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**THE EFFECTIVENESS OF USING SCATTERGORIES GAMES TOWARDS
STUDENTS' VOCABULARY AT MTs BAHARUDDIN TAPANULI SELATAN**

SUSI MARSELINA TAMBA

Universitas Islam Negeri Sumatera Utara Medan

Email: susimarselina3@gmail.com

ABSTRACT

This study aims to determine the effect of the scattergories games toward students' vocabulary observed and conducted at MTs Baharuddin Tapanuli Selatan. This research was conducted using quasi experimental research design. The populations in this research are students of seventh grade MTs Baharuddin Tapanuli Selatan. And the sample of this research was all of the students of second grade MTs Baharuddin because the total number of the population less than One hundred students. In this research, the researcher using scattergories games in experimental class while in controlled class without using scattergories game. In this study, the researcher use pretest, treatment and posttest. Researcher uses SPSS v. 26 to calculate the data. In the posttest of experimental class and controlled class the researcher finds that the sig. (2 tailed) on the t-test $0.00 < 0.05$, so there is significant different between controlled class and experimental class. H_a accepted and H_o rejected. It can be conclude that there is an effect towards students' vocabulary by using scattergories game.

Keywords: Vocabulary, Scattergories Games)

INTRODUCTION

In globalization era nowadays, English language is not weird to our ears. English has been considered as one of the important subjects in schools especially at junior and senior high school. Even though, many students especially at junior high school are not ready

to face it. They find a trouble to understand English as their second language especially to memorize their vocabulary.

Learning vocabulary is acknowledged to be an important building block in the acquisition of a language, and it is also reported as being closely related to enhanced language proficiency. Vocabulary is one of the most important sub-skills to be developed in English which is widely discussed by many people.

Vocabulary is part of learning English in school and will always be learned throughout one's life. Even though language consists of a limited set of grammar rules, people will never be at the end of words to learn. Of course, all sub skills such as grammar, vocabulary, pronunciation are very important. But everything will be difficult if you communicate without vocabulary rather than without grammar. Vocabulary has an important role in language teaching and learning because without knowing many words, students cannot understand others or express their ideas.

Based on Ningrum's research, he divided students' problems into vocabulary into four themes. The first is the problem in saying words. When researchers ask students to read English texts, most of them have errors in saying words. The second is a problem in spelling words. When researchers ask them to spell words, they find it difficult to spell those words because the teacher who teaches them does not teach how to spell words well, they only learn how to read words by repetition. The third is the problem in deciding the meaning of the word. Because there is little vocabulary mastery in students, it makes it difficult for them to know the meaning of the word, especially similar words, but have different goals. Fourth is the problem in using words correctly. Various kinds of word meanings make students confused in determining the meaning.

In fact, based on the researcher teaching experience, there are several problems faced by students in learning vocabulary. The students have a problem in mastering vocabulary. They can't pronounce the vocabulary correctly. The teacher still uses conventional methods in teaching vocabulary. The students' ability in vocabulary is still low. There are two factors that influence the low level in mastering vocabulary: internal and external. The internal factors are less motivation on the student's, lack of practices, learning style, less interest, and etc. and the external factors is environment, teaching approach, strategy, media, tool, etc.

Many strategies can be used for language teaching. One type of strategy is game. Based on the problem, the writer started looking for ways and strategies that enhance students' vocabulary mastery. Writer found that one of the strategies that can be used to teach vocabulary

is a scattergories game. Scattergories Game is a game that is played by unique naming objects in a set of categories, given initial letters, within a time limit.

The reason why the researcher choose scattergories game is believed as an effective way toward students' vocabulary. There are several reasons why the Scattergories games should be used in teaching vocabulary. The first is the Scattergories games that makes students will be more interactive and think critically that will make students more active in English learning process and compete with their friends. The second is this game has rules that are easy for students to do. The third is this game makes the teaching and learning process more interesting and less stressful, it means that the Scattergories game has a positive impact on learning English process.

LITERATURE REVIEW Vocabulary

Vocabulary has a main role in learning languages and it is an important language component that must be mastered by language learners. Students who already have a lot of vocabulary will certainly be more fluent in speaking, writing, reading and listening. Some definitions of vocabulary are defined by some experts. As stated by.

Hornby there are several meaning of vocabulary, vocabulary is defined as all the words that people use contained in a particular language, use in talking a particular subject and as a list of word with their meanings. Vocabulary as the center of language skills which is very influential on how students speak, hear, read and write. Based on the experts explanations its mean that learning vocabulary has big influence for English skills. The lack of vocabulary knowledge affects all the four language skills because without knowing the meaning of words, students cannot master English all of the skills in English contain vocabulary. If the students are lack of vocabulary, they will not be successful in writing, reading, listening and speaking. But if someone having or mastering a stock of words, they can communicate with other people with easy and fluency and can understand the information that one obtains from reading many English books. Therefore vocabulary is very important for language learners in improving their language skills.

Scattergories Game

Scattergories game is a game published by Parker Brother in 1988. Scattergories game is the variations of the category game and can build general word learning. Scattergories is a branch of board game. Scattergories are usually played by 2-6 people. People playing Scattergories game must write the words of the initials listed and the answers from each player must be different from other players. Meddaugh and Kudrowitz in Husain stated that it is a game that give a time limit and a random letter of the alphabet and must come up with unique examples of items beginning with that letter that fit into a set of given categories. Furthermore, this game is given time limit, it stimulates the player or students to think fast and correctly and this game offers the player to stimulate ability to categorize word by word quickly.

For example, the word that comes out is the letter "M", category "fruit" so the player must write a word that start from the letter "M" for the word like "Mango". As soon as possible the student must get a different word from his friend. If he has a different word, he will get a score and if he gets the same word with his friend, he will get nothing.

Based on the example above, the Scattergories game is appropriate to be taught in language classroom especially in vocabulary. Its helps the students to stimulated them to think fast in categorizing word. According to Yuliansyah and Syafei by using this game teachers can see the improvement of students' vocabulary mastery and teach the vocabularies based on each letter categories that they have got. Therefore, students will memorize the

vocabulary that they have got while they playing the game with their classmates in which students will feel more enjoy in learning English.

Advantage and Disadvantage of Using Scattergories Game

Games are always loved by children. Games are related to fun, movement, and competition. Moreover, their concentration is shorter than adult's concentration. However, teacher must apply a good and creative method to keep the student's concentration in learning the material. As stated by Huyen in Akdogan, games make the classroom atmosphere more relaxed and more interesting, game involves competition between students, vocabulary games bring real world context to the classroom.

As cited by Diana she found some advantages and also some disadvantages in using games. The first advantage of applying some games in teaching learning process was students will feel more enjoy and have fun while learning process. The second advantage of applying some games in teaching learning process was easier and simpler for teachers. However, the use of games in teaching English vocabulary not only gave benefit both to the teacher and the students but also gave difficulty to them. The first disadvantage of applying games in teaching learning process was the class will be more noisy. The second disadvantage of applying some games in teaching learning process was the teacher has limited time to explain the material. Based on explanation from many experts above, it can be concluded that games have so many advantages such as games is very relaxation and fun and it involve friendly competition for students. However, there must be disadvantages from using games, such as it makes classroom circumstances noisy and uncontrolled.

RESEARCH METHOD

The research was carried out at Eighth grade students of MTs Baharuddin Tapanuli Selatan. This study was conducted in quasi- experiment research design with pre-test and post-test design. The design was applied in order to investigate the effect of using scattergories games towards students' vocabulary. This research consists of two different groups, namely

experimental group and controlled group. The experimental was taught by using scattergories games and controlled group was taught without using scattergories games or conventional study.

Technique of collecting data is the technique or methods that can be used by researcher for collecting the data. Data collection can be interpreted as research activities in order to gather a number of field data needed to answer the research or test hypotheses. In this research it was used pre-test, treatment, and post- test.

The writer used the data from students' tests to find out the result of students' vocabulary knowledge by using scattergories games which is applied in the experimental class, then without using scattergories games in the controlled class. After all students' scores were obtained, next the writer conducted prerequisite data analysis: normality and homogeneity.

The normality test and homogeneity test were tested by using SPSS version 26. After analyzing the normality test and homogeneity test, the writer used the T-test to find out the differences between students' scores that were taken from pre-test and post-test in experimental class and control class. normality test and homogeneity test, the writer used the T-test to find out the differences between students' scores that were taken from pre-test and post-test in experimental class and controlled class.

FINDING AND DATA ANALYSIS

This research was conducted at the MTs Baharuddin Tapanuli Selatan involving two classes, namely the experimental class and the controlled class. The experimental class was given treatment using Scattergories games and the controlled class using conventional method. Before being given different treatment in both classes, both classes are given a pretest first to

find out the initial abilities of students. The pretest average value the experimental class was 52.78 and the controlled class was 59.25.

After knowing the initial abilities of both classes, then the participant students are given learning in different ways but on material which is the same, in experimental class the student taught by using scattergories games and in controlled class taught by using conventional methods. The average posttest of mean score in the experimental class was 75 and the mean score in the controlled class was 60.56.

Based on the posttest averages of both classes, It can be seen that the posttest mean score of the experimental class is higher compared with the average posttest score of the controlled class, with using the t test, it is found that the sig. (2-tailed) in experiment class $0.000 < 0.05$, it can be concluded that, there is an influence on the treatment in the experimental class, so H_a is accepted and H_o is rejected at the level $\alpha = 0.05$, which means there is a significant influence on student learning outcomes with using scattergories games towards students' vocabulary. The researcher concluded that scattergories game is a learning method that can help students to get good learning outcomes in vocabulary.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research that has been done, the researcher concluded that the use of Scattergories Game is effective for teaching students' vocabulary. It can be seen from the result of the average score of the pre-test and post-test. The pretest result in

experimental class was 59.26 and the result in controlled class was 52.78. After the experimental class had given the scattergories game as the treatments, the average score improve to 75, while the controlled class which had taught by using conventional method the average score improve to 60.56. There is a significance improvement of the students' vocabulary after taught by using scattergories game. It also can be seen from the calculation by using t-test. The result of the t-test showed sig. (2 tailed) value 0.00 was lower than 0.05.

Suggestions

Based on the conclusions of this research, the researcher would give some suggestions, they are as follows:

1. Headmaster

For headmaster, it can be used as input to increase effectiveness and efficiency in educational management activities at the school in making innovative policies for learning English or other subjects.

2. Teacher

For English teacher, they can use scattergories game as a method in English, especially in teaching vocabulary. The teacher gives the students an interesting and interactive teaching in order to motivate the students to learn vocabulary and reduce bored in learning process. For other researchers, who are interested in the same areas, they may try to apply the Scattergories Game across different genre and different level of learner to prove the impact of Scattergories Game on students' vocabulary. The researchers also suggest to other researcher to explore the other kinds of game as a new teaching method to improve students' vocabulary.

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