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The Effect of Using Scrabble Games Strategy on EFL Intermediate School Students' Achievement Motivation and Vocabulary Mastery

A B S T R A C T

Vocabulary is an important part of English that should be mastered well. It had important

role in communication both in spoken and written forms. By having a lot of vocabularies learner will be easier to show many ideas, making compositions, and many activities dealing with language. The present study aims at find out the effect of using scrabble games strategy on EFL intermediate school students' achievement motivation and vocabulary mastery and explaining the benefits of using it in the educational process through: Finding out the effect of using scrabble game on EFL intermediate school student's vocabulary mastery and motivation. Finding out whether there is any significant difference between the students' achievement in the experimental groups' at the recognition and production levels of the posttest and finding out whether there is any significant difference between the students' attitudes towards motivation. A sample of (60) students has been randomly selected from Iraqi EFL fourth preparatory school students for Girls from Gamal Abdel Nasser, in Yathrib District, Salah Al-Din, during the academic year (2023–2024). It represents (75) percent of its original population and is divided into two equal groups, i.e., the experimental and control groups. Both groups have been equalized in their age, the parents' educational achievement, and their degrees in English language subjects in the previous scores of the academic year (2022-2023). The achievement posttest consists of six questions have been developed and tested, their reliability, validity and extended to the two sample classes. The results show that scrabble game strategy is more effective than using the conventional method for organizing, clarifying, or simplifying complex information. Based on the results and obtained conclusions in this work, suitable recommendations and suggestions for further studies are put forward.

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تأثير استخدام استراتيجية ألعاب الخريشة على دافع الإنجاز وإتقان المفردات لدى طلاب المرحلة المتوسطة في تعلم اللغة الإنجليزية لغة أجنبية

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الخلاصة:

المفردات هي جزء مهم من اللغة الإنجليزية يجب إتقانها جيداً. وكان لها دور هام في التواصل في كل من

الأشكال المنطوقة والمكتوبة. من خلال وجود الكثير من المفردات، سيكون من الأسهل على المتعلم إظهار العديد من الأفكار وإنشاء التراكيب والعديد من الأنشطة التي تتعامل مع اللغة. تهدف هذه الدراسة إلى اكتشاف اثر استخدام لعبة الخريشة على إتقان وتحفيز طلاب المدارس المتوسطة للغة الإنكليزية لغة اجنبية وشرح فوائد استخدامها في العملية التعليمية من خلال: معرفة فعالية استخدام لعبة الخريشة على طلاب المدارس المتوسطة للغة الإنكليزية لغة اجنبية في إتقان المفردات والتحفيز. معرفة ما إذا كان هناك أي فرق كبير بين تحصيل الطلاب في المجموعات التجريبية عند مستويات التمييز والإنتاج. معرفة ما إذا كان هناك أي فروق دالة بين آراء الطلاب تجاه متغير الدافع. تم اختيار عينة من (60) طالبة عشوائياً من طلاب المرحلة الرابع الإعدادي للبنات الدارسين للغة الإنكليزية لغة أجنبية في مدرسة جمال عبد الناصر، في منطقة يثرب، صلاح الدين، خلال العام الدراسي (2023-2024).. التي تمثل (75) بالمائة من عددها الأصلي وينقسم إلى مجموعتين متساويتين ، أي المجموعة التجريبية والضابطة. تم مساواة كلا المجموعتين احصائياً من حيث العمر، التحصيل الدراسي للوالدين ، ودرجاتهم في ماده اللغة الإنكليزية في السنة السابقة من العام الدراسي (2022-2023). يتكون الاختبار من ستة أسئلة مع فروعها تم تطويرها واختبارها ، وتم تحقيق موثوقيتها وتمديدتها إلى فئتي العينة. يتكون الاختبار من ستة أسئلة تم تطويرها واختبارها، وتحققت موثوقيتها، وتم توسيعها لتشمل فصلي العينة. تظهر النتائج أن لعبة الخريشة أكثر فعالية من استخدام الطريقة التقليدية لتنظيم أو توضيح أو تبسيط المعلومات المعقدة. واستنادا إلى النتائج والاستنتاجات التي تم التوصل إليها في هذا العمل، تقدم توصيات واقتراحات مناسبة لإجراء مزيد من الدراسات.

الكلمات المفتاحية: لعبة الخريشة، إستراتيجي، المفردات، التحفيز، اللغة الإنكليزية لغة اجنبية.

CHAPTER ONE

Introduction

1. Statement of the Problem

English is international language. It is used by people all around the world. According to Harmer (2008), people who have different language and culture meet in a country need to speak each other using one understandable language namely English. Freeman (1996) states that English plays an important role in the fields of business and commerce, science and technology and international language relations and diplomacy. It means that English is a lingua franca. Lingua franca itself defines as language widely used to communicate between two speakers who have different native language. English also used in many aspects, such as internet facilities, computer features, science books, etc. All of it uses English. Therefore, people who are not English native speaker are challenged to master English.

As commonly known, in learning language it has four major skills, such as listening, reading, speaking, and writing. In addition, all of them have different characteristic to master. Yet one of the most important things from all ways is vocabulary. Many students are difficult to remind some new vocabularies, especially when they want to make it in sentence. It could be happened in students who are not the native of English or who are in process of learning English (Freeman, 1996).

There are many kinds of research conducting of teaching English, especially in teaching vocabulary. Deighton (1971) asserts that vocabulary is the most important component of language power in using the language. Researcher has done developing teaching method and new media to make a new way in teaching vocabulary. One of learning media that well known is game, included board game.

A board game is game that involves counters or pieces moved on pre-marked surface or board, according to a set of rules. Games can be based on pure strategy, chance, or mixture of two, and usually have a goal that a player aims to achieve. Early board game represented a battle between two armies and most modern board games are still based on defeating opposing player in terms of counters, winning position, or accrual of points. There are many varieties of board's games, one of them scrabble games.

Game can reduce the students' boredom and help them to learn vocabulary easily. According to Kuzu and Ural findings (as cited in Suprayogi, 2016, p.14) "when games and education are combined, it can be educative, and education environment can be entertaining. Sometime many teachers keep the teaching and learning process in monotonous ways. Their talk is formally in front of their students." For example, giving explanation from book by grammar translation method is used by them. By using this method continually, it can make the students bored or less participation. In consequence, the teacher has to mix the method with new strategies, for instance game.

Scrabble game contains premium squares for quadruple word letter scoring. The game started by placing the letters on board. To the uninitiated, this game is determined whether you have good or bad letters on your rack. According to Hinebaugh (2009), all words labelled as a part of speech (including those listed of foreign origin, and as archaic, obsolete, colloquial, slang, etc.) are permitted with the exception of the following: words always capitalized, abbreviations, prefixes and suffixes standing alone, words requiring a hyphen or an apostrophe. The tiles must form words which in cross fashion, flow left to right in rows or downwards in columns.

Based on the problem above, the experiment the learning media (scrabble game) for the vocabulary learning is needed. The purpose of this study is to identify the effect of using scrabble games strategy on EFL intermediate school students' achievement motivation and vocabulary Mastery.

1.2 Aims of the Study

This study aims at:

1. Finding out the effect of using scrabble games strategy on EFL intermediate school students' achievement motivation and vocabulary Mastery.
2. Finding out whether there is any significant difference between the students' achievement in the experimental groups' at the recognition and production levels of the posttest.
3. Finding out whether there is any significant difference between the students' attitudes towards motivation.

1.3 Hypothesis of the Study

To conduct the present study, the following null hypotheses have been posited:

- 1- There is no significant difference between the mean scores of the experimental group, who is taught vocabulary by using scrabble game; and that of the control group who is taught by traditional method in the posttest.
- 2- There is no significant difference between the experimental groups' achievement at recognition and production levels in the posttest .
- 3- There is a statistically significant difference between the mean scores of the experimental groups' and that of the control group towards motivation achievement.

1.4 Limits of the Study

The present study is limited to;

- 1- Iraqi EFL 4th preparatory school students at Gamal Abdel Nasser for girls in the Yathrib District, Salah Al-Din during the second course of the academic year (2023-2024).
- 2- English for Iraq (student's book and activity book for 4th preparatory school).

1.5 Value of the Study

The value of the current study can be summarized in the following points:

- 1- Playing Scrabble will promote vocabulary building among EFL students. Many new words will come across the game that encourages them to know their meaning.
2. Helping learners get a chance for improvement in their spelling ability. They develop their ability to spell the words correctly.

3. Scrabble player gains additional abilities like time management and efficiency. which also helps students put in the same amount of study time for school

4- Practically, this study could be useful for preparatory school students; through creating positive learning situations, which will raise the students' achievement in English.

1.6 Definition of the Basic Terms

Below are the definitions of the basic terms employed in this study.

1.6.1 Effect

Effect means "is the capability of producing a desired result or the ability to produce desired output. When something is deemed effective" (Lewis et al., 2009, p.735).

Effect is defined as the capability of producing a desired result. When something is described as effective, it means it has successfully achieved its intended outcome or produced a significant impact (Zidane & Olsson, 2017).

The operational definition: Effect means the ability or the effective of scrabble game that used to teach EFL vocabulary achievement to fourth preparatory school students.

1.6.2 Scrabble Game

According to Juliantina (2020), 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.

Scrabble is a popular word game that involves players forming words on a game board using letter tiles, with the objective of scoring points based on the letters used and their placement. The game typically accommodates 2 to 4 players, each taking turns to create words that intersect with existing ones, similar to a crossword puzzle (Khaira et al., 2021).

The operational definition: Scrabble is not only a fun activity but also a powerful educational tool in EFL classrooms, enhancing vocabulary acquisition, spelling, and strategic thinking among students.

1.6.3 Strategy

Strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in non-academic settings (Schumaker & Deshler, 1992).

According to Harris *et al.*, (2003), strategy is a method that facilitate the active learning process by teaching students how to learn and how to use what they have learned to solve problems and be successful.

The Operational Definition: The strategy involves the implementation of a scrabble game strategy that enhances the active learning process by instructing English as a Foreign Language (EFL) students on effective learning methods and the application of acquired knowledge to problem-solving and achieving success.

1.6.4 Motivation Achievement

According to Sundre (2000) motivation achievement is a psychometric tool designed to measure individuals' motivation levels across various contexts, such as education, work, or personal development.

Motivation is essential tool in psychology and education, providing valuable insights into the motivational factors that influence behavior and performance in various settings (Esteban et al., 2022).

The operational definition: Motivation in EFL classroom refers to the psychological processes that drive learners to engage in and persist with learning English. It encompasses various factors that influence students' willingness to learn, including their interests, needs, and attitudes towards the language and its use.

1.6.5 Vocabulary

According to Topal (2023), vocabulary is a list of words and often, phrases, abbreviations, inflectional forms, etc., usually arranged in alphabetical order and defined or otherwise identified, as in a dictionary or glossary.

Vocabulary is a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge (Merriam-Webster, 2024).

The operational definition: the term vocabulary primarily refers to the number of words or groups that a person knows and uses in an EFL classroom.

1.7 Plan of the Study

The following steps will be used in this study to verify its hypotheses and to achieve its aim:

- 1- Select a sample of fourth preparatory school students and divided them into two groups, one of them as an experimental group and the other as a control group both of them are equal in age and parents' Attainment of education.
- 2- Teaching the first group with scrabble game and it is called experimental group while the other group teaching by the traditional method and called as a control group.
- 3- Constructing a pretest, posttest and questionnaire.

4- Estimating the validity, reliability, discrimination power, and difficulty level of the test.

2.1 Theoretical Background

2.1.1 Definition of Game

Warner & Brown (2005) define games as a form of play governed by certain rules of convention. In other words, games are not meant to be enjoyed, wherever they are played. A game is an activity or sport usually involving skill, knowledge, or chance in which you follow fixed rules and try to win against an opponent or to solve a puzzle. Games in learning activity are learning media that is used by the teacher as a strategy or technique to catch students' attention in creating fun and challenge learning. It makes the teaching learning process can run well. According to Freeman as cited in Warner and Brown, games are important because they have certain feature in common with real communication events there is a purpose to exchange.

By using game, learning becomes more fun, interesting and also helps for teacher creativity in using language and the meaning of it. The proposed of the games is makes the students understand the subject easier and they can interpret the meaning easily when asked to communicating, speak up or write something. When the use of education game in the wise way, it can have benefits such as:

1. As the Stress Removal in teaching learning process
2. Can involve people to join full together
3. Have to improve the quality in learning
4. Build up the self-creativity
5. Focused on students as the object of learning (York, et al., 2021).

2.1.2 Kinds of Games in Language Teaching and Learning

Lee (2018) classifies games into ten kinds: structure games, vocabulary games, spelling games, pronunciation games, number games, listen-and-do games, read-and-do games, games and writing, miming and role-play, and discussion game. However, McCallum (1980) categorizes games for language learning into seven kinds: vocabulary games, number games, structure games, spelling games, conversation games, writing games, and role-play and dramatics. There are five main kinds of games: vocabulary games, structure games, writing games, reading games, and games for developing speaking and listening skills. Each kind of game focuses on a language component or a skill, so when choosing games, one of the factors that teachers have to consider is the aim of the lesson.

2.1.3 Definition of Scrabble Game

Harahap *et al.*, (2023) state that scrabble games are proprietary board game, which involves the building of words for point score, for two or more players (or team). Scrabble is a fun way to improve the student's vocabulary, reading, and overall grammar skills. Scrabble is a board game in which players try to make words from letters printed on small plastic blocks and connect them to words that have already been placed on the board. Scrabble game is a board game for two or more players (or team) to make word from letters printed for point score, and a good game may help students in spelling word in order to make them easy to write well.

The idea of scrabble game is found by Alfred Mosher Butts cited by Hinch (1976). He said that the idea for scrabble to the creative genius of Alfred Mosher Butts who developed the idea in 1938. It was an inspired blending of anagrams and crossword puzzles to which he added a more competitive edge by devising a point numbering system for the letters based on how frequently they are used in forming words (cited by Hinch, 1976).

According to Shoimin Scramble game is a technique which is a game of arranging the words and letter which has been randomly located to create the word that has meaning (Shoimin, 2014). This game is applied to develop the insight of vocabulary thinking. In the other hand, Miftahul (2013) states that scramble game can increase the concentration and speed of thinking of the students. Therefore, it could be construed that scramble game is a game of arranging untidy letters into meaningful words or word that has meaning. Scramble game also is a technique which is good for students' concentration and also can attract them to the lesson so that the students more engaged to the lesson.

Scrabble is a word game in which two to four players score points by placing tiles, each bearing a single letter, into a gameboard which is divided into a 15×15 grid of squares. Each player has eight letters. The tiles must form words which, in crossword fashion, flow left to right in rows or downwards in columns (Kharisma, 2017).

Scrabble is thought of as a game in which luck plays a significant part in determining whether you have good or bad letters on your track. Scrabble increases a student's creative ability to create new words from the letters provided to them. Student will find the game fun and engaging while they attempt to create different words than the ones already used on the board (Holden, 2000).

The excitement student experience while playing the game increases when they start to score more points and win multiple games. This competitiveness encourages student to think faster than their competitors. Some student can increase their strategic prowess by placing their tiles on a specific area on the board to score more points (Edley & Williams, 2009).

According to Crawford (2016) in Lestari (2017), scrabble game is simply a word scrambling game, in which you have to assemble words ranging from three to six letters. Lewis (2011) also states clearly that the scrabble game is available and the inspiration of Scrabble Flash. It means that scrabble is important to increase vocabulary. The scrabble game is adopted from scrabble flash and the word is meant as the development of scrabble. It can be concluded that the scrabble game online is the game which is developed. It is understood that vocabulary mastery can increase with scrabble game; a scrabble has score in each word. Scrabble is games of arranging scrambled letters into arranged words.

Fig.1 Scrabble Game Adopted from Lewis (2011).



2.1.3 The Importance of Scrabble Game in Language Learning

The Scrabble game is an excellent tool for teaching various skills, particularly language learning. It has been recognized for its ability to improve spelling and vocabulary, as well as promoting creativity and critical thinking (Kobzeva, 2015). According to Moxley et al., (2019) there are some benefits of using Scrabble in teaching:

1. **Improves spelling and vocabulary:** Scrabble encourages players to form words using the letters they have, which can help them learn and remember new words and their spellings.
2. **Promotes creativity:** Scrabble requires players to think creatively to form words and maximize their scores. This can help students develop problem-solving skills and learn to think outside the box.

3. **Boosts memory:** Playing Scrabble regularly can help improve memory, as players need to remember the words they have formed and the rules of the game.

4. **Enhances mathematical skills:** Scrabble involves adding up the points for each word formed, which can help students practice addition and multiplication.

5. **Fosters social skills:** Scrabble is a social game that encourages interaction and communication among players. This can help students develop social skills and learn to work together.

6. **Improves language competence:** For students learning English as a second language, Scrabble can be a useful tool for reinforcing spelling patterns and boosting general language competence.

7. **Encourages learning:** The fun and engaging nature of Scrabble can make learning more enjoyable and motivate students to participate in classroom activities (Moxley et al., 2019).

2.1.5 The Procedure of Scramble Game

According to Shoimin (2014), there are three procedures of doing Scramble Game; those are Planning, Main Activity, and Evaluation. The three procedures explained below:

1) Planning: In this step, the teacher prepares all the materials and media in the teaching-learning process. The media is the question card and answer card which have been arranged randomly before. Teacher makes the cards as many as the group that has been divided. Teacher arranges all things that support the teaching-learning process, like the seating arrangement.

2) Main Activity: In this step, each group has to discuss to answer the question and find the right card. The teacher asks the students to share their reason for choosing the card logically.

3) Evaluation: The evaluation depends on the students' learning outcomes. There is much evaluation that can be applied by the teacher, the examples are:

a.) Perfect the arrangement of the text if there is an improper arrangement.

b.) Find the meaning of new vocabularies in the dictionary.

Miftahul (2016) notes the procedures of the Scramble Game, there are:

1) Make the questions according to the competency to be achieved

2) Make the answer with the word arrange randomly

3) The teacher gives the worksheet to each group.

4) The students arrange the word of column B as the answer to the questions from column A.

2.1.6 The Advantages of Using Scrabble Game

Anggraini (2019) points out that some advantages of using games in the classroom:

1. Playing scrabble enable students to know many vocabularies those are not known yet by them. For example, when his friend arranges the word in boards the other students will get new vocabulary that is arranged in boards.
2. Playing scrabble students to open the dictionary. For example, when someone does not believe with the word that is arranged by his friend so they will open the dictionary to know the whether the word is true or false.
3. Playing scrabble games students to know how the word should spell and pronounce.

2.1.7 Teaching Vocabulary through Scrabble Game

Teaching vocabulary is a hard work because it connects with the students' situations. Vocabulary teaching can be focused to help learners build up knowledge of words in ways that will enable them to use the language efficiently and successfully". This statement is how the importance of teaching vocabulary for the learners, because the building of vocabulary will help them to use the language efficiently and successfully (Khaira, et al., 2021).

According to King (2020), teaching vocabulary can be meaningful if the teacher can conduct the teaching process by combining the available medium of teaching and hopes that a good medium will be more enjoyable, interesting and motivating so that the students would not be bored in teaching learning process. It would help them to get the materials stay longer. It means that the teacher has to be aware with the kinds of teaching techniques that he would use to come to his goal.

Teaching vocabulary through scrabble game has been shown to be effective in improving students' vocabulary mastery. Scrabble games can positively impact students' vocabulary learning by encouraging active participation, improving motivation, enhancing spelling, pronunciation, and memorization of words, and ultimately boosting speaking abilities. Students find learning English vocabulary through Scrabble engaging and enjoyable, leading to increased interest and enthusiasm in the learning process. The game not only helps students remember new words but also fosters cooperative learning, critical thinking, and communication skills among students. Overall, using Scrabble as a tool for teaching vocabulary has been proven to be an effective, fun, and engaging method that benefits students in various aspects of language learning (Lidiasari, et al., 2017).

2.1.8 Concept of Motivation

The word motivation has been derived from the Latin word mover which means “to move.” Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviours. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. It involves the biological, emotional, social, and cognitive forces that activate behaviour. In everyday usage, the term *motivation* is frequently used to describe *why* a person does something. Motives are the "whys" of behaviour - the needs or wants that drive behaviour and explain what we do. Motive is the inner state that energizes, activates, or moves, and directs behaviour towards goals. None observe a motive; rather, infer that one exists based on the behaviour that observes." Different types of motivation are frequently described as being either extrinsic or intrinsic. Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition, or praise. Intrinsic motivations are those that arise from within the individual, such as doing a complicated cross-word puzzle purely for the personal gratification of solving a problem (Goyal, 2015).

2.1.9 The Importance of Motivation

Since the existence of humanity, the importance of the concept of education has been increasing exponentially. Today, in the time of continuous innovation in all areas, in science and technology particularly, educating individuals well is a way to adapt to these innovations. At this point, attention is drawn to education workers as inspectors, school directors, and specifically teachers (Özkalp & Kirel, 2001). These people must carry out their jobs effectively for education to function seamlessly. This situation can only be realized with these people who do their jobs willingly; in brief, they need to be motivated for their jobs. Accordingly, at this point, it is necessary to understand the theories of motivation. Psychologists mentioned the importance of this concept on the grounds of human behaviour by introducing the concept of *motive*. *Motive* is defined as "any power; consciously or unconsciously giving rise to behaviour, providing continuity and guiding it" (Turabik and Baskan, 2015).

3.0 Methodology

3.1 Experimental Design

The experimental design is a “traditional approach to conducting quantitative research or test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable” (Creswell, 2012, p.294).

Table (1)

The Experimental Design of the Study

Groups	Independent variable	Posttest
Experimental group	Scrabble Games	Posttest
Control group	communicative method	Posttest

3.2 Population and Sample of the Study

Population can be defined as all individuals or interesting units, so it is difficult to have available data for all individuals in population (Hanlon and Larget, 2011). The population of the current study consists of EFL Iraqi preparatory students of a fourth preparatory school students for girls in Yathrib District, Salah Al-Din. The total number of the fourth class students' population is (287) girls divided into five preparatory schools in center of Yathrib District as explain in table (2).

Table (2)

The Population

No.	Preparatory School	Number
1.	Al-Bahli Preparatory School for Girls	56
2.	Yathrib Preparatory School for Girls	42
3.	Zenobia Preparatory School	48
4.	Al-Albab preparatory school	61
	Gamal Abdel Nasser Preparatory School for Girls	80
Total		287

The sample is a subset of the target population that the researchers are intending to evaluate in order to generalize the target population. Ideally, a survey is selected to represent the population as a whole (Creswell, 2012).

The whole population of the present study includes eighty students at Gamal Abdel Nasser Preparatory School for Girls in Yathrib District, Salah Al-Din, during the academic year 2023-2024. The students are grouped into three sections: (A, B and C). Sections (A) and (B) have been randomly selected to be the experimental and control groups whose total number is seventy-five. Section (A) consists of thirty-seven students while section (B) consists of thirty-eight students. Seven students are excluded from section (A) and eight students are excluded from section (B). Fifteen of those students are employed for the pilot study. Thus, thirty students have been selected from section (A) as an experimental group and thirty students from section (B) as a control group.

Therefore, the total number of the involved sample is sixty who represent 80.00 percent of its original population, as shown in table (3).

Table (3)

The Population and Sample of the Study

Groups	No. of Population	No. of Pilot Students	No. of Sample Students
Experimental	42	12	30
Control	38	8	30
Total	80	20	60

3.3 Instruments of the Study

In this present study an instrument is used to achieve the aims of this study. A vocabulary posttest which is developed by the researcher. Furthermore, the Achievement Motivation Scale adopted by Imsa-Ard (2020) is also utilized to gather the data.

3.3.1 The Vocabulary Posttest

A vocabulary posttest is constructed to accomplish the first aim of this study. The vocabulary test is constructed in lights of the 4th Preparatory students' text book written by Caroline de Messires and Edward Alden. To assess vocabulary for fourth Preparatory students to be suitable to the students' level and interest. These topics are introduced to the jurors in the field of ELT. See appendix (G). The researcher constructed this test to measure students' achievement in vocabulary. The test consists of six question adopted from English for Iraq 4th Preparatory Students' Book.

3.3.2 Achievement Motivation Scale

The Imsa-Ard (2020) questionnaire, which incorporated the Achievement Motivation Scale, was also employed for data collection. The motivation questionnaire developed by Imsa-Ard (2020) consists of 15 items that include 5 Likert-scale options: "strongly agree" (4), "agree" (3), "disagree" (2), and "strongly disagree" (1). The scoring of both the vocabulary test and the accomplishment motivation scale was determined by the key.

3.4 Construction of the Achievement posttest

In order to measure the level of success of the experiment; the instrument includes preparing a posttest. Mcnamara (2000) describes that the achievement tests are limited to specific material covered in a curriculum within a question. It can help as assign of features that a student's needs to work on in the future.

The primary role of an achievement test is to determine the achievement of course objectives at the end of the period of instruction.

According to Davies (2000), one of the main components of the success of each educational research is the instrument that used to collect the required data. The achievement test is the kind of test used to determine the capacity of progress the students have developed to achieve the instructional objectives of a study and likewise the efficiency of instructions. An achievement test is a tool made to check what a learner has achieved in a specific period of time.

An achievement posttest has been constructed by considering the contents and behavioural objectives of the instructional material. It consists of six questions.

Table (9)

The Specifications of the Contents, Behavioral objectives, Bloom's Taxonomy, Items and Marks of the Posttest

Level	No. of Questions	Content	Behavioural objectives	Bloom's Taxonomy	No. of Items	Marks
Recognition	Q1	Unseen Story	To measure students' comprehension through a reading story	Classifying, Summarizing, Inferring, Comparing	6	20 M
Production	Q2	Answer the following questions	To measure students' ability in producing multi-words	Evaluation, creativity interprets	5	20 M
Recognition	Q3	Matching	Ask students to match pictures with words. To measure students' application.	Solve, apply, use, demonstrate, practice,	5	15 M
Recognition	Q4	Unscramble Pictures	Ask students to match words with the pictures. To measure student knowledge.	Defines identify, matches.	5	10 M
Production	Q5	Complete the Story	Ask students to complete story by using pictures. To evaluate students' comprehension.	Classifying, Summarizing, Inferring, Comparing	5	15 M
Production	Q6	Writing	Write story by using keywords. To evaluate the student's knowledge.	constructs, creates, synthesis	6	20 M
Total					32	100

3.5 Validity of the Achievement Posttest

Messick (1989, p.11) defines “validity as an incorporated evaluative judgment of the degree to which experimental evidence and theoretical argument assist the adequacy and suitability of inferences and actions based on scores of the test.”

3.5.1 Face Validity

Face validity refers to the degree to which a test looks right and tests the knowledge and abilities it claims to test (Mousavi, 2009). Hence, validity is the degree to which the test is truly measuring what it was designed to measure.

3.5.2 Content Validity

Content validity is based on the degree to which a test sufficiently and effectively quantifies the exact skills and behavior that it plans to assess (Mousavi, 2009). The content analysis of the test items is based on Bloom’s Taxonomy of cognitive domains to state the behavioral objectives. The cognitive domain begins with the lower level of cognition and ends with the higher level of cognition which is evaluation.

3.6 Reliability of the Achievement Posttest

According to Ravitch (2007, p.70), reliability is defined as "a measure of consistency in testing. "A person who took two distinct versions of the same test on two different days should have received equal results on both tests, for example. Alpha- Cronbach formula is used to measure the reliability of the posttest. The coefficient is found to be (0.93), which refers to the homogeneity of the test questions.

3.7 Analysis of the posttest Items

3.7.1 Difficulty Level of the Posttest

"The most suitable test item has item difficulty varying between 0.15 and 0.85 (Brown and Abeywickrama, 2010). The current test items' DL ranges from 0.29 to 0.71.

3.7.2 Discrimination Power of the Posttest

The results obtained indicate that the test item discrimination power ranges from (0.29) - (0.73). which is acceptable for posttest item. The table below shows the test items in discrimination power and difficulty level:

3.8 Final Administration of the Posttest

After verifying the pilot administration, the validity and reliability, the posttest is administrated to two groups, experimental and control. The date of the posttest exam on five of March 2024 and the period of the exam was limited to (60) minutes to answer the test completely. The researcher has distributed the

test papers to the intended testees and ask them to read the instructions of the questions carefully. At the end of that time, all the test papers have been collected to be scored according to the designed scoring scheme.

4.0 Analysis of Data and Discussion of Results

4.1 Results Related to the First Hypothesis

Comparison between the Mean Scores of the Experimental Group and that of the Control Group in the Posttest

To find out if there is any significant difference between the mean scores of the experimental group and that of the control group in the posttest, all mean scores are obtained and compared. Statistics show that the mean scores of the experimental groups are 71.56 and that of the control group is 57.50. By using the t-test formula for two independent, the calculated t-value is found to be 6.709, while the tabulated t-value is found to be 2.00 at the degree of freedom 58 and level of significance (0.05). This means indicates that there is a significant difference between the achievement of the two groups and in favour of the experimental group. Thus, the first hypothesis which states that there is not any significant difference between the mean scores of the experimental group and that of the control group in the posttest is rejected, as shown in table (12).

Table (12)

Means, Standard Deviation, and t-Values of the Two Groups in the Achievement Test

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	30	71.56	7.56	Calculated	Tabulated	58	0.05
CG.	30	57.50	8.63	6.709	2.00		

4.2 Results Related to the Second Hypothesis

Comparison between Students' Achievement at Recognition Level and that at Production Level

In order to obtain The mean scores of the experimental group's accomplishment at the recognition level and the production level are computed and compared to see if there is a significant difference between them. The acquired data indicate that students' mean production scores are 32.90 and their mean recognition scores are 38.66. The t-test formula is used for two paired samples, and the calculated t-value is 3.891, which is higher than tabulated t-

value to be 2.04, at the degree of freedom 29 and level of significance (0.05). This means that there is a significant difference between students' achievement at the recognition level and that at the production level and for the benefit of the recognition level. Therefore, the second hypothesis is rejected, as shown in table (13).

Table (13)

Students' Mean Scores, Standard Deviation, and T-Value of the Experimental Group Performance at the Recognition and Production Levels

Group	No. of students	Mean	SD.	T-Value		DF	Level of Significance
Recognition	30	38.66	4.89	Calculated	Tabulated	29	0.05
Production	30	32.90	6.13	3.891	2.04		

4.3 Results Related to the Third Hypothesis

Comparison between the Mean Scores of the Experimental Group and that of Control Group Attitudes Towards Motivation Scale

The mean score of the difference between the students' attitudes towards the motivation scale of the experimental group in the posttest is 54.46 with a standard deviation of 6.03. The control group results show a mean score of 45.96, accompanied by a standard deviation of 2.07. The calculated t-value is 7.297, which is found to be higher than the tabulated t-value, which is 2.000 at the (0.05) level of significance when the degree of freedom is (58).

The obtained results indicate that there are statistically significant differences between the students' attitudes towards the motivation scale in favour of experimental group, as shown in table (14).

Table (14)

The Mean Scores, Standard Deviation and T-Values of the Experimental Group and that of Control Group Attitudes Towards Motivation Scale

Group	No. of students	Mean	SD.	T-Value		DF	Level of Significance
E.G	30	54.46	6.03	Calculated	Tabulated	58	0.05
C.G	30	45.96	2.07	7.297	2.00		

4.2 Discussion of the obtained Results

The outcomes of the study show that the achievement of the experimental group who has been taught by using Scrabble games is better than that of the control group who has been taught by using the conventional method. This means that Scrabble games proves to be more effective and a helpful tool than the conventional method, in teaching English. The results indicate that positive motivation plays a vital role in enhancing employee performance, satisfaction, and retention. While effective motivation strategies can yield substantial benefits, organizations must be mindful of the potential pitfalls, such as workplace conflict and a narrow focus on incentives. A balanced approach that includes both intrinsic and extrinsic motivators, along with a focus on employee well-being, is essential for fostering a motivated and high-performing workforce.

From the researcher's perspective, the improvement of students' achievement in English by using Scrabble games could be attributed to the following factors

- 1- Scrabble games helps students to understand, comprehend and memorize new vocabularies better.
- 2- Scrabble games encourage students to communicate in different situations in the classroom, organize, create and better connect relationships between ideas.
- 3- Scrabble games improve affectively the way that student's record information enhances their creative problem solving and creative thinking.

5.1 Conclusions

In the light of the obtained results and the theoretical material concerned with the use of contextual teaching-learning approach it is concluded that:

- 1- Scrabble games engage students in learning English, and increasing students' motivation to participate actively in the learning process.
- 2-The use of Scrabble games in teaching and learning approach in an English class is responded to positively by the students. This connection is proved by the students speaking improvement through practices on communication dialogues and role play.
- 3- By Scrabble games, the teacher can create a representative and interesting teaching and learning process in the classroom because the students can develop their ideas freely.
- 4- In context-based teaching environments, scientific concepts are presented to students with examples related to daily life, and it is aimed to increase students' interest, attitude, motivation and success towards the course and to improve their

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- 5- Scrabble games is a teaching model that enables the connection of newly learned concepts with the previous ones, and also contributes to the realization of meaningful learning by linking the topics with each other and with daily life.
- 6- Scrabble games are beneficial, appropriate, and effective in developing the four skills.
- 7- Scrabble games help the EFL preparatory school students to improve their understanding in comprehending English.
- 8- Scrabble games motivate students to employ the four skills (listening speaking, reading and writing) in their daily lessons.
9. The use of Scrabble games in the class is useful to improve the social interaction among students. The students share information, participate in discussing and answering the questions freely.
10. Scrabble games give confidence to the learners (even calm and shy ones) because it let them work with each other in pairs. So, it instills in them the spirit of cooperation

5.2 Recommendations

The following recommendations are put forward in the context of the obtained results and drawn conclusions:

- 1-Teachers are recommended to encourage and to adopt modern models, methods, activities and techniques to enhance students' participation and interaction inside their classroom.
2. Teachers should design different lessons that can be presented by Scrabble games to raise students' motivation.
3. In teaching English, teachers are advised to focus on the procedures and steps of Scrabble games rather to use the conventional method.
4. Teachers, as well as the educators, should be focused on cooperative learning in the classroom for its advantages in learning EFL.
5. The success in the acquisition of a language is often determined by students' interest and enthusiasm for the material used in the language classroom, the level of their persistence with the learning task, and the level of their concentration and enjoyment.

5.3 Suggestions for Further Studies

The following points are suggested, for further research:

1. The role of using Scrabble games on EFL student's short-term retention.
2. The effect of using Scrabble games on University Students' Achievement in English short story, drama and novel.
3. The role of using Scrabble games to improve primary as well as intermediate school students' achievement in various English skills.

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