

## Improving Vocabulary Mastery Of The Seventh Year Students Using Scattergories Game In SMP Negeri 8 Palopo

<sup>1</sup>Wiraldi, <sup>2</sup>Muhammad Iksan  
Institut Agama Islam Negeri Palopo (IAIN Palopo), Palopo, Indonesia<sup>123</sup>  
wirahamsung@gmail.com<sup>1</sup>  
\*miksian@iainpalopo.ac.id<sup>3</sup>

### ABSTRACT

This thesis is about Improving Vocabulary Mastery of the Seventh Year Students Using Scattergories Game in SMP Negeri 8 Palopo. The problem statements of this research are Scattergories game effective in improving the students' vocabulary mastery in SMP Negeri 8 Palopo. The objective of the research to find out whether or not scattergories game effective in improving the students' vocabulary mastery in SMP Negeri 8 Palopo. The research design used a pre experimental design. The research instrument used a vocabulary test. From the findings, the researcher concluded that the use of the Scattergories game was effective in improving the vocabulary of students at SMP Negeri 8 Palopo. The increase in students' vocabulary after treatment, this can be proven by the results of the pre-test students with an average score of 58.8333 and an average post-test score of 85.7000, the value of  $t_0$  ( $t_{count}$ ) = 21.604 and df (degrees of freedom) based on these results, namely  $21.604 > 2.045$ , from these results the researcher concluded that  $t_0$  ( $t_{count}$ ) is higher than  $t_t$  ( $t_{table}$ ),  $t_0 > t_t$ . it means that there is a significant difference between vocabulary mastery before and after using the scattergories game.

**Key Words:** English Language Teaching, Scattergories Game, Teaching Vocabulary.

### INTRODUCTION

In language learning, the element that needs to be possessed in learning English is vocabulary because vocabulary can connect or organize ideas in sentences, so many students are still confused when they are asked to translate certain words, sentences, and texts. Most of them lack vocabulary about the material provided. Even though their teacher had given them a stack of vocabulary lists, they were lazy to read them; when the researcher asks them "why don't you open the vocabulary list? they say, "it's boring reading and remembering the whole list, sir". The experience of the observation program inspired me to think of ways that students would not be bored in learning vocabulary. In learning English, vocabulary is an important part of the language for English learners to learn. Good vocabulary mastery can support students in mastering English. In communication, vocabulary is needed to convey what someone wants to say, through vocabulary someone can express his or her feeling, ideas, emotion, and desires. At the school, the English teacher teaching vocabulary is mostly

done by using traditional techniques, such as giving definitions, doing oral drills, and doing writing practice. Traditional techniques in teaching vocabulary made students bored and affected in their academics. As school students, they need to learn English vocabulary that students their needs related to the material that will be able discussed by the teacher. They must understand and be able to use vocabulary especially the material they will learn. When the students know the vocabulary in about certain material, it is showed that the students mastering the material well. Allen (1983) said that predicting what is needed by students in vocabulary is important in choosing what to teach; just as important is 'creating the sense of need for a word'(Virginia F Allen, 1983)

Teaching vocabulary through games will be more effective rather than teaching it through repetition and memorization. According to Amy, who said that implementing the game is the right choice and is also a fun activity where students can interact, think, learn, and strategize how to solve problems. The researcher thinks the game can create attention and a good link between teacher to students (Amy, 2010) and as Rohani stated that the ESL Fun games are a great way to arouse student's interest in the class and often also helps them absorb and store more information than if they only learned to pass an exam or complete an assignment (Rohani Maryam, 2015) Generally, the same as other games, this Scattergories game can provide interesting activities and students can be active in the learning process in the classroom; unfortunately with various rules and greater combination of the game, scattergories only match for the adult learners. With a simple alteration, the researcher conducts this Scattergories game to be applied at SMP Negeri 8 Palopo. The researcher wants to take the main benefit of this game that is to train the students to think fast and categorize the vocabulary through the material given. Also besides, the games Scattergories can be adjusted to the needs of the teacher. The researcher wants to confirm in teaching vocabulary is an effective technique by using Scattergories Games. It helps the students to categorize vocabulary. eg: if they asked about zebra, horse, and cow they can categorize that they are animals, especially mammals. In this game, the teacher can align the content according to the learning objectives. Especially in English, this game can also help in teaching vocabulary such as to categorize the vocabulary needed in a particular chapter. After having done an observation in SMP Negeri 8 Palopo, the researcher found that Scattergories Game has not yet applied in this school in teaching vocabulary. The researcher wants to utilize and promote this game as a teaching technique in my research. From the results of research observations, students are bored and not interested in traditional techniques, the teacher needs to find interesting teaching technique to eliminate students in order boredom to improve their motivation in learning vocabulary. In this case, the researcher assumes that using games as a teaching technique offers the students to explore new vocabulary in a fun, interactive, interesting, and effective way during the learning process

## **METHODS**

### ***Research Design***

This research design uses a pre-experimental design. In the pre-experimental research, the researcher focuses on one group of students where the researcher conducts pre-test before treatment and post-test after treatment, the aim is to determine the students effectiveness in using scattergories games (Sugiyono, 2018)

### ***Population***

The research population gave problems to the research results. The population of this research was conducted at SMP Negeri 8 Palopo, especially the seventh year students, which focused on grade VII 3. The total population was 288 students.

### ***Sample***

This research sample uses total sampling. There are 30 students as the sample as an ideal teaching-learning process.

### ***The Procedure for Collecting Data***

Below is the data collection procedure which is presented in chronological order as follows:

#### ***1. Pre – Test***

Before the treatment was carried out, the researcher gave pre-test questions to test the students' ability to know their vocabulary. the test model in the pre-test is a vocabulary test.

#### ***2. Treatment***

After knowing the results in the pretest questions, the researcher then gave treatment to the students, namely the Scattergories Game. This treatment is expected to affect the result of learning. To find out which treatment affects the variable, the researcher provides treatment material six times and in the learning process it follows according to the lesson plan listed in the attachment. Here are the steps:

- a) At the first meeting. The researcher explained to the students about vocabulary (definition of vocabulary and types of vocabulary) and the Scattergories game method (definition and how to play the Scattergories game). And the researcher taught the word "Home Area" to the experimental class by using a Scattergories game. As many as 30 students took part in this first round game and the second round was continued at the next meeting.
- b) Second meeting. At this meeting, the researcher taught the words "School Area" in the first round and "Animals" in the second round to the experimental class using the Scattergories game. in each round, as many as 30 students take part in this game
- c) Third meeting. The researcher taught the words "Fruits & Vegetables" in the first round and "Occupations" in the second round to the experimental class by using the Scattergories game. In each round, as many as 30 students take part in this game.
- d) The fourth meeting. The researcher taught the word "Parts of Body" to the experimental class using Scattergories game and as many as 30 students participated in this game.

#### ***3. Post – Test***

The post-test is given to students in the same number from the pre-test to determine the student's vocabulary achievement after doing the treatment. Researchers provide post-test questions to determine the extent to which students' abilities after playing the Scattergories game in improving student vocabulary.

### ***The Instrument of the Research***

The research instrument was a vocabulary test. It means that the researcher gives some commands, consist of six points. They are about Home area, School area, Animals, Fruits & Vegetables, Occupations and Parts of Body. Each point there are 40 items. Each item has 1 score for every correct answer. So, the total of scores is 40 if the students can answer all of the questions correctly. In the text, students instruct to use vocabulary text through Matching Test and Translation Test. The text aims to know the improvement of Scattergories game in teaching vocabulary in SMP Negeri 8 Palopo.

### ***The Technique of Data Analysis***

The data collected through the test were analyzed quantitatively by using statistical calculations and calculating the hypothesis using the SPSS 20 program. The procedure undertaken in Quantitative analysis used the following formula:

1. Calculating the students' correct answer of pre-test and post-test.

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test item}} \times 100$$

2. Classifying the students' scores by using a percentage as cities below:

$$P = \frac{F}{N} \times 100\%$$

Notes :

P : Percentage

F : The cumulative frequency of subjects

N : Total number of samples

3. To know the level of the students, the researcher score the following classification were use:

Excellent	: 90% - 100%
Good	: 80% - 89%
Adequate	: 70% - 79%
Inadequate	: 60% - 69%
Failing	: < 60%. (H. Dougl's Brown, 2003)

## **RESULTS**

To calculate the mean score of students' correct answers, the researcher calculated it by using SPSS 20. The result can be presented in the form of a table descriptive statistic, it can be seen in table 1

*Table 1. The Mean Score of Students' Correct Answer in Pre – Test*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	50.00	70.00	58.8333	6.39010
Valid N (listwise)	30				

From table 1, it can be seen the highest score of students is 70.0 and the lowest score is 50.0. Besides, this shows indicates that the mean score of student's accuracy in Pre - Test is 58.8333 and the standard deviation error is 6.39010. To calculate the mean score of students' correct answers, the research calculated it by using SPSS 20. The results can be presented in the table descriptive statistic it can be seen in table 2

*Table 2. The Mean Score of Students' Correct Answer in Post – Test*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	30	75.00	93.00	85.7000	4.69152
Valid N (listwise)	30				

From table 2, it can be seen that the highest score of students is 93.0 and the lowest score is 75.0. Besides, this shows that the mean score of student's accuracy in Post - Test is 85.7000 and the standard deviation error is 4.69152. After displaying the mean score in the vocabulary subjects of the students, in this study, the researcher will also display the student scores on the Pre-Test and Post-Test, the total mean score and standard deviation on the Pre-Test and Post-Test, and then compare the two. The results are presented in tabular form and descriptive statistics can be seen in tables 3.

*Table 3. The Paired Samples Test of Pre-Test and Post-Test*

Paired Samples Test								
		Paired Differences				T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	Pre test - Post test	26.86667	6.81142	1.24359	-29.41009 -24.32324	-21.604	29	.000

Given interpretation based on criteria hypothesis acceptability.

$$df = N - 1 = 30 - 1 = 29$$

$$t_{test} = 2.045$$

From the table sample test 4.11, the researcher got the data that  $t_0$  ( $t_{count}$ ) = 21.604 and  $df$  (degree of freedom) = 29. According to the table the value of  $t_t = 2.045$ ,  $t$  was the standard of signification 0.05 with a degree of freedom ( $df$ ) = 29. Based on the result, the researcher concluded that  $t_0$  ( $t_{count}$ ) was higher  $t_t$  ( $t_{table}$ ),  $t_0 > t_t$ ,

## DISCUSSION

The result of statistical analysis for the level of significance 0.05 with the degree of freedom ( $df$ ) =  $N-1$ , where  $N = 30$ ,  $df = 29$ . The probability value was smaller than  $t_t = 2.045$ ,  $t_0$  ( $t_{count}$ ) = 21.604. ( $t_0 > t_t$ ). It indicated the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. It means that the Scattergories game is effective in improving the students' vocabulary. From the research results, the researcher found that using the Scattergories game given to students could improve their vocabulary. This is evidenced by the mean score between the students Pre-Test and Post-Test.

In this research, the researcher carried out several procedures in collecting data, while the following procedure the researcher gave pre-test questions to students to determine their ability to understand vocabulary. Then students are given attention as a vocabulary learning process through the Scattergories game. In the Pre-Test, students are asked to answer a vocabulary test. Based on the noun thematic question, out of 40 Pre-Test and Post-Test questions, respondent 1 answered the pre-test question correctly 23 digits compared to the post-test question, the respondent answered the question correctly by 34 numbers. Respondent 7 correctly answered the pre-test question 28 digits compared to the respondent's post-test question correctly answered 35 questions. Most students answer questions during the Pre-Test on the Match Test and Translation Test. As for the Pre-Test questions that most students incorrectly answer this question is in determining the word class and its meaning, matching and choosing words that match the images available. This all happened because of the low student vocabulary. In the Post-Test, the researcher gives a similar vocabulary test in the Pre-Test. Post-Test is done after giving 6 treatments to students whose aim is to find out the score in the Post-Test can improve student vocabulary. And the results it was found that the results of the Post-Test students achieved a good classification. This can prove that using the Scattergories game is very effective in improving students vocabulary.

## CONCLUSION

Based on the findings and discussions of the study, the researcher concluded that the use of the Scattergories game was effective to improve students' vocabulary at SMP Negeri 8 Palopo. The student's vocabulary after conducting treatment, it could be proven by the students result in Pre-Test with mean score 58.8333 and Post-Test of mean score 85.7000,

the score of  $t_0$  ( $t_{\text{count}}$ ) = 21.604 and  $df$  (degree of freedom) based on the result, namely 21.604 > 2.045 the researchers concluded that  $t_0$  ( $t_{\text{count}}$ ) was higher than  $t_t$  ( $t_{\text{table}}$ ),  $t_0 > t_t$ . It means that there was a significant difference between vocabulary ability before and after using the Scattergories game. Through Scattergories game, the students have many to enrich their vocabulary, all activities involve students so that the students also could build up their minds to memorize vocabulary. Most of them get honor after answering the question and they enjoy the material.

## REFERENCES

- Alqahtani, Mofareh, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2015), 21-34 <<https://doi.org/10.20472/te.2015.3.3.002>>
- Anwar, L., Furwana, D., & Iksan, M. (2020). Developing Reading Worksheet for Tenth Grade Students of SMA Negeri 4 Palopo. *FOSTER: Journal of English Language Teaching*, 1(1), 1-8. <https://doi.org/10.24256/foster-jelt.v1i1.2>
- Brown, H. Douglas, *Language Assessment Principles and Classroom Practice*, Pearson Longman (San Fransisco, California, 2003)
- C. Richard, Jack, and Willy A. Renandaya, 'Vocabulary in Langage Teaching', *Cambridge University Press*, 1, 2002, 255
- Efendi, Erfan, 'The Use Of Games To Improve Vocabulary Mastery Erfan Efendi ( Mahasiswa Jurusan Bahasa Inggris FKIP UNISMA )', 1.12 (2013), 1
- F Allen, Virginia, *Technique and Teaching Vocabulary*, *The Modern Language Journal* (England: Oxford University, 1983) <[https://doi.org/10.1111/j.1540-4781.2011.01250\\_1.x](https://doi.org/10.1111/j.1540-4781.2011.01250_1.x)>
- Hadfield, Jill., 'Elementary Vocabulary Games : A Collection of Vocabulary Games and Activities for Elementary Students of English' (Longman, 1998), p. 4
- Hasbro, 'The Game Of Scattergories', *The EMT Journal*, 2003 <<https://en.wikipedia.org/wiki/Scattergories>> [accessed 20 July 2019]
- Herdianti, 'Teaching Vocabulary Using Board Games; Scattergories Game And What Someone Does Game At Second Grade SMP Karya Bhakti Gadingrejo' (Lampung University, 2019)
- Khikmah, Nur, 'The Use of Scattergories Board Game To Improve Students ' Vocabulary Mastery and Reading Comprehension for the Eighth Year Students of SMP Islam Sudirman Ambarawa in the Academic Year of 2016 / 2017' (IAIN Salatiga, 2016)
- Husain, Muhammad Afif, 'The Use Of Scattergories Game To Improve The Vocabulary

- Mastery ( A Quasi-Experimental Research in the Eighth Grade Students of SMP N 2 Demak in the Academic Year Faculty Of Languages And Arts' (Semarang State University, 2017)
- Iksan, M., & Palangnan, S. T. (2018). Pemberdayaan Remaja Masjid Sebagai Fasilitator Pembelajaran Bahasa Inggris di Desa Lestari Kecamatan Tomoni Kabupaten Luwu Timur. *Prosiding*, 3(1).
- Iksan, M. (n.d.). A Survey of Students' language Learning Strategies and their English Learning Achievement in SMA Negeri 1 Palopo.
- Iksan, M. (2017). Empowering Business Group Peanut Tenteng. Proceeding International Conference on Natural and Social Science (ICONSS) 2017, 1(1)
- Indrawati, Nani, 'Meningkatkan Kosakata Siswa Kelas VII.3 SMP Melalui Teknik Permainan', *Lintera*, 2016, 2
- Kim, Lee Su, 'Creative Games for Language Class, English Teaching Forum', 33.1 (1995), 33
- Klimova, Blanka Frydrychova, 'Games in the Teaching of English', *Procedia - Social and Behavioral Sciences*, 191.June (2015) <<https://doi.org/10.1016/j.sbspro.2015.04.312>>
- Marulis, Loren M., and Susan B. Neuman, *The Effects of Vocabulary Intervention on Young Children's Word Learning: A Meta-Analysis, Review of Educational Research* (University of Michigan, 2010), LXXX <<https://doi.org/10.3102/0034654310377087>>
- Maryam, Rohani, and Behzad Pourgharib, 'The Effects of Using Games on English Vocabulary Learning', *Journal of Applied Linguistics and Language Research*, 2.3 (2015), 39-47 <[www.jallr.ir](http://www.jallr.ir)>
- Meyer, Laura L., and Norbert Schmitt, *Vocabulary in Language Teaching, TESOL Quarterly* (University of Nottingham, 2002), xxxvi <<https://doi.org/10.2307/3588334>>
- Nugroho, Muhammad Bagus, *When English a Bell*, Edisi Revi (Jakarta, 2016), LIII <<https://doi.org/10.1017/CB09781107415324.004>>
- Oxford Learner's Pocket Dictionary 4th Edition* (New York: Oxford University, 2008)
- Pua, Carol, Dorothy Li, Cherie Lui, and Shirley Cheng, 'Using Concept-Mapping as a Tool to Teach English Vocabulary for the Elementary Students', *Bulletin of Chinese*, 2019, p. 2
- Rodgers, Theodore, S Theodore, Maggie Jo, and St John, 'Approaches and Methods in Language Teaching' (New York: Cambridge University Press, 1987), p. 7
- Rohmatillah, 'A Study On Students' Difficulties In Learning Vocabulary Rohmatillah', *Institut Agama Islam Negeri (IAIN) Raden Intan Lampung* (IAIN Raden Intan Lampung, 2014)
- Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R & D*, XXVI (Bandung: Alfabeta, 2018)



- Susanto, Alpino, 'The Teaching of Vocabulary: A Perspective', *Jurnal KATA*, 1.2 (2017), 5-7  
<<https://doi.org/10.22216/jk.v1i2.2136>>
- Talak-kiryk, Amy, 'Using Games In A Foreign Language Classroom', *MA TESOL Collection.*, 1.1  
(2010), 53 <[http://digitalcollections.sit.edu/ipp\\_collection](http://digitalcollections.sit.edu/ipp_collection)>
- Thornbury, Scott, *How to Teach Vocabulary.Pdf*, ed. by Harlow (England: Bluestone Press, 2002)
- Utami, Tri, *Teaching Students Vocabulary* (FKIP UMP, 2015)
- Asria. (2014). *Improving Students Vocabulary Through Head and Tall at The Seventh Year Students of SMP PMDS Putri Palopo*. Palopo: STAIN Palopo.