

**Using Scattergories Game To Improve Student's Vocabulary Mastery At
The Seventh Grade Of SMP Negeri 2 Tiakur**

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ABSTRACT

The study investigated the effectiveness of the Scattergories game in improving vocabulary mastery among seventh-grade students at SMP Negeri 2 Tiakur through classroom action research. The objectives were to assess the improvement in students' vocabulary and their responses to the game. The data collected through test and questionnaire, and the data analyzed quantitatively. The result showed that initially, students had limited vocabulary knowledge, reflected by low pre-test scores. After implementing the Scattergories game, students showed significant improvement, with post-test scores rising from 65% in the first cycle to 90% in the second cycle. The game helped students understand and memorize new vocabulary easily, and they were enthusiastic and engaged during the learning process. The study concluded that the Scattergories game is an effective method for enhancing vocabulary acquisition and recommended its integration into English teaching practices. Further research is suggested to explore its potential in other areas of English language learning.

Keywords: improving, vocabulary mastery, scattergories game.

INTRODUCTION

Learning English is very important because it has become an international language. Many countries use English as their second language despite the difficulties of studying it. In Indonesia, English is not considered a second language but a foreign language. Teaching English in this area should be more creative to raise students' interest in their learning process; thus, teachers must be innovative in teaching to put a solid foundation for students to build their knowledge in speaking fluently. It helps them to face all the technological advances in their future lives. According to Nappu (2017), Vocabulary is a group of words that create a language.

In Indonesia, English is not the primary language. It is a foreign language taught to students from elementary to Junior high school. To master it, the students need to master language skills: listening, Speaking, Reading, and writing. Besides, they should also master the language. Some of the language elements are Grammar, pronunciation, and Vocabulary. Master English Is Vocabulary. Thoughts, feelings, and ideas can only happen quickly with words. Vocabulary is one of the English sub-skills that must be taught to students because Vocabulary is essential for all languages—Karamoy (2018) said that Vocabulary is a collection of words used when learning a foreign language.

Therefore, Vocabulary is a key to communication with people around the world. If we 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 it is hard to understand what people say. Besides that, Vocabulary is used for conversation to make it easier to be active in this era where English plays an important role, and having a strong vocabulary is essential in supporting students' English language learning and communication. In the school setting, the English teacher plays a crucial role in teaching Vocabulary and preparing relevant materials to facilitate effective learning. Students need to comprehend and grasp the Vocabulary taught in class. A teacher needs effective techniques for teaching Vocabulary to enrich students' Vocabulary. When selecting which Vocabulary to teach, predicting what students require is crucial, but equally important is creating a sense of need for a word, according to Wahyu. Kusuma (2023) said the problem when learning English is that students are not yet accustomed to understanding English because students need to focus when learning. Then, they have yet to become accustomed to learning English every day. Vocabulary has a central role in learning language, and it is a crucial language component that language can master. Students must already be learning English, have a lot of Vocabulary, and will undoubtedly be more fluent in speaking, reading, listening, and writing. Experts give some definitions of Vocabulary. Vocabulary plays a significant role in language acquisition and is a crucial aspect language learners must master. According to Easterbrook (2013), "vocabulary" refers to the collection of whole words or the words that constitute a particular language or subject. This implies that it encompasses all the words utilized by speakers of a given language.

Based on the preliminary study at the seventh grade of SMP Negeri Tiakur, the researcher found that the students could not answer questions from the teacher because they lacked Vocabulary, they failed to understand the words, and when the teacher gave the words to them, they did not know the meaning. They were still stuck when they wanted to speak. In teaching vocabulary, there are many strategies, such as cooperative learning, word walls, clustering, and drilling, which teachers can use to improve students' Vocabulary. The researcher chose a creative game that could be used in the classroom. One of the games that can be used as a teaching

medium is the Scattergories Game. Four to six people play this game. Through the scattergories game, students can manage the words based on the categories. It also increases cooperation in learning Vocabulary. For example, the scattergories game requires students to move actively and compete with others. The second, the scattergories game, also has simple rules so that students can easily follow the instructions given by the teacher. The third is the scattergories game, which makes the experience of learning fun and less stressful. According to Mills (2016) in journal and Syafei (2018), the Scattergories game Is a board game for two or six players. Players try to list as many words that begin with a specific letter and fall into several categories as possible.

METHOD

This study employed classroom action research (CAR) to help teacher understand dynamics within their classroom and make informed decisions based on the findings. As stated by Burn (2010) CAR allowed teacher to address problems or hypotheses they encounter in their own teaching context. By documenting interventions and resulting positive outcomes, valuable informations can be disseminated. The researcher conducted at SMP Negeri 2 Tiakur. The participants were in the Seventh grade.

To analyze the data, the researcher used the measurement formula that was proposed by Arikunto (2006). The formula for analyzing the questionnaire is in the following:

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

Notation:

F = Frequency (Score)
N = The amount of students
100% = The constant number.

FINDINGS AND DISCUSSION

This action research was conducted in two cycle pre-test and post-test. In the first cycle and second cycle consisted of five meetings. The first cycle took place from the 6th to the 11th of May 2024, while the second cycle continued from the 14th to the 18th of the some month. Researcher administered a vocabulary pre-test to students' the test required the students to fill the blanks by selecting the most

suitable of fifteen multiple-choice and five essay questions and results were unitized to establish the baseline data and plan for the subsequent treatment or action the outcome.

The First Cycle

In the first cycle of the study, five meetings were conducted to improve students' vocabulary using the Scattergories game. The pre-test revealed that only one student achieved a good score (70-89), indicating a need for further vocabulary development among the rest of the students.

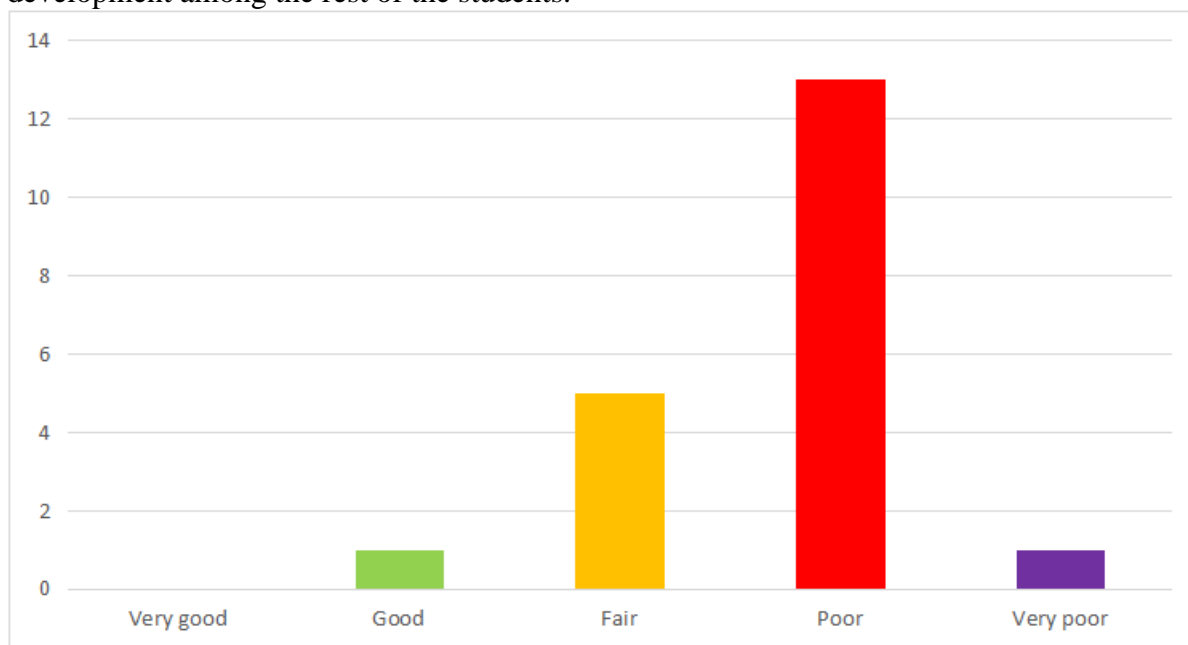


Figure 1. The students result of pre-test in the cycle

The majority (70%) of students performance on the vocabulary test was still low. The result did not achieve the standard criteria of success of action research which is 80% should be at good level. It seems that students are not yet to remember vocabulary well and write vocabulary correctly but students still make mistakes. So researcher thinking about continuing in the second cycle students can have a many vocabulary words, when learning in the class. Post-test results from cycle one showed slight improvement, with three students achieving very good scores and six students achieving good scores. However, the majority of students were still in the less-than-good category. The first cycle did not meet the desired outcomes, indicating that students still struggled with vocabulary retention and correctness.

The researcher decided to continue to a second cycle to further enhance students' vocabulary acquisition.

The Second Cycle

The second cycle involved implementing a category of games to improve student's vocabulary in the class and increase their engagement and attention toward their learning. Significant progress was observed when students were allowed to construct sentences using the names of the things in the classroom and the things in the bag. For them, in front of the class. These initiatives are successful. They sparked enthusiasm and participation among the students, who focused on vocabulary words. The researchers identified a lack of English vocabulary as one of the challenges faced by the students in response, and the researcher investigated the method of memorizing English vocabulary to address this issue effectively. The practice of their understanding of vocabulary also provided a platform for assessing and evaluating their progress. Based on the facts above, the research can conclude that students' categories of games are used as a teaching tool. Furthermore, the majority of students were able to overcome the challenges encountered in the first cycle. It is worth noting that the introduction and guidance for future teaching strategies of SMP Negeri 2 Tiakur generated enthusiasm among students, highlighting their positive attitude towards learning using this approach.

No	Classification	Score	Pre-test		Post-test 1		Post-test 2	
			Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1.	Very Good	90-100	0	0	3	15%	18	90%
2.	Good	70-89	1	5%	6	30%	2	10%
3.	Fair	50-69	5	25%	0	0	0	0
4.	Poor	30-49	13	65%	14	70%	0	0
5.	Very Poor	10-29	1	5%	0	0	0	0

Table 1. The rate percentage of student' score in the pre-test post-test 1 and post-test 2

The table 1 shows that students score on pre-test frequency. It shows that there were one student (5%) who received an adequate classification Good there were five students (25%) who received an adequate classification fair, there were 13 students

(65%) who received a proper inadequate classification poor, and there one student (5%) inadequate classification very poor. And also answer Vocabulary through scattergories game in post test cycle 1. There were two students (10%) who got a very Good classification; there were four students (20%) who got a Good classification, and 14 students (70%) who got a poor classification. After playing scattergories game to second cycle, in this study the researcher this play the students score on post test cycle 2 there Is an increase with scattergories game which received a score very Good classification 18 students (90%) and there only 2 students (10%) there were none of students (0%) who received fair, poor, and very poor.

The Result of Questionnaire

No.	Questions	Yes		No	
1.	Do you like learning English using scattergories game?	20	100%	-	-
2.	Learning with scattergories game use fun?	18	90%	2	10%
3.	Does learning scattergories game meke you active when learning English?	20	100%	-	-
4.	Learning through the scattergories game make you remember new vocabulary?	18	90%	2	10%
5.	Are you motivated to learn to use the scattergories game?	20	100%	-	-
6.	Does scattergories game reduces your bored?	18	90%	2	10%
7.	Learning to use the scattergories	20	100%	-	-
8.	Can you answer the teacher question with the scattergories game?	18	90%	2	10%
9.	Can learning to use the scattergories game overcome your difficulties when learning	20	100%	-	-

	English?				
10.	With the scattergories game you get a lot of new vocabulary?	20	100%	-	-

Table 2. The result of Questionnaire

The table summarizes students' responses to using the Scattergories game for learning English in the classroom. All 20 students (100%) enjoyed learning English using the Scattergories game and found it engaging. A significant majority (90%) found the game fun and believed it helped them remember new vocabulary, though 2 students (10%) disagreed. All students (100%) felt more active and motivated when learning through the Scattergories game, and they also believed it helped overcome difficulties in learning English. Additionally, 90% of the students felt that the game reduced boredom and enabled them to answer the teacher's questions effectively, while 2 students (10%) disagreed. Overall, the Scattergories game received overwhelmingly positive feedback from the students as an effective and enjoyable learning tool.

DISCUSSION

Scattergories game is an appropriate strategy for teaching vocabulary mastery in the classroom. This strategy helps increase students' interest and enjoyment in learning, which makes them more involved in their vocabulary mastery. In this study, several things have been inferred logically. First, both classes were inclined to have a similar problem. When conducting a pre-test, most of them were challenging to do because they were doing the test. The results of the pre-test were much poorer than the post-test. Because most of them were just blank, the teacher asked for their sheet. The cause might be a lack of vocabulary, weakness, or lack of spirit in learning. Second, after applying the scattergories game in the class. They showed their vocabulary improvement; most are more interested, motivated, confident, and confident in learning. The post-test of the teaching in the classroom showed excellent results as the conclusion, based on the result of this study. Scores were much higher after the treatment in the class, and the categories game increased their vocabulary mastery. The findings above are in line with some previous research findings.

According to Dorry. M. Gertrude (2042) said that categories of games achieve words where students can enrich the many words in their minds by dividing students into groups to play the game they can actively and when learning English. The enhancement proved it; the students' vocabulary could have been better, and most had difficulties memorizing it. At the end of the first cycle, some students still

made mistakes in mistakes stressing some syllables in the second cycle. The students' mistakes in stressing syllables decreased, and the words they memorized increased. Besides that, the student's attitude towards scattergories game software was exemplary. The results of the questionnaire answered by the students showed that most of them felt happy and were interested in learning about the game. Especially the Scattergories game. Software in applying categories games in learning vocabulary realia was used as media such as a realia of things in the classroom and stuff in our bag, animals, parts of our body, and fruit. The use of realia was beneficial to increase students' vocabulary mastery. Because it provides the actual object as a medium in teaching, the scattergories game can make the students happy during the learning process, and the scattergories game makes students active. They also know more about the meaning of words. According to Arif. Hasan. (2023) say that using categories of games is effective for teaching students. Vocabulary is proven from the pre-test and post-test results. The significant improvement in students' achievement was related to vocabulary mastery. After they received treatment using the categories game. This is shown in the calculation. They are using the test. From the analysis above, the researcher concluded that there was a significant difference between the pre-test and post-test results in students' vocabulary learning through the scscattergories game. In other words, using the categories game technique in teaching vocabulary can be used to improve students' vocabulary mastery and has a positive impact on students. Some factors influence success in increasing vocabulary mastery, but it depends on how the researcher or teacher handles it so that students don't get bored with language learning. The vocabulary game used in class is a very effective and supportive activity in improving students' language skills and proficiency. Unfortunately, this technique is challenging to apply in the classroom due to limited time and curriculum.

However, the Scattergories game application is beneficial and can be used to develop language learning and provide opportunities for students to practice communication. Therefore, it is suggested that teachers try some games, including this scattergories game, which might help their students improve their skills and help them achieve their goals, and at least try new things in teaching. Thus, the scattergories game can be an effective way to learn or develop students' vocabulary.

CONCLUSION

Through data analysis, the researcher found that playing the scattergories game can help students improve their vocabulary—research aimed to achieve a good level of vocabulary in the text by 90% of students. The research finding indicated that using category games effectively achieved this goal throughout two cycles. The research section elaborated on the progress made by students in their

vocabulary skills over two cycles and the effectiveness of the scattergories game. The scattergories game can make the students happy during the learning process. Scattergories games make students active; they also know more about the meaning of the words.

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