	Maximum	Mean	Mode	Median	St. Deviation
Post-test	25	40	100	79.38	80	80	14.354

As Table 2 explains, there were twenty five test takers. The average student score was 79.38. The mode and median scores were both 80. The data indicated that the

highest score achieved was 100, while the lowest score was 40. The standard deviation was calculated to be 14.354.

Based on the KKTP scores at one of the state junior high schools in Perak Jombang, if the score obtained was below 75, it indicated that their abilities had not met the achievement criteria. This meant that as many as 64%, consisting of 16 students, had met the achievement criteria. This indicated that most students increased in their posttest results, demonstrating that their abilities had fulfilled the requirements for achievement criteria.

The Significant Difference of the Students' Vocabulary Mastery between Before and After Treatment by Using Scrabble Game

The data showed a significant increase in vocabulary mastery after implementing the Scrabble game, with the mean score increasing from 71.25 to 79.38. This indicates students' abilities a significant improvement in students' vocabulary mastery after playing scrabble game.

The Shapiro-Wilk test was utilized to assess normality due to the study's sample total being less than 50 (<50). Table 3 presents the Shapiro-Wilk test results. According to the normality analysis, the significance values for the pretest and posttest were 0.019 and 0.025, respectively. It was observed that both sig (2-tailed) values exceeded 0.05, indicating that the data followed a normal distribution.

Table 3. Test of Normality

Saphiro-Wilk			
	Statistic	df	Sig.
Pretest	.948	25	.019
Posttest	.952	25	.025

The next step is to determine whether or not there are significant differences between two conditions measured in the same sample. Therefore, a sample paired t test formula with a significance level of 0.05 ($\alpha=5\%$) was used.

The hypothesis used are as follows:

- a. H_0 : there is no significant difference between the pre-test and post-test learning outcomes
- b. H_1 : there is a significant difference between the pre-test and post-test learning outcomes

The results of data calculations can be seen in Table 4 below:

Table 4. The Result of Using Sample Paired T-Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre	-							
	Post	.04841	.06515	.01152	-.07190	-.02492	4.203	24	.000

Based on decision making:

- a. If the sig (2-tailed) value is < 0.05 , then there is a significant difference between the pre-test and post-test learning outcomes
- b. If the sig (2-tailed) value is > 0.05 , then there is no significant difference between the pre-test and post-test learning outcomes

Based on the table, the sig (2-tailed) value is $0.000 < 0.05$. And the t_{table} calculation at significance $\alpha = 5\%$ is 2.063 while the t_{count} 4.203 ($t_{count} > t_{table}$). This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. In conclusion, there is a significant difference between pre-test and post-test learning outcomes.

Discussion

Student's Vocabulary Mastery before being Taught by Using Scrabble Game

The pre-test conducted on November 1st, 2023, revealed that most class VII-I students had scores below 75, indicated low vocabulary mastery. This is due to limited exposure, knowledge, and practice during elementary school, as well as the 2013 curriculum implementation that no longer mandates English as a core subject.

Students often encounter difficulties in comprehending specific vocabulary due to internal and external factors. According to Somantri & Nurhayati (2017), internal factors include encountering unfamiliar words, which can be challenging as they are accustomed to using their mother tongue in a country where the target language is not used in daily life (Ur, 2022). Spelling words correctly is another challenge, as students fear spelling a word wrong and often write words based on their hearing, which can lead to lower spelling proficiency (Yuli & Sofian, 2016).

Next, according to Sariani (2021), pronunciation can also be a source of confusion for students, as they struggle to recognize and produce foreign sounds, leading to pronunciation errors. Furthermore, (Aisyah, 2017; Baskarani, 2016) found that external factors include the monotonous teaching methods used by teachers, which can make the learning environment boring and unmotivated, leading to students remaining silent and frightened when asked to read or answer questions (Yuli & Sofian, 2016).

Student's Vocabulary Mastery After being Taught by Using Scrabble Game

The study conducted on November 8th, 2023, found that the majority of class VII-I students met the achievement criteria for the Began to Developed criteria after using Scrabble media. The factors contributing to this success include students' cognitive abilities, which include learning, thinking, and intelligence, and their ability to master the game thoroughly, Riadi (2022). While playing approach is able to stimulate students' active involvement, increase interest and enthusiasm for learning vocabulary mastery. When they play for fun, they unconsciously increase their knowledge as the game progresses.

Then, according to Lubis (2020) the efficacy of the Scrabble game in generating significant advances in students' vocabulary understanding demonstrates the powerful influence of a social and collaborative learning strategy on the educational process. Where students work together to solve problems, fostering teamwork and communication skills, even students with limited vocabulary knowledge can learn more new words through teamwork.

Additionally, Scrabble Media provides an engaging learning environment through gamification, which applies aspects of game design, such as points and rewards,

to non-game situations, such as education. Student achievements are immediately recognized and rewarded through gamification, which encourages and reinforces positive behavior. By using the brain's reward system, gamification aims to make learning more fun and interesting for students, thereby increasing their level of engagement during learning (Puntillo, 2023).

The Significant Difference of the Students' Vocabulary Mastery Between Before and After Treatment by Using Scrabble Game

The study conducted a descriptive statistical analysis using SPSS 0.23, which revealed noteworthy disparities in student scores between the pre-test and post-test. The average scores observed were 71.25 and 79.38, respectively, indicating a substantial increase in vocabulary proficiency. Additionally, the researchers employed the Shapiro-Wilk test to assess the normality of the data, yielding sig values of .019 for the pre-test and .025 for the post-test, which showed a significance value greater than 0.05 (sig < 0.05). This means that the data was normally distributed. Subsequently, a sample paired t-test was conducted to ascertain differences before and after treatment within the same sample, resulting in a sig (2-tailed) value of 0.000, signifying a significant disparity in the learning outcomes between the pre-test and post-test.

The implementation of Scrabble in the learning process has had several positive impacts. As students become more actively involved in the learning process, become more enthusiastic, and participate in learning. The novelty of the game and the ability to quickly construct answers with peers creates a new and exciting experience for them. However, it cannot be denied that some students still face challenges in learning vocabulary, especially in spelling words correctly.

This study lined up with previous studies (Aisyah, 2017; Hajar, 2019; Somantri & Nurhayati, 2017) which discovered that Scrabble was successful in enhancing vocabulary mastery, with favorable student reactions and motivation in acquiring vocabulary. Meanwhile, Suprayogi et al (2015) discovered that using the Scrabble game improved students' spelling competence in vocabulary acquisition by adding a visual and dynamic element, making the process more engaging and effective.

Conclusion

This research aims to test the hypothesis regarding the effectiveness of the Scrabble game in enhancing students' vocabulary mastery. The hypothesis being tested is whether playing Scrabble can significantly improve students' vocabulary mastery compared to conventional learning methods. To test this hypothesis, the research was conducted using a pre-experimental design involving a single group that was assessed before and after receiving the treatment (pre-test and post-test). The vocabulary given during the pre-test and post-test was of the same type as the vocabulary used during the treatment, but the topics used were different. This was done to ensure that students' vocabulary mastery was measured consistently, while topic variations aimed to evaluate students' ability to apply the vocabulary learned in different contexts.

At the start of the study, all students were given a pre-test to measure their level of vocabulary mastery before the treatment. This pre-test included a series of words relevant to the material that was to be taught during the Scrabble (professions, food, animals, and things) game session. Subsequently, the experimental group participated in a Scrabble game session that was designed to introduce and reinforce the use of new vocabulary with similar words. After the treatment period, all students were given a post-test that covered the same vocabulary as the pre-test and treatment but in the context of different topics to test the transfer of learning related to professions, food, animals, and things. The post-test results showed a significant increase in vocabulary mastery among students who had participated in the Scrabble game.

In the previous chapter, the researcher discussed the results of his research. The results show that there is an increase after the post-test. During the pre-test, only 40% of students were able to meet the minimum completeness criteria. Then in the post-test after being given treatment, there were 64% of students had met the minimum completeness criteria. The increase was 60%. It can be concluded that the Scrabble game is effective for students' vocabulary mastery. This is supported by the T-test results which also show a sig (2-tailed) value of 0.000, which means that the Scrabble game treatment has a significant influence on students' vocabulary mastery. And also learning using the Scrabble game makes students' interest in learning English higher, especially in terms of vocabulary, than before. This is proven by the enthusiasm and

active participation of students during the learning process. Based on this, it proves that the Scrabble game is effective in mastering vocabulary.

Suggestion

After conducting research, researchers recommend that school principals actively support English language learning by ensuring adequate resources are available. Additionally, it is important to provide teachers with training in integrating various forms of media into their teaching practices, equipping them with the skills necessary to foster engaging and meaningful educational experiences. Moreover, to achieve success in learning English, students are advised to participate more actively in every learning activity in class and apply simple English vocabulary in various daily situations. This approach allows them to gradually expand their vocabulary effectively.

Researchers also recommend that teachers seek out interesting topics that can enrich students' English vocabulary. Mastering a diverse vocabulary is crucial for language proficiency. Researchers suggest employing engaging teaching methods and creative media to enhance students' interest in vocabulary learning. For instance, utilizing the Scrabble game can motivate students to expand their vocabulary through meaningful word formation activities. Furthermore, to enhance students' vocabulary proficiency further, future researchers should explore methods that promote creativity, enjoyment, and interest in vocabulary learning. This approach aims to elevate students' mastery of vocabulary by making the learning process more stimulating and enjoyable.

REFERENCE

- Aisyah, F. N. (2017). *Pengaruh Penggunaan Media Scrabble Terhadap Peningkatan Penguasaan Kosakata Bahasa Inggris*. Skripsi, Universitas Muhammadiyah Magelang.
- Anggraini, A. (2022). *Mata Pelajaran Bahasa Inggris SD Dihapuskan, Apa Dampaknya Semakin Baik?* Kompasiana. <https://www.kompasiana.com/adhyaratnianggraini0956>
- Baskarani, S. N. (2016). *The Teaching of English vocabulary (A case study at the seventh-grade students of MTs Negeri 2 Jakarta)*. Jakarta: FITK Universitas Islam Negeri Syarif Hidayatullah Jakarta.
- Chairani, S. (2021). Using Scrabble for Learning English Vocabulary at MAN 2 Kuantan Singingi. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 5, 205–212. <https://doi.org/10.30743/ll.v5i1.3858>

- Hajar, A. W. (2019). *Improving Students Vocabulary Through Scrabble Game at the Second Grade of SMPN 1 Palopo*. Institut Agama Islam Negeri Palopo.
- Kharisma, L. (2017). *The Influence of Using Scrabble Game on the Students' Vocabulary Mastery at the Eight Grade of SMP PGRI 1 Batanghari East Lampung*. IAIN Metro.
- Lestari, A. N. (2015). *The Effectiveness of Using Hangaroo Game for Teaching Vocabulary (An Experimental Research at Seventh Grade Students of SMP Negeri 3 Sokaraja in Academic Year 2014/2015)*. Universitas Muhammadiyah Purwokerto.
- Lubis, N. F. (2020). *Selain Meningkatkan English Vocabulary, Ini 5 Manfaat Bermain Scrabble*. IDN Times. <https://www.idntimes.com/life/inspiration/nuraina-fika-lubis/manfaat-main-scrabble-c1c2?page=all>
- Nurdiana, F. (2018). *Hilangnya Mata Pelajaran Bahasa Inggris di dalam Pendidikan Sekolah Dasar (SD)*. Kompasiana. <https://www.kompasiana.com/fkdianaaa>
- Puntillo, P. (2023). *Mengapa Gamifikasi Meningkatkan Motivasi dan Pembelajaran Siswa*. ClassPoint. <https://www.classpoint.io/blog/id>
- Riadi, M. (2022). *Kemampuan dan Perkembangan Belajar Kognitif*. Kajian Pustaka. <https://www.kajianpustaka.com/2022/03>
- Sariani, S. (2021). *An Analysis of Error on Students' Pronunciation of English Vowels at the Sixth Semester Students of English Language Education Department at Universitas Islam Riau*. Universitas Islam Riau.
- Smith, E. (2019). *10 Benefits of Playing Scrabble*. <https://www.aha-now.com>
- Somantri, G. G., & Nurhayati, S. (2017). The Effectiveness of Scrabble Game to Improve Students' Vocabulary Mastery. *ELang/ An English Language Education Journal*, 2(2), 41–48.
- Suprayogi, H., Mayasari, L., Wijaya, A. (2015). *The Effectiveness of Scrabble Game for Student's Spelling Mastery in Vocabulary Learning for Seventh Grades of SMP Muhammadiyah 6 Surabaya*. Universitas Muhammadiyah Surabaya.
- Tuti, T., & Ilinawati, I. (2022). Scrabble Game: Boosting Vocabulary Mastery of English Foreign Language (EFL) Students. *Journal of English Education and Teaching*, 6(2), 271–282.
- Ur's, P. (2022). *Tips for Teaching Vocabulary* (S. Thornburry (ed.); Pocket). Cambridge University Press, New York.
- Yuli, L., & Sofian, I. S. (2016). Using Scrabble Game in Improving Students' Vocabulary Mastery of SMP Negeri 1 Jawai. *Published Skripsi Untan Pontianak*.