

## IMPLEMENTATION SCATTERGORIES GAME TO IMPROVE VOCABULARY SKILL OF STUDENTS' IN JUNIOR HIGH SCHOOL YAYASAN PERGURUAN KELUARGA

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### ABSTRACT

The objective of this research is intended to answer the problem about the Scattergories game is improve or not improve the students vocabulary skills at the seventh one (VII-1) grade students of SMP Yayasan Perguruan Keluarga Pematang Siantar. This research was conducted at SMP Yayasan Perguruan Keluarga Pematang Siantar. This research used quantitative with true experimental method. Population of this research was grade seventh with 2 classes which consists 61 students and the sample of this research was 30 students in one class. The technique of collecting data was pre-test and post-test. The technique of analyzing data by using some formulas. The result of the research was the mean score is 14 the standard deviation is 71  $t_{test}$  of research (9,10) with the significant difference is 0,19. It means that  $H_0$  is rejected and  $H_1$  accepted. Using Scattergories game to improve vocabulary skill the students in seventh grade of SMP Yayasan Perguruan Keluarga Pematang Siantar. It can be concluded that teaching vocabulary with Scattergories game make the students more active in playing the game make the students more motivated and easier to understand and get the lesson.

**Keywords :** Scattergories Game, Vocabulary Skill

### I. INTRODUCTION

#### The Background of Research

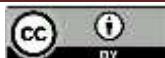
English is a key of knowledge. In daily human life, language is a very essential means of communication. By using it, individuals can communicate and socialize with each other and they can convey their ideas, convince others, or promise something. When two or more people communicate with each other in speech, we can call the system of communication where they employ a code. Language is a representation of concepts that are combined into words using speech sounds. Words combined into sentences, concepts, ideas, or feelings language is known as a system of interaction with other individuals using sounds, symbols, and phrases.

English is a foreign language that is studied in Indonesia from primary to secondary school. In this situation, it is essential important for the students to study English. Students must learn a variety of skills in order to communicate effectively in English. If students do not learn the language skills, they will have difficulties understanding English. The skills are listening, reading, speaking, and writing skills. Grammar, vocabulary, and pronunciation is very important for a student to understand. One of the elements in mastering language is vocabulary.

Vocabulary is the basic method in which students can learn in order to fulfill the requirements basic of English skills needs of listening, speaking, reading, and writing. According to (Efendi, 2013) it resembles one component that interfaces the four of speaking, listening, reading, and writing all together. Students must master all of the language skills in order to comprehend the English language. Before mastering the four language skills, a language learner should have enough vocabulary. Because vocabulary combines the four language skills of understanding, speaking, reading, and writing, it is essential in language learning. According to (Richard, 2001) one of the most obvious elements is vocabulary.

When the researcher followed government program of Teaching Assistance, since the researcher taught the students, and gave instruction, the students have not given the feedback of answering the researcher question. The students were difficult to understand the meaning of words. When the researcher gave the students tasks, the students could not understand the instruction because they did not know the meaning what the researcher said.

#### The Problem of The Research



Based on the background of the researcher, the problem must be identified as follow: How can Scattergories game improve the students' vocabulary skill at SMP Yayasan Perguruan Keluarga?

### **The Objectives of the Research**

The objective on the problem research is to identify whether the scattergories game can improve the students' vocabulary skill at Junior High School Yayasan Perguruan Keluarga.

### **The Scope of the Research**

This research is only focus on the implementation of scattergories game to improve vocabulary skill on the students.

### **The Significance of the Research**

The significance of the research are as follow:

#### **1. Theoretically**

To help the researcher and teachers to identify of using Scattergories game in teaching English, students will be able to overcome their challenges in acquiring vocabulary and will be motivated to study English as a result of the games appeal.

#### **2. Practically**

a. As a model or a good method for all the English teachers to prepare teaching learning process in the classroom especially in teaching vocabulary skill.

b. This research provides for the researcher an understanding about using Scattergories game to improve vocabulary skill.

### **The Hypothesis**

Hypothesis is a theoretical explanation of a research problem, a potential research conclusion, or an accurate prediction of research result. The researcher has two hypothesis they are:

#### **1. Null Hypothesis (H<sub>0</sub>)**

Using Scattergories game not implement the students to improve vocabulary skill.

#### **2. Alternative Hypothesis (H<sub>a</sub>)**

Using scattergories game can implement the students to improve vocabulary skill.

### **Definition of Key Terms**

#### **1. Scattergories**

Game is recreational activity with the aim of having fun or filling spare time. (Amy, 2010) states that introduction games are both a necessary and enjoyable activity that helps students participate, think, learn, and develop problem-solving method. Scattergories game is a board game for two to six players in which players try to list as many words that begin with a specific letter and fall into one of several categories as possible in journal (Yuliansyah & Syafei, 2018) stated by (Mills, 2016).

#### **2. Game**

Martinson in (Akdogan, 2017) stated that game is an enjoyable way for students to learn since it allows them to explore new ideas and make alternate decisions without risking failure. We learn how to plan, assess possibilities, and think flexibly through playing games.

#### **3. Vocabulary Skill**

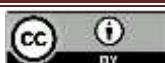
Vocabulary is the most crucial part of learning a language; without it, we will be unable to acquire and develop our vocabulary in foreign languages. Hornby (2006:1645) vocabulary is all the words that a person knows or uses and it is all the words in a particular language. Vocabulary refers to the words we must understand to communicate effectively, namely; listening, speaking, reading, and writing.

## **II. REVIEW OF LITERATURE**

### **Definition of Vocabulary**

Vocabulary has a main role in learning language and it is the most important language component that must be mastered by language learner. There are several experts that clarify the definitions of vocabulary. (Easterbrook, 2013) states that "vocabulary" refers to a person who employs whole words or the words that make up a specific language or topic. It means that more than one word that used by speakers for a certain language. (Hornby, 1995) mentioned that vocabulary is as the total number of words in a language and vocabulary meanings.

Based on definition above, it can conclude that vocabulary is a set or list of words of a particular language single words, compound words, and idioms that used by individual speakers of language.



### Kind of Vocabulary

- 1) Word classes is :
  - a. Noun
  - b. Pronoun
  - c. Verb
  - d. Adverb
  - e. Adjectives
  - f. Preposition
  - g. Conjunction
- 2) Word Families
  - a. Suffixes
  - b. Prefixes
  - c. Affixes
- 3) Word Formation
  - a. Compound
  - b. Blending
  - c. ConversionClipping
  - d. Multi Words Unit
  - e. Collocation
- 4) Word Meaning
  - a. Synonym
  - b. Antonym
  - c. Homonyms

### The Importance of Vocabulary

The foundation of every language, especially English as a second language at the primary, intermediate, and advanced levels, is vocabulary. According to (John Dewey, 1910) in (Efeni, 2013) vocabulary is a crucial tool for thinking about the meaning to be represented in a language.

(Coady & Huckin, 1997) claim that learning a foreign language requires a large range of vocabulary. A person with a restricted vocabulary may struggle to communicate in a foreign language and will be unable to improve their language skills. In this scenario, vocabulary is really important for communicating.

### Teaching Vocabulary

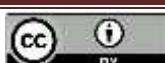
According to (Cahyono & Widiati, 2008), the goal of vocabulary instruction is to help children understand new terms, expand their vocabulary, and communicate effectively. As a result, the teacher should use a range of techniques to teach vocabulary in order for students to grasp the subject rapidly.

### Definiton of Game

(Hornby, 1995) defines that game is a fun and interesting activity. Language games are games that are used in teaching learning activity to make the students easy in learning English. (Wright, Betteridge & Buckby, 1983) state that young learners and adults are very eager to play game, although some of them may be not. Teacher should be able to give reasons for the use games in language learning. (Herrera & Hojel, 1998) state that games can motivate learners to learn language by focusing on cooperative learning in group pairs.

### Scattergories Game

Scattergories game is a game which was published by Parker Brother in 1988. Scattergories game is the variations of the category game and can build general learning. Scattergories game is critical thinking games, where one has to think with limited time. According to (Mike, 2006), Scattergories game is a board game for two to six players try to list as many words as they can that start with a specific letter and fall within a list of categories. (Meddaugh, Kudrowitz & Husain, 2010) stated that it is a game that gives a time limit and random letter of alphabet and must come up with unique examples of items beginning with that fit into a set of given categories. Furthermore, this game is used



time limit, stimulates the player or students to think fast and correctly and offers the player to stimulate ability to categorize word by word quickly.

For example :

Letter “A” category “fruit” player would answer “apple”

### Teaching Vocabulary Using Scattergories Game

Students are divided into groups that consist of five students and teacher introduce the game to the students and explains the rule of the game.

1. Each group has one marker to write on the white board.
2. Every student in the group has chance to write their answer.
3. One letter card is picked by the teacher and five categories cards are pick by students.
4. If the word written by the students is correct based on the letter and categories, the score is 20 for each word.
5. The winner is the group that has the highest score.

### Advantages and Disadvantages of Using Scattergories Game

That games have so many advantages such as game is very relaxation and fun and it involve friendly competition for students. However, there must be disadvantages from using game, such as it makes classroom circumstances noisy and uncontrolled.

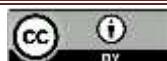
### Types of Game

There are some types of games for the language learners according from (Wright et al., 2006), they are:

1. Care and share  
‘Care and share’ games are those in which pupils feel comfortable sharing personal information with other students.
2. Do: move, mine, draw, obey  
Students are required to do something nonverbally in response to texts that are read or head.
3. Search for games  
To complete a questionnaire or solve a problem, the player must collect all or most of the information provided.  
Example: a vegetarian is someone who only eats vegetable. Students move about the room, completing their own grids as well as their classmates’ grids by asking and answering questions
4. Exchanging games  
Players have articles or thoughts they would like to share with the rest of the game. The game goal is to strike a deal that benefits both parties.
5. Role play games  
Although the terms *role play*, *drama*, and *simulation* are sometimes used interchangeably, they are not comfortable. Students can take on roles they have performed in real life or are playing, such as customers in a restaurant, in simulations. Most drama performances are planned, but role-playing and simulations require students to put their own words forward, although preparation is often helpful.
6. Boards game  
Scrabble is a popular board game that places a strong emphasis on vocabulary.
7. Matching games  
Matching pairs of cards or photos is the goal of the game. Everyone has to fins a pair that has a card or picture that matches them.  
Example: Students face down 20 word cards, consisting of 10 pairs each, in random order. Using their memory, each individual turns two cards over at once, with the aim of turning over the matching pairs.

### III. Research Design

#### Research Design



The research design is the framework for the methods and techniques will be used. Quantitative research and qualitative research are two types of research approaches. There are two research design in quantitative research they are experimental research design and non-experimental research design.

**Table 1. Research Design**

| Group | Class | Types     | Treatment |
|-------|-------|-----------|-----------|
| I     | VII-1 | Pre-test  | X         |
| II    |       | Post-test | Y         |

In which:

I : 15 students without using Scattergories game

II : 15 students using Scattergories game

X : without Applying Scattergories game

Y : Applying Scattergories game

### **Population, Sample.**

#### **Population**

Total population of Students' VII grade in Yayasan Perguruan Keluarga Kota Pematang Siantar

| No                | Class | Total              |
|-------------------|-------|--------------------|
| 1.                | VII-1 | 30 students        |
| 2.                | VII-2 | 31 students        |
| <b>POPULATION</b> |       | <b>61 students</b> |

#### **Sample**

According to (Arikunto, 2006), sample is small group in population being observed. Actually sample is part of population that is taken to represent the population in research.

In this research, the researcher took one classes. All the population has a chance to become the sample. The sample selection is carrying put randomly using the lottery numbers that have been prepared. The lottery will be given to each student of the 2 classes, namely to the chairman. The researchers will give 2 papers of which only 1 paper have number 1 while the other 1 paper is just blank paper. After that, the researcher asked them to shuffle the paper and take the paper. Then, the selected lottery number will be the sample in this research. The sample of this research was the student from one class.

### **Research Instrument**

A research instrument is a tool for gathering, analyzing, and evaluating data from study participants. The instrument researcher used is a vocabulary test in collecting data. They are about Fruits, Rooms, Occupations, and Animals. Each point there are 20 items, and each items has 5 score for every correct answer. So, the total of scores are 100 if the students can answer all of the question correctly. In the next the students instruct to use vocabulary text through puzzle. The text aims to know the improvement of Scattergories game in teaching vocabulary in Junior High School Yayasan Perguruan Keluarga.

### **Collecting Data**

#### 1. Pre – Test

Pre-test was a test given to students before the experimental treatment. It was administering for 15 students as experimental class and 15 students as control class to measure their vocabulary skill.

Pre-test is done before implementation Scattergories game, when pre-test the researcher gave the test arrange the word each items has 5 score for every correct answer pre-test was administered without using Scattergories game.

#### 2. Post – Test

The purpose of the post-test is to assess their capacity following treatment; it was provided to determine the students' basic competency as well as their prior knowledge. A post-test was given to both the experimental and control groups. The post-test was utilized to determine how to students' scores differed before and after treatment.

### **Scoring of The Test**

#### **Ranging Score**

$$S = RN \times 100\%$$

( Arikunto, 2006)



Where :

S = Score of the Data  
R = Number of the correct  
N = Number of the question

### Mean Score

$$X = xN \text{ (Arikunto, 2007)}$$

Where :

X = Average Score  
N = Totally of the students

### Mean Score of Different

$$D = \overline{x_2} - \overline{x_1}$$

Where :

D = Mean of different  
x<sub>1</sub> = Mean of post-test in first cycle  
x<sub>2</sub> = Mean of post-test in second cycle

### T-test of Research

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - (\sum N)^2}{N(N-1)}}}$$

( Arikunto, 2007:395)

Where :

T = t test of sample  
D = mean of different  
D = different square  
N = the number of students

### Standard Deviation

$$SD = \text{ (Arikunto, 2007:339)}$$

S = Total score of post-test  
X = Total score of post-test  
N = number of student

### Significant Difference

$$ES = \frac{\overline{X_2} - \overline{X_1}}{SD}$$

( Sutrisno Leo, dkk. 2008 )

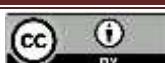
Where :

ES = Effect size  
x<sub>1</sub> = mean of pre-test  
x<sub>2</sub> = mean of post-test  
SD = standard deviation

## IV. THE DATA OF RESULT RESEARCH

### The Data of Research

The researcher get the data about factual condition of the problems faced by the teacher and student in teaching and learning English especially in vocabulary. The research was done at grade VII-1 who consist of 30 students, where pre-test 15 students, and post-test 15 students. So, in this opportunity the researcher want to look how far their ability in vocabulary. First, the researcher give them the test is puzzle game (arrange the word) as the pre-test to get know how many their vocabulary that they have, before the researcher give an explanation about Scattergories Game to supported and collected data.



## Finding and Discussion

The focus of this research is intended to answer the problem about the Scattergories game is improve or not improve the students vocabulary skills at the seventh one (VII-1) grade students of SMP Yayasan Perguruan Keluarga Pematang Siantar. In this part, the data is calculated to show the total of score of pre-test and post-test, to show the average score of pre-test and post-test, to show different mean score, to show the standart deviation, to show the t-test and to show the significant difference.

From the data analysis above the total score of pre-test I is 890, total score of pre- test II is 1085, and total score of post-test I is 915. The average of post-test I is 61. The different of score can happen because the some of students don't understand what is Scattergories game. Then the researcher do the post-test II and the total score is 1125. The average of the post-test II is 75. This score can be different because the researcher has done to explain about Scattergories game and explain the technique to play the game. So, the game is interesting by giving their motivation or other. The value of mean score different is 14. The different of mean score can be happen because in post-test I the students don't understand too much about the material so after that the researcher make some motivation and explain deeply about the material with scattergories game. The value of t-test is 9,10, the standart deviation is 71, and the significant difference is 0.19. It is because there is a different result from the first cycle and second sycle. In the first cycle the researcher explain the Scattergories game not too deep and then in the second cycle the researcher explain the Scattergories game and make some different and resemble word so that the students can recognize and remember easily and their vocabulary can be increasing.

Based on the result of the data analysis, it was obtained that there is difference of post-test I and post-test II namely: the mean score different is 14, t-test is 9,10, the standart deviation is 71 and the significant difference is 0.19. It means that the use of Scattergories game is effective for teaching vocabulary to the seventh one SMP Yayasan Perguruan Keluarga Pematang Siantar. From the result of the research can be conclude that scattergories game can give effect to increase vocabulary skill. There are some reasons why is lack of vocabulary, it is because the students are lazy to search the meaning of the word in their dictionary, the technique to increase vocabulary is absurd and the don't know how to develop it. Then, when use game make the students to be active not passive, and the students can memories the new vocabulary.

This part covers the discussion of the teaching vocabulary through Scattergories game. The discussion is based on how the Scattergories game can improve vocabulary skill. The finding of this research proved that Scattergories game can retain students vocabulary. The finding of this research proved that Scattergories game can retain students vocabulary. It can be seen from the improvement of students score. Besides, improving the students score, the implementation of Scattergories game got positive response from students in their teaching-learning process of vocabulary.

## V. CONCLUSION AND SUGGESTION

### Conclusion

Based on the result of the data analysis, it was obtained that there are differences of post-test I and post-test II namely: the mean score different is 14, t-test is 9,10 and the significant deviation is 0.19. It means that the use of the scattergories game is effective for teaching vocabulary to the seventh grade SMP Yayasan Perguruan Keluarga Pematang Siantar. From the result of the research can be conclude that scattergories game can give effect to increase students' vocabulary skill.

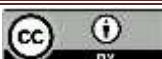
### Suggestion

#### a. For The Students

Students can learn vocabulary in more interesting ways with their classmates. With this game, students will find it easier and more interesting to get new vocabulary and make complete sentences from the word. In addition, this game can make students think critically in searching new vocabularies.

#### b. For the English Teacher

The teacher can find out the right strategy in teaching vocabulary to students. In learning new vocabulary teachers can use interesting methods and make students become interested in learning new vocabulary. One of interactive strategies that can be used is Scattergories game. This game does not only make the students more active in learning the words. In addition, this game can make students think critically in searching new vocabularies.



c. For the Other Researcher

It will help other researcher to find out many interesting strategies in learning vocabulary for students in order the students can learn vocabulary easily and fun.

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