

## Using Scrabble as a Gamification to Enhance Students' Motivation and Vocabulary Acquisition: Teachers' Perspective

Sholihatul Hamidah Dauly<sup>1\*</sup>, Devika Adelita<sup>2</sup>

Universitas Islam Negeri Sumatera Utara  
Jl. William Iskandar Ps. V, Medan,  
20371, Indonesia;

sholihatulhamidah@uinsu.ac.id<sup>1\*</sup>

devika.adelita@uinsu.ac.id<sup>2</sup>

\* corresponding author

Received:  
6 June 2022

Revised:  
15 November 2022

Accepted:  
2 March 2023

Published:  
30 April 2023

### Abstract

Technology has aided in the development of learning media with a variety of media creations as media for students to be more engaged in learning to use a laptop or smartphone with Android capability by installing the application in question. In this study, the use of games or gamification applications in learning English, specifically digital scrabble games, is discussed. This study attempts to investigate the use of scrabble to support students' motivation and vocabulary acquisition based on teachers' perspectives. The subjects for this research were 12 (twelve) English teachers of North Sumatera. In conducting this research, the researcher used the case study methodology. The data were collected through an open questionnaire requiring a lengthy response from the respondent and a closed questionnaire with an alternative answer decided by the questionnaire's creator, namely yes or no. The results showed that, in accordance with the teachers' perceptions, utilizing scrabble can motivate students to study because they become interested, feel challenged while using it, and want to keep playing. Due to the students' ability to learn and assimilate new words through scrabble, their vocabulary acquisition also enhanced.

**Keywords:** Gamification, scrabble, students' motivation, teachers' perspective, vocabulary acquisition

### Introduction

Teachers must employ a variety of methods, materials, and teaching strategies in order to make learning enjoyable for students, raise their motivation to study and improve learning outcomes (Siswidyatmi et al., 2019). Teachers should determine the students' interest and degree of language skills in order to increase their motivation (Dewi, et.al., 2020). The advent of the phrase gamification in learning is a new innovation. Gamification is a multidisciplinary approach aimed at motivating people to attain specified behavioral or psychological goals (e.g., learn faster, complete their profile daily use a specific platform (Stieglitz et al., 2016). Gamification is believed can increase students' engagement and involvement



(Bouchrika et al., 2021; da Rocha Seixas et al., 2016; Khaleel et al., 2020; Muntean, 2011); change students' behavior and support learning outcomes (Boudadi & Gutiérrez-Colón, 2020; Nurtanto et al., 2021; Smiderle, 2020); increase students' motivation (Aleksić-Maslač et al., 2018; Boudadi & Gutiérrez-Colón, 2020; Buckley & Doyle, 2016; Hu et al., 2021; Ling, 2018); and promote active learning (Rincon-Flores & Santos-Guevara, 2021; Silva et al., 2019).

Gamification is indeed a versatile toolkit that may be applied to a variety of challenges. Many of the best game mechanics examples in business, education, and other contexts don't even appear to be games to individuals engaged. The purpose of games isn't to entertain the masses but it's a combination of human nature and clever design (Werbach & Hunter, 2020). The gamification literature depends on social and personal psychology because individuals' motivations have psychological, emotional, social, and cognitive origins in initiating specific behaviors (Hu et al., 2021). According to Burke (2016) gamification is a strategy of engaging participants digitally rather than personally, which means they interact with computers, cellphones, wearable monitors, or other digital devices. Gamification focuses on assisting participants in achieving their objectives, and as a result, the organization's objectives are met. Gamification is used to encourage people to change their behaviors or gain new skills, as well as to spur innovation. Gamification as a method of increasing learner motivation and engagement is still in its early stages (Rivera & Garden, 2021). Gamification or the pro is not a new concept, or the process of turning something into a game attempted to make existing chores more interesting, motivating, and even enjoyable throughout history. The impacts of gamification on students' interest and motivation have been verified by Hamari et al.'s research (2014). Students receive incentives for advancing to the next level, beating the game, or racking up bonus points as they play games and it makes the students motivated to keep playing. Points, badges, leaderboards, progress bars, performance graphs, quests, levels, avatars, social components, and reward systems were additional gaming components.

Games are used in the classroom to promote teamwork and fun, and they can also amuse students while allowing teachers to observe their personalities, cooperation skills, interpersonal relationships, and pragmatism (Daulay et al., 2021). One of the English language learning materials that make extensive use of gamification, is vocabulary since building a useful vocabulary is essential when studying a foreign language. Vocabulary is one factor that connects the four skills of listening, speaking, reading, and writing (Bangsawan, 2020; Daulay, 2021). Acquiring a larger vocabulary boosts comprehension. It has a significant impact on how a reader decodes a text. If a reader deduces the meaning of a word from the context, the reader may be relying on contextual clues to grasp it. A growing number of research have been undertaken to look into the use of gamification to boost vocabulary learning due to the widespread usage of gamification in language classrooms and the significance of vocabulary mastering in students' language competency (Ahada, 2021; Boyinbode, 2018; Fithriani, 2021).

Despite the increasing literature on the use of gamification in vocabulary classes, studies on gamified vocabulary learning, especially those focusing on teachers' perceptions of the utilization of the *Scrabble games* remain underexplored. According to Otlogetswe (2016), the popular word game Scrabble was created in



1938 by an American architect named Alfred Moshier Butts. Criss-Crosswords was the name given to it when it was initially created. In 1948, James Brunot gave it the name Scrabble. Kobzeva (2015) added that scrabble is an excellent teaching aid that provides authentic, engaging, and stimulating learning possibilities. Scrabble is a board and tile game in which two to four players compete on a 225 – square board by building words with lettered tiles; words written out by letters on the tiles interlocking like words in a crossword puzzle. As per Jensen & Thomas (2012) there is a conflict between the two primary sorts of fans: literary and quantitative. Literary types love toying with innovative and unusual terms, while quantitative types learn reams of words just for the purpose of playing the game, regardless of their meaning. Far from being a game of pure skill, luck and chance play a significant role in the development of a Scrabble game. At any one time, each player has (at most) seven tiles on their rack, replaced from a bag containing the remaining tiles from the 100 at the start of the game.

Scrabble game is believed as a game that can boost students' vocabulary since learners can concentrate on both meaning and word forms by using Scrabble. Furthermore, they won't realize how much they're spending. Learning because Scrabble is a lot of fun. Scrabble, a board game, improves students' physical, creative, social, and personal skills involved in critical thinking, in addition to vocabulary. Besides that, scrabble can improve students' vocabulary learning outcomes (Juliantina, 2020; Khaira, 2021; Yulianti & Bharati, 2017); develop students' critical thinking (Kobzeva, 2015); and engage vocabulary classroom (Onasanya et al., 2021; Chairani, 2021).

Scrabble was investigated by Kobzeva (2015) as a tool for the development of critical thinking skills in engineering students. It is undeniable that improving critical thinking abilities may be enhanced and integrated into the EFL curriculum as a vital component. Without a doubt, critical thinking abilities must be taught at the university level in today's field of modern engineering. Teachers can use the Board Game Scrabble to motivate students to learn deeply, ask and answer questions, participate in divergent critical thinking, explore for connections between ideas, and deal with real-life challenges. To summarize, it is self-evident that pedagogic ideas for educating young people on critical thinking abilities must be high on the priority list in today's educational environment.

Scrabble games were used to increase students' vocabulary at one of public schools in North Sumatera. According to Juliantina (2020), it was discovered that after being taught using the scrabble game, the pupils' vocabulary achievement in the second grade improved significantly. The increase in the pupils' mean score on the pretest and posttest demonstrates this. Scrabble to support students' motivation and vocabulary acquisition based on teachers' perspectives is where the researcher wants to go from here. This has been noticed in the prior study based on the outcomes of the students' pretest and posttest.

There are several research on using scrabble games to gamify vocabulary learning, but relatively little is known about teachers' perspectives on how scrabble games might help students acquire vocabulary and stay motivated to learn. The teacher's comprehension of the student's learning style will determine his or her educational philosophy, as well as her teaching methodology, strategy, and strategies. A theory of teaching will outline the guiding principles for selecting



particular methods and techniques. In coordination with the teacher's comprehensive understanding of the learner and the subject matter to be learned, a theory of teaching will point the way with a successful procedure on a given day for given learners under various context-specific constraints (Erfiani & Neno, 2018). Dealing with the teachers who were already familiar in the use of Scrabble games as their tools in teaching vocabulary, this study aimed to provide knowledge that would help in understanding whether scrabble supports students' motivation and vocabulary acquisition.

## Method

This research was conducted by using the qualitative research method. Qualitative research, according to Creswell & Poth (2016), is a situated activity that situates the observer in the world. Qualitative research is a set of interpretive, material techniques that helps us see the world around us. These activities have a profound impact on the globe. They transform the environment into a sequence of representations, which include field notes, interviews, dialogues, images, recordings, and self-memo. Qualitative research at this level entails an interpretive, naturalistic approach to the world. This means qualitative researchers looked at objects in their natural habitats, aiming to make sense of or interpret events through the lenses of the meaning's humans assign to them.

This study was a case study, which is a type of research design used in a variety of domains, including evaluation, in which the researcher conducts an in-depth analysis of a specific situation (Creswell & Creswell, 2018). Cases are defined by time and activity, and the researcher collects detailed information over a long period utilizing a range of data gathering techniques. This research is concerned with the use of Scrabble in supporting students' motivation in learning English and the use of Scrabble in supporting students' vocabulary acquisition. The researcher chose qualitative research to contribute both theoretically and practically to language learning research.

The data used in this study is information gathered directly from sources. The information gathered for this study came from 12 (twelve) teachers in North Sumatera, Indonesia. The researcher is interested in the perspectives and responses of the English teachers on this topic. The data was gathered from 25th – to 28th April 2022. The main data source in qualitative research is words and actions. The rest is additional documents such as documents and others. In this research, the data source was a questionnaire that had been given to all of the participants for this research.

This research used a combination of open questionnaires and closed questionnaires. This means that there are questions in this questionnaire with prepared alternative answers, but there are also alternative options for respondents (resources) to create their answers to voice their views if the questionnaire maker's answer choices do not contain the answers that the respondents want. This questionnaire has eight questions, seven of which are open questionnaires requiring a lengthy response from the respondent and one closed inquiry with an alternative answer decided by the questionnaire's creator, namely yes or no.

According to Daniel (2010), qualitative data analysis consists of three steps that occur simultaneously: data reduction, data display, and conclusion drawing and



verification. A data display is a well-organized, condensed collection of data that allows for conclusion drawing and action. The researcher was able to easily grasp and assess what transpired with the data supplied by displaying it. Because it was the most typical data display in qualitative research, the researcher used the interview to exhibit the data in this study. Conclusions and verification were drawn in the final step of the analysis. The qualitative data analysis began at the outset of the data collection to determine what things meant: nothing regulation, patterns, explanation, feasible configuration, causal processes, and preposition. The conclusion was found in the description of the study's subject. Finally, the researcher received the research's outcome and conclusion in this step.

## Findings and Discussions

### Scrabble game supports students' motivation in learning

The first goal of this research is to find out whether students' learning motivation can be enhanced by playing the scrabble game. Regarding the questionnaire information, based on the teachers' perspectives, the students' learning motivation has been increased since the utilization of scrabble game in vocabulary learning process. The teacher's preparations before the lesson begin are obviously essential to the success of using scrabble to increase student motivation for studying. Thus, a teacher should not impart knowledge haphazardly. In order to attain learning objectives as effectively as possible, thorough planning must be done prior to the teacher teaching the pupils in the class. Every teacher has their own techniques or routines for teaching preparation and using scrabble as a gamified tool for learning English in this situation. Some of the preparations English teachers do before starting a game of Scrabble in their classroom are listed in the table below.

**Table 1. Teachers' Preparation in Learning by Using Scrabble**

Teachers	Scrabble Learning Preparation
T1	I first got scrabble ready. Then I went over the game's rules with the pupils, as well as what could be done and what the words on the scrabble board meant.
T2	I get scrabble ready. Then guide pupils through the game's rules and guidelines.
T3	Putting together a board game with alphabetic dice for the letters.
T4	I'll start by examining how comprehensive Scrabble Media is for learning.
T5	First, get everyone ready to play scrabble. Next, arrange and close the letters one at a time. Finally, each player takes seven third letters, chooses one, and places it in the center of the fourth game box.
T6	From my house, I brought scrabble. I then separated them into various groups. I then distributed scrabble to everyone in the gathering. I then went over the game's regulations.
T7	I got the letters and scrabble board ready ahead. Dividing the class into numerous groups, each with three to four pupils. After that, describe the game of scrabble and how to play it.



T8	When I go to class, I generally bring scrabble. There doesn't seem to have been any planning.
T9	You need at least one opponent to play Scrabble. The complete Scrabble board game is also required. As we play, we'll create words, score points, compete against others, and if necessary, trade letters. The scorekeeper will later tally up each player's points to determine this game's victor. If you enjoy the game, encourage your friends to join the Scrabble club or take part in a competition.
T10	Tools are ready, and the scrabble rules are explained.
T11	To make things simpler for the students, I prepared the equipment and dictionaries and picked the words.
T12	Use the Scrabble board to get your resources ready and explain the rules.

Scrabble is a crossword-style board game in which players use lettered tiles to build words. The teacher must first prepare the students before beginning the lesson. This is to ensure that the learning process runs smoothly and without stumbling blocks. The study came to the idea that teachers were well-prepared before starting an English class by using Scrabble. This study demonstrates the necessity for teachers to institutionalize the creation of professional materials prior to the start of instruction as a best practice (Kariuki et al., 2019). Additionally, Mårell-Olsson (2019) noted that despite the fact that the participating instructors in their study saw gamification teaching designs as a trigger for inspiring and involving students in their learning, teachers' general level of readiness for this teaching approach appears to be relatively low. When instructors explore designing teaching as a new activity (i.e., gamification), they may not be adequately prepared because they lack knowledge of design processes, such as from the initial idea to the practical implementation in the classroom (Mårell-Olsson, 2020).

Student learning motivation will be simple to obtain since this teacher's preparation is very well formed before beginning the learning process using scrabble games. Learning motivation is the overarching driving force that ensures continuity and provides direction to learning activities so that the learning subject's intended goals can be accomplished. It comes from both within and outside pupils (by generating a series of attempts to offer particular conditions). The consistency and success of the teaching and learning process are influenced not only by intellectual factors but also by other non-intellectual factors that are no less essential in determining one's learning outcomes, one of which is a student's ability to inspire oneself. Learning motivation is a desire to do something that comes from within students (intrinsic) and from outside students (extrinsic). Motivation is critical in learning activities because it fosters the spirit of learning and, conversely, a lack of motivation weakens the spirit of learning. The following table displays the teachers' perception on students' learning motivation in playing scrabble game.



**Table 2. Scrabble supports students' motivation**

Teachers	Scrabble game supports students' motivation
T1	Yes. Scrabble can help students become more motivated to study English. Since students can compete with their pals while learning. They do more than just study. But also put yourself out there to win. So that scrabble games continue to be competitive and internal drive grows
T2	Scrabble can increase student learning motivation because students feel challenged to play and will hone vocabulary skills.
T3	By using the scrabble game, apart from playing, learning English will certainly be more fun and encourage students' desire to learn.
T4	Scrabble can help students become more motivated to study English because Scrabble allows students to delve deeper into their English.
T5	Scrabble is a game that can help pupils become more motivated because it develops their ability to decipher and create new words that may arise.
T6	Students are enthusiastic when learning to use scrabble. From their enthusiasm it can be seen that they are motivated to learn English.
T7	Students can be motivated because they want to know more about other vocabulary, so they can play well.
T8	Students' motivation in learning English can be increased by using Scrabble because they can learn while playing.
T9	Scrabble creates a big challenge for students to keep looking for new words.
T10	Scrabble can motivate students because they can be more enthusiastic and not bored in learning
T11	The goal of the game is to get players to examine and question their opponents' statements in a friendly competition, in addition to motivating them to memorize additional vocabulary.
T12	Students like game-based learning because it is something new for them so it can grow their curiosity.

Motivation is a must in learning; a student who studies without motivation (or lack of motivation) will not achieve their full potential. Using English to learn Scrabble is said to be helpful to boost students' studying motivation. This is in line with the information provided by the English teachers in this study. There are eight reasons why scrabble can help students stay motivated to study English: there is competition, students feel challenged, student enthusiasm, improved thinking, learning is not boring, increased student enthusiasm, interesting and fun game, and learning while playing. Students can improve their English skills by playing scrabble. Learning scrabble can help them expand their vocabulary. Students look for new terms to add to the game in order to expand their vocabulary. Then there's the game of scrabble, which provides a competitive element that encourages students to play and motivates them to win. It can make students feel compelled to keep playing since they don't want to lose. Students continue to think and try to come up with new phrases as a result of their sense of being challenged, motivating



them to keep racing. Scrabble, on the other hand, makes students more enthusiastic about learning because it allows them to learn while having fun.

This finding is congruent with earlier research that suggested using scrabble to encourage students' learning (Chairani, 2021; Rosidi & Falianti, 2014). The scrabble game can increase students' attention and motivation (Chairani, 2021). It can be challenging for the pupils to find as many words as they can in order to win because they are demanding to deal with numerous letters that need to be examined to be good meaningful terms. The students will so be inspired to find numerous terms and to make them creative (Rosidi & Falianti, 2014).

Additionally, these findings are consistent with research showing that gamification influences and boosts students' motivation for learning (Boudadi & Gutiérrez-Colón, 2020; Buckley & Doyle, 2016; Hamzah et al., 2015; Lee & Hammer, 2011; Muntean, 2011). When utilized effectively in or outside of the classroom, gamification has been demonstrated to engage and motivate students (Boudadi & Gutiérrez-Colón, 2020; Lee & Hammer, 2011; Muntean, 2011). Gamification affects students' motivation when employed in e-learning applications (Hamzah et al., 2015)., although the effect differs depending on whether the learner is driven intrinsically or extrinsically (Buckley & Doyle, 2016).

#### **Scrabble game improve students' vocabulary Acquisition**

The second goal of this research is to determine whether vocabulary acquisition in students can be enhanced by playing the scrabble game. Data was collected through a questionnaire regarding the impact of scrabble on students' vocabulary development as well as scrabble's drawbacks in the classroom in order to ascertain the teachers' perceptions. The analysis of the information shows that, on the whole, teachers had a favorable opinion of using the scrabble game to acquire vocabulary and believed it was a very effective tool for helping them increase their vocabulary proficiency. Tables 3 shows the teachers' responses on scrabble and vocabulary acquisition.

**Table 3. Scrabble Supports Vocabulary Acquisition**

Teachers	Scrabble Supports Vocabulary Acquisition
T1	I think scrabble is a good way to help students with their vocabulary. Without needing to memorize it, students can learn new language and remember it in multiple ways. To keep from getting bored while learning, students can also learn while having fun.
T2	It can increase vocabulary proficiency in pupils and make studying more engaging and enjoyable.
T3	Scrabble has the benefit of making it simpler for children to comprehend and retain the vocabulary that has been developed for the game.
T4	By scrabble, kids can easily absorb the instructional material from the words that are created.
T5	Scrabble allows students to expand their vocabulary in English.
T6	Students can still learn while playing scrabble, which is a benefit of this kind of instruction.
T7	The benefit is that students can pick up knowledge of vocabulary effortlessly.





T8	Students can learn new language in a novel way by learning how to play scrabble.
T9	The following are some of the benefits of Scrabble Media: 1. Children can easily understand learning material with a display from the words to be formed. 2. Learning tools with visuals are more convenient when putting letters together to form meaningful words, including nouns and verbs. 3. learning through media that continuously expands vocabulary, particularly verb and noun vocabulary 4. enhancing young children's memories 5. Prepare and acquaint the mind to construct words using the given letters. 6. Teach kids how to arrange letters to form words.
T10	Scrabble is an interesting tool to learn vocabulary
T11	There are numerous new words that we can learn.
T12	It can enhance one's English vocabulary, grammar, and pronunciation with consistent practice.

Every piece of media or instrument utilized to aid in the learning process must have benefits and drawbacks. The following are some of the teachers' perspectives of utilizing scrabble as a gamification tool for learning English such as learning while playing makes it easier for students to absorb new words, makes learning more active and enjoyable, allows students to learn on their own time, allows them to gain new vocabulary in a novel way, improve the students' memory in vocabulary and train and educate the brain to make words out of the letters that are accessible and interesting.

Aside from helping students enhance their vocabulary, scrabble can also improve various aspects of learning English such as grammar, punctuation, translation, students' intellectual, critical thinking, and creativity. Scrabble also forces players to improve their linguistic skills. Although not all aspects of grammar are applicable in the game of scrabble, various types of grammar can be applied. In terms of pronunciation, players will almost certainly read the text and say what they see in the scrabble game, piquing students' interest in previously unknown pronunciation terminology. Scrabble can also help you develop your mental talents. To win the game, you must think critically, creatively, and evaluatively. These three methods of thinking help you learn not only basic English vocabulary, but also words from science, philosophy, history, and other subjects. Scrabble can also improve memory and critical thinking and set strategies not only to find vocabulary but how to collect scores. Creativity and intellectual students can also develop.

This finding is in line with some previous studies which said that scrabble can improve students' vocabulary acquisition (Hebblethwaite, 2009; King; 2020; Lin et al., 2007; Onasanya et al., 2021; Voinov, 2010; Yuliani & Bharati; 2017). The board game Scrabble provides a fantastic opportunity to learn English vocabulary constructs and presents a challenging mental activity that develops cognitive abilities, provides practice applying economic principles, and stimulates language learning in classrooms, enhancing students' performance and language skills (Hebblethwaite, 2009; Voinov, 2010). Additionally, playing scrabble helps students' motivation and enthusiasm levels as well as their vocabulary mastery in terms of spelling, pronouncing, and memory, in addition to contributing a



significant amount to their speaking abilities (Chairani, 2021; King, 2022). They continued by saying that the class may be more pleasant and that it might also inspire and empower the students to speak English.

These findings reinforce past research showing that gamification might improve students' learning acquisition, particularly for vocabulary (Boyinbode, 2018; Thiagarajah, 2022; Waluyo & Bucol, 2021). According to Thiagarajah (2022), gamification can be used to help students improve their vocabulary skills by providing them with more time, different kinds of materials, and even quizzes to assess their vocabulary knowledge. This has the added benefit of making it easier for students to learn new words, which is important because it is one of the key elements in honing their English language skills. For typical difficulties that teachers and students encounter when learning vocabulary, gamification offers an alternate approach (Waluyo & Bucol, 2021). However, since gamification can produce a playful setting, at the absolute least, the addition of gamified tools may spark students' interest in learning new terms. As a result, the adoption of gamification-based English vocabulary acquisition techniques to inspire and drive students to keep learning English vocabularies successfully is important (Boyinbode, 2018).

It can be found that scrabble games can boost students' vocabulary acquisition. But besides the success of scrabble in boosting students' vocabulary, the teachers also faced some drawbacks due to the utilization of scrabble in learning process. The table 4 below supports the drawbacks.

**Table 4. Scrabble Drawbacks**

Teachers	Scrabble Drawbacks
T1	When utilizing scrabble as a learning tool, kids occasionally forget to carry a dictionary. It may influence students' vocabulary growth.
T2	When there are more consonants than vowels, the students have trouble. They find it difficult to put the alphabet into a word as a result.
T3	Students typically struggle to build their vocabulary because of how few terms they are familiar with in English.
T4	When using scrabble to study, students struggle to arrange words in English.
T5	Students occasionally struggle to understand terminology or vocabulary.
T6	Students typically struggle since they are uncertain about how to compile or locate new vocabulary from some of the alphabets they receive.
T7	The issue is typically that they get a little bored since they have trouble coming up with new words.
T8	The challenges encountered are frequently related to kids' desire to form words. But he didn't receive enough letters. So make it challenging for students to operate.
T9	Students' restricted vocabulary also makes them less engaged in their education and prevents them from expressing their ideas, which is one of the challenges they face when playing scrabble. Many students



	eventually decide against speaking with English-speaking teachers and instead choose to remain silent.
T10	Restricted scrabble tool and limited vocabulary.
T11	Perhaps it is challenging to discover terms that are challenging at first.
T12	Since Scrabble is connected to dictionaries, it's possible that students will have trouble comprehending English texts or even piecing together English words from a collection of obvious letters.

From some of the opinions stated above, several important points make it difficult for students to learn English using Scrabble as the gamification, such as:

***Word limitation***

When using scrabble to learn English, students have trouble organizing words. Students typically have trouble collecting vocabulary due to the limited number of words in English that they are familiar with. Students with a limited vocabulary are also less engaged in their studies, as they are unable to voice their thoughts due to their lack of language knowledge. Many students prefer to remain silent rather than connect with English-speaking lecturers.

***No dictionary***

It is impossible to avoid using a dictionary when studying scrabble. When studying scrabble, some students forget to bring a dictionary. It has the potential to influence students' vocabulary growth. Students will have trouble compiling words since they will not know what words can be constructed from the available letters because there is no dictionary.

***Difficult to arrange letters into words***

When using scrabble to learn English, students have trouble arranging words. They are confused to arrange or find new vocabulary from some of the alphabet they get. They sometimes feel a little bored because they can't find new vocabulary. The difficulties experienced are usually sometimes students want to make a word. But the letters he got were lacking. So, it makes it difficult for students to do it.

***More consonants than vowels***

In the game of scrabble, there are frequently more consonants than vowels on the dice. When students get a large number of consonants, it can be challenging for them to order the letters into words. It can also work the opposite way around. Students who are given an excessive number of vowels are unable to organize them. Some kids wish to form a word, but one alphabet is absent, forcing them to rethink their strategy.

The use of dictionary is very important in playing scrabbles. This statement is supported by some previous studies (Abbasi et al., 2019; Lew, 2011; Li, 2019; Barham, 2017). A dictionary is a recognized teaching tool that plays a significant part in learning a language (Abbasi et al., 2019; Li, 2019), and it has demonstrated success in helping students acquire vocabulary and advance their language skills (Abbasi et al.,2019). In the instance of learning English as a Foreign Language (EFL) or English as a Second Language (ESL), the utilization of dictionaries is crucial for vocabulary development (Lew, 2011). The usage of dictionaries can benefit students by offering resources for terms, their meanings, and



pronunciations. It can also enable them improve their command of vocabulary (Abbasi et al., 2019; Barham, 2017).

Overall, students' motivation and vocabulary achievement can be aided by using scrabble as a gamification tool in English study. This is demonstrated by the outcomes of the teacher's vote, which served as the research's respondent. There are 92% data of the teachers agreed that scrabble is an effective tool to enhance students' motivation and vocabulary acquisition and there are 8% data do not agree that scrabble is an effective tool to support students' motivation and vocabulary acquisition. The figure below shows how scrabble can be used to boost student enthusiasm and vocabulary acquisition.

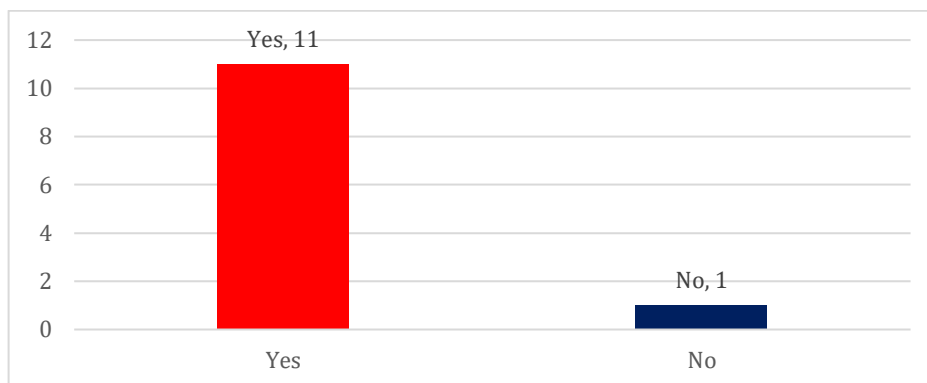


Figure 1. Scrabble is an effective tool to support students' motivation and vocabulary acquisition

## Conclusion

One of the digital games that may be utilized for language learning is scrabble, which is a battle against vocabulary knowledge. In a nutshell, this game involves organizing letters into words in the English language, which we are all familiar with. The usage of scrabble in the English learning process is thought to be able to enhance students' motivation, according to the findings of this study. Based on the teachers' perception, the utilization of scrabble is believed can motivate students in learning English. Because the students feel challenged and they enjoy learning process in playing. The students looked very enthusiastic and excited to find new words to win the game. Because the students' learning motivation has emerged, their vocabulary acquisition automatically increases. This is also because students are competing to find new words that match the needs of the game. And this forces students to look for new words that they did not know before. As a result of their sense of being challenged, students continue to ponder and try to come up with fresh words, inspiring them to keep racing. Scrabble, on the other hand, encourages children to learn vocabulary because it allows them to learn while having fun.

## References

- Abbasi, W. T., Ahmad, M. M., & Mohammed, F. A. E. (2019). Learners' Perceptions of Monolingual Dictionaries in Learning English as a Foreign Language. *International Journal of Education & Literacy Studies*, 7(3), 10–18.
- Ahada, I. (2021). Investigating students preception of gamification on vocabulary learning using Marbel. *Linguista: Jurnal Ilmiah Bahasa, Sastra, dan*



- Pembelajarannya*, 5(2), 93-105.
- Aleksić-Maslač, K., Rašić, M., & Vranešić, P. (2018, May). Influence of gamification on student motivation in the educational process in courses of different fields. In *2018 41st international convention on information and communication technology, electronics and microelectronics (MIPRO)* (pp. 0783-0787). IEEE.
- Bangsawan, I. P. R. (2020). *From Communicative Language Teaching To Improve Vocabulary Achievement: A Collection of Writings*. Yayasan Institut Studi Ekonomi dan Kewirausahaan. <https://books.google.co.id/books?id=bRzdDwAAQBAJ>.
- Barham, K. A. (2017). The Use of Electronic Dictionary in the Language Classroom: The Views of Language Learners. *The Second International Conference for Learning and Teaching in the Digital World*, 1–12
- Bouchrika, I., Harrati, N., Wanick, V., & Wills, G. (2021). Exploring the impact of gamification on student engagement and involvement with e-learning systems. *Interactive Learning Environments*, 29(8), 1244-1257.
- Boudadi, N. A., & Gutiérrez-Colón, M. (2020). Effect of Gamification on students' motivation and learning achievement in Second Language Acquisition within higher education: a literature review 2011-2019. *The EuroCALL Review*, 28(1), 57-69.
- Boyinbode, O. (2018). Development of a gamification based English vocabulary mobile learning system. *International Journal of Computer Science and Mobile Computing*, 7(8), 183-191.
- Buckley, P., & Doyle, E. (2016). Gamification and student motivation. *Interactive learning environments*, 24(6), 1162-1175.
- Burke, B. (2016). *Gamify: How Gamification Motivates People to Do Extraordinary Things*. Taylor & Francis.
- Chairani, S. (2021). Using Scrabble for Learning English Vocabulary at MAN 2 Kuantan Singingi. *Language Literacy: Journal of Linguistics, Literature and Language Teaching*, 5(1). 205-212
- Chou, Y. K. (2015). *Actionable Gamification: Beyond points, badges, and leaderboards*. Octalysis Media.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth Edit). SAGE Publication.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE Publications.
- da Rocha Seixas, L., Gomes, A. S., & de Melo Filho, I. J. (2016). Effectiveness of gamification in the engagement of students. *Computers in Human Behavior*, 58, 48-63.
- Daniel, A. (2010). *Perception Gaps between Headquarters and Subsidiary Managers: Differing Perspectives on Subsidiary Roles and Their Implications*. Gabler.
- Daulay, S. H. (2008). *Let's Study English*. Bandung: Cipta Pustaka Media.
- Daulay, SH., Damanik, ESD., Rahman, BI., Wandini, RR., Reflina., Anggreni, R., (2020). Sara's Cooking Party Game as A Media to Enrich Students' English Vocabulary. *International Journal of Psychosocial Rehabilitation*, Vol. 24, Issue 08. (15249-15256)



- <https://www.psychosocial.com/article/PR281502/29748/>
- Daulay, S.H., (2021). *Developing Vocabulary by Educational Game*. Kediri: CV. Cakrawala Satria Mandiri.
- Daulay, S. H., Lubis, Y., Damanik, E. S. D., Wandini, R. R., & Putri, F. A. (2021). Does Pictionary Game Effective For Students' Speaking Skill. *Journal of English Language Teaching and Linguistics*, 13.
- Dewi, P., Yuliatin, R.R., Hastuti, H., & Muhid. A. (2020). Drama in Enhancing Motivation of Non-English Department Students: Computer Science Students. *METATHESIS: Journal of English Language Literature and Teaching*, Vol.4, No.2
- Erfiani, Y. P. F., & Neno,H. The Effect of Jigsaw Method to Improve EFL Students' Vocabulary Ability. *METATHESIS: Journal of English Language Literature and Teaching*, Vol.2, No.2
- Fithriani, R. (2021). The utilization of mobile-assisted gamification for vocabulary learning: Its efficacy and perceived benefits. *Computer Assisted Language Learning Electronic Journal (CALL-EJ)*, 22(3), 146-163.
- Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work?--a literature review of empirical studies on gamification. In *2014 47th Hawaii international conference on system sciences* (pp. 3025-3034). Ieee.
- Hamzah, W. M. A. F. W., Ali, N. H., Saman, M. Y. M., Yusoff, M. H., & Yacob, A. (2015). Influence of gamification on students' motivation in using e-learning applications based on the motivational design model. *International Journal of Emerging Technologies in Learning (iJET)*, 10(2), 30-34.
- Hebblethwaite, B. (2009). Scrabble as a tool for Haitian Creole literacy. *Journal of Pidgin and Creole Languages*, 24(2). 275-305
- Hu, T. E., Tang, Z., Warkentin, M., & Wen, N. (2021). SLSS Gamification as an E-Commerce Model in China. *Journal of Computer Information Systems*, 1-19. <https://doi.org/10.1080/08874417.2021.1949759>
- Jensen, S., & Thomas, A. C. (2012). A Statistician Reads the Sports Pages: When Can You Blame Your Tiles in Scrabble? *CHANCE*, 25(1), 38-42. <https://doi.org/10.1080/09332480.2012.668466>
- Juliantina, J. (2020). the Use of Scrabble Games To Increase Students' Vocabulary of the Students At Sman 4 Binjai. *Jurnal Serunai Bahasa Inggris*, 12(1), 12-18. <https://doi.org/10.37755/jsbi.v12i1.255>
- Kariuki, L. W., Njoka, J. N., & Mbugua, Z. K. (2019). Influence of Teachers Preparedness on Performance of Pupils in Mathematics in Lower Primary Schools in Aberdares Region of Kenya. *European journal of stem education*, 4(1), 1.
- Khaira, M., Ritonga, M., & Halim, S. (2021). The effectiveness of scrabble game media in improving learning outcomes. *Journal of Physics: Conference Series* (Vol. 1933, No. 1, p. 012128). IOP Publishing.
- Khaleel, F. L., Ashaari, N. S., & Wook, T. S. M. T. (2020). The impact of gamification on students learning engagement. *International Journal of Electrical and Computer Engineering*, 10(5), 4965.
- Kobzeva, N. (2015). Scrabble as a tool for engineering students' critical thinking skills development. *Procedia-Social and Behavioral Sciences*, 182, 369-374.
- Kobzeva, N. (2015). Scrabble as a Tool for Engineering Students' Critical Thinking



- Skills Development. *Procedia - Social and Behavioral Sciences*, 182, 369–374. <https://doi.org/https://doi.org/10.1016/j.sbspro.2015.04.791>
- Lee, J. J., & Hammer, J. (2011). Gamification in education: What, how, why bother?. *Academic exchange quarterly*, 15(2), 146.
- Lew, R. (2011). Studies in dictionary use: recent developments. *International Journal of Lexicography*, 24(1), 1-4. doi:10.1093/ijl/ecq044
- Li, Q. (2019). Empirical Research on Pedagogical Dictionary Use in Recent 30 Years. *Journal of Education and Learning*, 8(6), 103–109. <https://doi.org/10.5539/jel.v8n6p103>
- Lin, C. P., Young, S. S. C., & Hung, H. C. (2007). Implementation of the Scrabble Game on the mobile devices to increase English vocabulary acquisition. *CSSL*.
- Ling, L. T. Y. (2018). Meaningful Gamification and Students' Motivation: A Strategy for Scaffolding Reading Material. *Online Learning*, 22(2), 141-155.
- Mårell-Olsson, E. (2019). University students as Co-creators in designing gamification teaching activities using emergent technologies in Swedish K-12 education. *IxD&A: Interaction Design and Architecture (s)*, (42), 47-69.
- Mårell-Olsson, E. (2021). Using gamification as an online teaching strategy to develop students' 21st century skills. *IxD&A: Interaction Design and Architecture (s)*, (47), 69-93.
- Muntean, C. I. (2011). Raising engagement in e-learning through gamification. In *Proc. 6th international conference on virtual learning ICVL* (Vol. 1, pp. 323-329).
- Nurtanto, M., Kholifah, N., Ahdhianto, E., Samsudin, A., & Isnantyo, F. D. (2021). A Review of Gamification Impact on Student Behavioral and Learning Outcomes. *International Journal of Interactive Mobile Technologies*, 15(21).
- Onasanya, T. O., Aladesusi, G. A., & Onasanya, S. A. (2021). Effect of Scrabble Game on Secondary School Students' Academic Achievement in Selected English Language Concepts in Ilorin Metropolis. *Indonesian Journal of Learning and Instruction*, 4(2).
- Otlogetswe, T. J. (2016). The design of Setswana Scrabble. *South African Journal of African Languages*, 36(2), 153–161. <https://doi.org/10.1080/02572117.2016.1252008>
- Rincon-Flores, E. G., & Santos-Guevara, B. N. (2021). Gamification during Covid-19: Promoting active learning and motivation in higher education. *Australasian Journal of Educational Technology*, 37(5), 43-60.
- Rivera, E. S., & Garden, C. L. P. (2021). Gamification for student engagement: a framework. *Journal of Further and Higher Education*, 45(7), 999–1012. <https://doi.org/10.1080/0309877X.2021.1875201>
- Rosidi, A., & Faliyanti, E. (2017). The Effectiveness of Using Scrabble and Bingo Game Technique toward Students' Vocabulary Mastery at the Tenth Grade of SMA N 2 Metro Academic Year 2013/2014. *Premise: Journal of English Education and Applied Linguistics*, 3(2).
- Silva, J. B. D., Sales, G. L., & Castro, J. B. D. (2019). Gamification as an active learning strategy in the Physics education. *Revista Brasileira de Ensino de Física*, 41.
- Siswidyatmi, Indriyani, L., & Setiyo. (2019). Increasing Motivation and



- Achievement in Learning English of Eleven Grader Science-3 Students of State Senior High School 5 Magelang using Problem Based Learning. *METATHESIS: Journal of English Language Literature and Teaching*, Vol.3, No.1
- Smiderle, R., Rigo, S. J., Marques, L. B., Peçanha de Miranda Coelho, J. A., & Jaques, P. A. (2020). The impact of gamification on students' learning, engagement and behavior based on their personality traits. *Smart Learning Environments*, 7(1), 1-11.
- Stieglitz, S., Lattemann, C., Robra-Bissantz, S., Zarnekow, R., & Brockmann, T. (2016). *Gamification: Using Game Elements in Serious Contexts*. Springer International Publishing.  
<https://books.google.co.id/books?id=heEyDQAAQBAJ>
- Tanjung, A. P., & Daulay, S. H. (2022). Quizlet And Vocabulary Mastery: Students' Perception. In *English Language and Literature International Conference (ELLiC) Proceedings* (Vol. 5, pp. 267-276).
- Thiagarajah, K., Ng, M. M., Jeyaraja, S. S. B., Gunasehgaran, V., & Maniam, M. (2022). Effectiveness of Gamification Tool in Teaching Vocabulary. *International Journal of Academic Research in Business and Social Sciences*, 12(9).
- Voinov, V. (2010). Words should be fun: Scrabble as a tool for language preservation in Tuvan and other local languages. *Language Documentation & Conservation*. 4. 213-230.
- Waluyo, B., & Bucol, J. L. (2021). The impact of gamified vocabulary learning using Quizlet on low-proficiency students. *Computer Assisted Language Learning Electronic Journal*, 22(1), 164-185.
- Werbach, K., & Hunter, D. (2020). *For the Win, Revised and Updated Edition: The Power of Gamification and Game Thinking in Business, Education, Government, and Social Impact*. University of Pennsylvania Press
- Yulianti, Y., & Bharati, D. A. L. (2017). The effectiveness of scrabble and wordsearch games to teach vocabulary to students with different interests. *English Education Journal*, 7(3), 262-269.

