Fun Vocabulary Learning by Using Scattergories Game at SMP Negeri Unggulan 2 Pulau Morotai

Martafina Rakomole[1], Megawati Basri[2], Zulhasmi Abasa[3]

[1,2,3] Universitas Pasifik Morotai

E-mail: martafinarakomole17@gmail.com

ABSTRACT

This study aimed to determine whether the Scattergories game effectively enhances students' English vocabulary. The population of this study was eighth-grade students of SMP Negeri Unggullan 2 Pulau Morotai. The total sample of this study was 40 students. The method used is quantitative method and adopted a pre-experimental design. The instrument used was the vocabulary test, which consisted of a pre-test and post-test. From the findings and discussion of the research, the research concluded that using scattergories game effectively improved the vocabulary of students at SMP Negeri 2 Pulau Morotai. The increase in students' vocabulary after treatment can be proven by the results of the post-test and pre-test students, with the average score post-test in the students being higher than average score of the pre-test students, namely 81.50 > 51.40. Furthermore, the statistical analysis proved the p value of the post test score was 0,094 with a level significance of 5% (0,05). It means that there is a significant difference between vocabulary mastery before and after using scattergories game.

ABSTRACT

Penelitian ini bertujuan untuk menentukan apakah permainan Scattergories efektif dalam meningkatkan kosakata bahasa Inggris siswa. Populasi penelitian ini adalah siswa kelas VIII SMP Negeri Unggulan 2 Pulau Morotai. Jumlah sampel penelitian ini adalah 40 siswa. Metode yang digunakan adalah metode kuantitatif dengan desain pra-eksperimen. Alat ukur yang digunakan adalah tes kosakata, yang terdiri dari tes pra-tes dan pasca-tes. Dari temuan dan pembahasan penelitian, penelitian ini menyimpulkan bahwa penggunaan permainan Scattergories secara efektif meningkatkan kosakata siswa di SMP Negeri 2 Pulau Morotai. Peningkatan kosakata siswa setelah perlakuan dapat dibuktikan dengan hasil post-test dan pre-test siswa, dengan rata-rata skor post-test siswa lebih tinggi daripada rata-rata skor pre-test siswa, yaitu 81,50 > 51,40. Selain itu, analisis statistik membuktikan bahwa nilai p dari skor post-test adalah 0,094 dengan tingkat signifikansi 5% (0,05). Hal ini berarti terdapat perbedaan yang signifikan antara penguasaan kosakata sebelum dan setelah penggunaan permainan Scattergories.

Corresponding Author:

Martafina Rakomole
Universitas Pasifik Morotai
Email: martafinarakomole17@gmail.com

INTRODUCTION

Learning our language cannot be separated from learning vocabulary because vocabulary supports speakers to express their opinions, ideas and feelings, vocabulary is an arrangement of words into sentences arranged according to aspects and uses standard language and has meaning contained in each word.

According to Wiraldi (2020:160)In learning English, vocabulary is an important part of the language for English learns to learn, good vocabulary mastery can support students in mastering English in communication vocabulary someone wants to say, through vocabulary someone can express his or her feeling ideas, emotion, and destines vocabulary are the words that must be learned by English learns to understand what is heard and read then words used when we speak and write, so vocabulary is very basic in language learning, especially in English it's like one element that connects the four skills of speaking, listening, reading and writing.

The teaching method that is suitable for increasing students' vocabulary is the game method because the game is fun activity where students can interact, think learn and strategize how to solve problems. one of the games that can help students improve their vocabulary mastery is the sccatergories game. scattgoriess game is a game published by Parker Brother in 1998. sccatergories game is a variant of a traditional board game that enables the player to classify words one by one rapidly. Scattergories game is a game that played by uniquely naming objects within a set category, given an initial letter, within a time limit.

Based on the experience I gained when conducting observations at the SMP Negeri Unggulan 2 Pulau Morotai, it was found that there were still many students whose vocabulary mastery was still lacking and also in this school there was little research on vocabulary, for this reason researcher are interested wants to know whether there is an effect on students' vocabulary mastery by using sccatergories game.

LITERATURE REVIEW

According to (Unwakoly, Lekawael& Meyer 2022:2) Vocabulary is a key to communication with people around the world, if have a low vocabulary ,it will cause problems and make us block and demotivate in speaking English it is essential for English students because they need to learn vocabulary, and its hard understand what people say besides that vocabulary is used for conversation to make it easier to be active in this era where English play an important role and having a strong vocabulary is essential in supporting students English language learning and communication.

(Mofarch Alqahtani 2015:21) In teaching vocabulary, language learning is very important to know because language is based on words, it is almost impossible if a student's learns language without using words. With the awareness of the importance of vocabulary as

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well learning vocabulary may little problematic because some teachers do not understand where to mastery is a central factor in language teaching.

(Hasbro 2019:2) Scattergories game is a stated that classic Parlor game of words and categories. This game is commonly for adult players and famous in collegian students to kill their time with beneficial games. Scattergories game is the variations of the category game and can build general word learning. Scattergories is a branch of board game. In scattergories players are given time limits and random letters from alphabet and must provide unique examples of items that begin with letter that begin with letters that correspond a specific set of categories game. This game offers players to stimulate the ability to categorize word for word quickly.

METHOD

In this research design, the researcher used quantitative research according to Wiraldi (2020:161) quantitative research is traditional research based on the philosophy of the positivism, which is used to examine a particular population or sample, data collection using research instruments, quantitative/statistical data analysis, to test with the aim of testing a predetermine hypothesis. this study will use pre-experimental design. according to Anggraini&Salmiah (2024:310) pre-experimental design is study to determine a specific treatment influences an outcome, pre-experimental design as one in which a single group or class receives both a pre- and post -test.

The research will used a sample of 40 students from 50 population. The researcher conducted this research at SMP Negeri Unggulan 2 Pulau Morotai, this research was conducted in the eighth grade. This researcher used scattergories game to improve students' vocabulary mastery. This research will used 50 questions there are multiple choice, matching test and translation word test in the pre test to test students' vocabulary after knowing the results of the pre test questions, the researcher gave the treatment using scattergories game. Then the researcher gave a post-test with the same number questions in the pre-test. In this case, the researcher used SPSS Windows 22 to analyse the data.

RESULT AND DISCUSSION

Research Results

1. **Descriptive statistics**

   The table below is a descriptive statistics test table. The purpose of the descriptive test is to determine the value, minimum, maximum, mean score and standard deviation of the samples took the pre-test and post-test.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	40	32	74	51.40	12.923
Post Test	40	70	98	80.50	6.575
Valid N (listwise)	40				

From the table above, it can be seen that the samples size is 40 samples with a mean value of the pre-test and post-test are verry different. The differences the mean value of the pre-test is 51,40. When applied to the sccatergories game, there was an increase from the post-test mean value of 80,50. Therefore, it can be concluded that the scattergories game was succesfull in increasing students' vocabulary mastery.

2. **Test of Normality**

The table below is normality test, so every data in the pre-experimental quantitative data be must be tested to see whether the data is normally distributed or not. And because the researcher only used sample of 40 less than 100 the tester used the Shapiro wilk.

Table 2. Test of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Students' Result	Pre-Test	.147	40	.029	.919	40	.007
	Post Test	.105	40	.200[*]	.953	40	.094

Based on the table 2 related to normality table above, it can be seen by the significance value of the pre-test is o,007, greater than 0,05 and significance value of the post-test is 0,094 greater than 0,05.

3. **Paired samples Test**

Because the data is normally distributed, the researcher used t-test, namely the paired sample test, to find out whether by using the scattergories game the hypothesis on Ho is rejected or Ha is accepted as seen from significant tailed results.

Table 3. Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	Pre-Test – Post Test	-29.100	7.372	1.166	-31.458	-26.742	-24.965	39	.000

From table 5 the paired sample test, the researcher presents about results of the test indicate a significant difference between the pre-test and post-test scores. The mean difference of -29.100 shows about the post-test scores are higher than pre-test scores. The t-value of 7.372 and significance value of 0,000 indicate that this difference is highly statistically significant, with a p-value well below 0,05. Related to the above results, it was concluded that significantly different in improving students' vocabulary before and after using scattergories game. Because of that, the researchers believed that using scattergories

game is effective to improving students' vocabulary mastery at the eighth grade of SMPN Unggulan 2 Pulau Morotai.

Discussion

In this study, the writer applied the implementation of scattergories game in teaching English subject for the students of SMPN Unggulan 2 Pulau Morotai. The writer successfully collected the data using pre-test and post-test. The purpose of this research is knowing the effect of using scattergories game in teaching English to improve students' vocabulary mastery, this method could make them to be more motivated in mastering vocabulary and get more understanding. They are enjoying the learning, and could practice their English in daily life. From the results above it can be seen that there increase in students' vocabulary mastery by using scattergories game because scattergories game is fun effective learning, it can give students motivation to learn vocabulary, so that students easily accept the material given by the teacher.

This successfully results was relevant with the research by Unwakloy, Lekwael& Meyer (2022) they said sccatergories game is an appropriate starategy for teaching vocabulary mastery in the classroom. This starategy helps increase students' interest and enjoyment in learning, which makes them more involved in their vocabulary mastery The game helped students understand and memorize new vocabulary easily, and they were enthusiastic and engaged during the learning process.
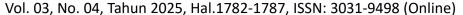
In the line with Nurlaili fauziah (2019) after conducting research at the eighth grade of MTs Jam'iyyatul Khair, it explained that Scattergories game is effective towards students' vocabulary knowledge. Increasing students' vocabulary knowledge using scattergories game in this study explained that there was a significant increase showen from the results in the control class and the experimental class, namely the control class (60,8) which was lower than the experimental class (69,4). This means that the scattergories game has influenced the vocabulary the experimental class during the treatment It means. there is significant effect of using scattergories game towards students' knowledge.

From the explanation above, it can be concluded that using scattergories game is very useful in improving students' vocabulary mastery, by encouraging them to think quickly and find various words in various categories based on certain letters, thus expanding their vocabulary contextually and creatively, in addition the interaction in this game also strengthens communication skills and understanding the meaning of words in a fun situation.

CONCLUSION

Based on the findings and discussion of the study, the researcher concluded that use of scattergories game was effective to improve students' vocabulary at SMPN Unggulan 2 Pulau Morotai. The student's vocabulary after conducting treatment, it could be proven by the students results in pre-test with mean score 51.40 and post-test of mean score 80.50, results of the test indicate a significant difference between the pre-test and post-test scores. The mean difference of -29.100 shows about the post-test scores are higher than pre-test scores. The t-value of 7.372 and significance value of 0,000 indicate that this difference is highly statistically

significant, with a p-value well below 0,05. It means that there was significant difference between vocabulary ability before and after using 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 minds to memorize vocabulary. Most of them get honour after answering the questions and enjoyed the material.

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