SCATTERGORIES GAME ON JUNIOR HIGH SCHOOL STUDENTS' VOCABULARY MASTERY IN LANGUAGE LEARNING

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ABSTRACT

This article aims to determine the effect of using Scattergories Game on students' vocabulary mastery. The method used is a pre-experimental design with a quantitative approach. The population that was the research subject was 8th-grade students at one of the MTs in Sampali. Consisting of 30 students in it. The researcher gave a pre-test - treatment – and post-test to all samples to collect the required data. After that, the data was processed using the T-test in SPSS. The result showed that there is a significant influence between variable X on variable Y and decision making because sig .000 <0.05 and the average score on the post test (25.36) was higher than pre-test (13.63). From the results of data processing carried out by researchers, it can be concluded that the Scattergories game has an effect on students' vocabulary mastery.

Keywords*: Effect, Scattergories Game, Vocabulary Mastery*

INTRODUCTION

Quoted in (Emiliana Putri, 2022), vocabulary is described as the words that one needs to know in order to communicate successfully. This includes both expressive and receptive words for speaking and listening (Aminatun & Oktaviani, 2019; Novanti & Suprayogi, 2021). The four language abilities that make up learning English are speaking, writing, listening, and reading. If we are able to become proficient in vocabulary, language skills can be useful. A person's vocabulary, which typically grows with age, is an important and practical instrument for learning and communicating (Agustin & Ayu, 2021; Booch et al., 1998; Muliyah, et al., 2021), mentioned in (Emiliana Putri, 2022). Gaining proficiency in

vocabulary is essential for communicating and constructing sentences in both one's own tongue and a foreign language.

Due to they lack language mastery, students frequently struggle with speaking, writing, understanding, and interpreting a sentence they read or hear. Vocabulary mastery is a difficult task for students, particularly for younger ones. Young learners have low capacity for vocabulary acquisition and memorization (Erya & Pustika, 2021; Mandasari, n.d.; Yulianti & Sulistyawati, n.d.), cited in (Emiliana Putri, 2022). Both internal and external factors may be reasons that require investigation. Teaching methods, the media that is used, and the surroundings are examples of external elements; learning styles, interests, and skills or abilities are examples of internal factors. Quoted in (Agustin & Ayu, 2021), developing one's vocabulary is crucial to learning the language. It is a crucial component in learning a foreign language (Ambarwati and Mandasari, 2020). It is quite difficult for students to understand sentences when they do not have a strong vocabulary since they are unable to respond to what they read or hear. Proficiency in language can enhance students' comprehension abilities.

English is a foreign language which is of course not the mother tongue of Indonesians, therefore many people, especially students in this study, often think that learning English is something difficult. According to incidents or problems found by researchers in the field since teacher training at one of junior high school, many students are less interested in learning English, this happens because they think that English lessons are difficult to understand, quite boring, and do not know many vocabularies. This causes when English lessons take place, students are lazy to take notes, do questions and so on. In today's increasingly advanced era, English has become a priority that everyone must have and be able to master. This is because we have to be able to follow existing developments. If we do not master English, then it becomes something that hinders us from competing in the world.

To find a solution to the problem being faced and explained above, namely the problem of students' vocabulary mastery, the researcher chose this topic to solve based theory that quoted in (Yudha & Mandasari, 2021), in order to be proficient in English, pupils must master language abilities as well as component skills. Language abilities include both production (speaking and writing) and reception (hearing and reading). Students must become proficient in component skills like grammar, pronunciation, and vocabulary in order to support those abilities (Chiriana). This is the reason for researchers, because vocabulary is one of the important components that must be mastered in order to master a language, especially English.

The problem solved with external factors, namely using learning media which aims to increase students' interest in learning so that they no longer assume that learning English is something difficult and boring, so that they can master many

vocabularies. The media used is a game called Scattergories game. The interest of students in games, as opposed to studying, is the source of inspiration for this media. According to Rohani, cited in Muhammad Afif (2017), it is a wise decision to utilize games as a medium to increase students' interest in practicing or learning anything because many students have a strong interest in them.

Scattergories game is a game that is played by coming up with one letter (initial), then the players will say or write a word that starts with the letter specified at the beginning. The word that is mentioned or written is a free word whose category has been agreed upon before starting the game, such as the name of noun, verb, adjective, and so on. This game can be played in groups. This game is considered a fun and interesting thing to do and can be connected to learning activities.

Researchers consider this research important to carry out, because to find out whether the media, especially in this research, namely using game media, will have an impact on students' interest in learning. The target that researchers want to achieve is to create an exciting and enjoyable learning atmosphere, as well as changing students' mindset that learning is boring, especially learning English which researchers have stated many times and is the main problem of this research is a difficult thing. As like previous research by (Yudha & Mandasari, 2021), they also analyzed of usage game to improve students' vocabulary mastery, but in this research tell more specific game that used on vocabulary mastery, that is Scattergories Game.

Researchers really want to solve the problem of vocabulary mastery in language learning, because if not, researchers are worried that students will find it difficult to keep up with current developments, which makes English a priority and an important thing for students to learn and master, so that they are able to compete in this increasingly advanced and continuously developing era.

LITERATUR REVIEW
Vocabulary

Vocabulary is an important aspect that needs to be taught and learned in learning a foreign language, because it is impossible to speak or communicate if you do not know many words. Vocabulary is all words that are owned, known and used by someone, all words contained in a language, all words that have their own meaning. According to Richards and Rodgers, cited in (Kordja & Kemenkes Makassar, 2023) vocabulary is an essential part of language competency and provides a range of foundations for how well kids speak, listen, read, and write. (Sari & Aminatun, 2021) cited Wallace as saying that vocabulary is crucial to learning English. Vocabulary, according to Krashen and Terrell, is the foundation of communication.

According to a comparable study by Staehr, which was cited by (Dakhi & Fitria, 2019), the quantity of vocabulary positively predicts the language skills of speaking, listening, reading, and writing, regardless of the degree to which it contributes. For novices, expanding their vocabulary is essential since it enables them to use language in a variety of settings, especially the classroom. Vocabulary learning is therefore crucial.

Mastery of vocabulary is the capacity to define terms accurately and utilize each word in a sentence according to Cameron, L., as reference in (Alfu et al., 2021). Vocabulary mastery, according to (Kordja & Kemenkes Makassar, 2023), is the capacity or whole understanding of a list or collection of terms that constitute a language. Accordance with the junior high school English curriculum, students must have a vocabulary of between 1000 and 1500 words in order to be proficient in both written and spoken English (Herdianti; Bambang & Mahpul).

Based on the statements and explanations above, the researcher concludes that vocabulary is the entire list of words that are owned, known, and used by someone to speak, write, and communicate something, so that readers and listeners are able to understand the intended meaning. This is very important to teach and learn, because it is the basis for communicating, both orally and in writing.

Scattergories Game

The goal of the board game Scattergories, which can have two to six players, is to list as many words as you can that start with a particular letter and fall into one of six categories.

How to play this Scattergories game and its guidelines, which are as follows:

1. Students divide into groups of two to six individuals, after which they choose the group's name.
2. Write down on paper or a whiteboard a list of categories for different kinds of vocabulary, such as nouns, verbs, adjectives, adverbs, etc.
3. Next, select a category, and the teacher will give the students instructions to select one letter at random from those that were previously set aside. Each group must be prepared to write as many words as they can that begin with the selected letter, taking into account the category that was initially selected.
4. All students have to cease writing when the allotted time runs out.
5. The instructor reviews their work. Students will receive one point for each correctly matched word that falls into the assigned letter and category.
6. The instructor logs the points earned by every group before moving on to additional letters and/or categories.

According to (Sari & Aminatun, 2021), there are benefits and drawbacks to adopting games as a teaching tool. The first benefit of incorporating games into the

teaching process is that it makes the classroom more enjoyable and increases student enthusiasm for learning. The second benefit is that carrying out educational activities becomes simpler and easier for teachers.

Teachers and students should be aware that there are a number of drawbacks to using games as a teaching tool in addition to the previously mentioned benefits. The first disadvantage is that students' extreme enthusiasm will make the classroom noisier during the teaching and learning process, which will make it harder to establish a conducive environment. The teacher's time to describe the lesson plan will be more constrained, which is the next disadvantage.

RESEARCH METHOD

The research location was at MTs YPI Subulul Huda Saentis that located on Jl. Musyawarah No. 220, Sampali. The researchers chose this location because had conducted pre-research during teaching training at the school, then the researchers discovered and experienced firsthand the problems that occurred and then had to be solved. This research uses a saturated sample, namely taking the entire population. The population of this study were all eight grade students of Mts YPI Subulul Huda Saentis consisting of 1 class with 30 students.

This research is used pre-experimental design by using quantitative approach. The purpose of pre-experimental study is 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. Pre- and post-testing for this single group was designed without the use of a control or comparison group.

This research, the researchers used test as instrument to collect data. It will be experienced pre-test, students will be given a test sheet containing 30 vocabulary questions (noun, verb, and adjective). There were 20 items of multiple choices and 10 items of gap-fill. It was applied to know at how well students comprehended English words. After taking the pre-test, students will get treatment, namely by playing the Scattergories game which of course is also about vocabulary (noun, verb, and adjective), it will be experienced as many 3 times. The researchers will be the guide in the continuation of this game and students must follow all the instructions given. Then, after receiving and carrying out treatment, students will be given more test sheet containing questions about vocabulary are same by the pre-test questions. At this stage the researchers hope that students will get a higher score than the score obtained in the pre-test.

After completing all stages well, starting from pre-test, treatment, and post-test, the final stage is analyzing the data. The researchers collected the results of students' work and tabulated the data on a Microsoft Excel, then the data was calculated using SPSS by T-test. This was done to find out whether Scattergories game can influence students' vocabulary mastery and how big the influence is.

Then, the results obtained are explained through a table of calculation results and explanations.

FINDING

In this research, researchers conducted a pre-test and post-test as a data collection technique. This was done to determine the differences obtained by students before and after being given treatment with the Scattergories game through scores obtained from answers to question sheets or research instruments. To see the differences, see the table below:

Table 1. Students' Frequency of Correct Answer

No.	Classification	Interval Score	Pre-test	Post-test
1.	Good	20-30	-	30 students
2.	Average	10-19	30 students	-
3.	Poor	1-9	-	-

The table above contains 3 classifications in measuring student abilities, namely in the categories good, average and poor. Then, each classification or category is determined by the number of scores or grades obtained by students in answering the questions or research instruments given. It can be seen that there were 30 students who got a score of 10-19 which was categorized as average in the pre-test, then in the post-test all students (30 students) got an average score of 20-30 correct answers, so they were classified into good category. So, it can be said that there is a significant difference between before and after treatment with the Scattergories game.

Then, after obtaining scores from the pre-test and post-test results, the researcher continued by carrying out statistical calculations via T-test in SPSS. This is done to see the average score obtained by students. The calculation results can be seen in the following table:

Table 2. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre test	13,63	30	2,632	,480
Post test	25,36	30	1,325	,242

Based on the data in the table above (Table 2) which was obtained from calculating the scores from the students' pre-test and post-test results using the T-test in SPSS, it was found that there were differences in the mean scores between before and after being given treatment to students using the Scattergories game as a learning medium to overcome students' vocabulary mastery problems. From the pre-test results, the mean students' score was 13.63, then after being given

treatment, the mean students' score was 25.36. So, there is a significant difference in the mean value of 11.73. For a more specific explanation, see table 2 below:

Table 3. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre test - Post test	-11,733	2,545	,464	- 12,683	- 10,782	- 25,250	29	,000

The results of the T-test in table 2 above show that the p-value or (2-tailed) obtained from the experimental class is 0.000. With the decision-making requirement that the sig value must be lower than 0.05 (sig. <0.05). The results obtained by researchers were 0.000, which means <0.05. In other words, there are significant differences and influences achieved by students regarding vocabulary mastery through the application of the Scattergories game as a learning medium in the classroom.

DISCUSSION

Before calculating the average score data using SPSS, it can be seen from the students' frequency correct answers (Table 1) that the students' scores only amounted to around 10-19, although they were not categorized as poor, but the students also could not be classified as good, so only got an average rating only. However, after treatment was carried out through the application of the Scattergories game in learning activities, the students' frequency increased to 20-30 correct answers in their post-test scores, so that now students were eligible to be included in the good category. This means that the treatment through the Scattergories game has an influence on students' vocabulary, so that they are better able to answer questions on the tests or research instruments given.

Then can be seen in paired sample statistics (Tabel 2) that there is an increase in the mean value of learning outcomes, namely the mean pre-test score of 13.63 increases to 25.36 in the post-test results. This means the mean post-test score is higher than the mean pre-test score (25.36 > 13.63). This happened because of the treatment given by researchers to students through the Scattergories game as many 3 times.

After knowing the mean value of the pre-test and post-test results, the researcher continued calculating the data using the T-test on IBM SPSS 21. This was done to prove the effectiveness and influence of the learning that had been

carried out. As a result of statistical calculations, the p-value or sig (2-tailed) = 0.000 is obtained, which means it is lower than 0.05 (0.000 < 0.05) as is in accordance with the decision-making requirements in the T-test, namely if p < sig.

Similar to the results of research on a research with a relevant title conducted by (Yudha & Mandasari, 2021), in their research it was stated that playing games can be a great way to learn new words. Games, on the other hand, are enjoyable and bring learning closer to acquisition, which helps kids learn in a more organic way. Students will find it easier to retain the language they have learned because of the memorable moments they have while playing the game. Students will be encouraged to retain the terminology in their long term memory. Students will be inspired to acquire English vocabulary by engaging in games. Additionally, it promotes and strengthens teamwork. In this instance, it is considered that students' opinions regarding vocabulary instruction in English using games will be enjoyable, engaging, demanding, and productive.

Added another relevant study by (Kordja & Kemenkes Makassar, 2023) about improving students' vocabulary mastery through the Scattergories game. In this research explained that there is a significant improvement of the students' showed by statistical result (0.000) was lower than (0.05). The scattergories game helped most students recall the words for longer, which increased their proficiency. The pupils' mean score on the pre-test was 32.20, and in the post-test, it increased to 84.27, according to the results.

Research on (Yudha & Mandasari, 2021) and (Kordja & Kemenkes Makassar, 2023) with a title that is relevant to the researcher can be said to be supporting data with the results and statements presented. Both provide significant results that there is an effect on students' vocabulary by applying the game as a medium or strategy used in learning activities.

CONCLUSION

Based on the data found by researchers and described above, it is proven that there is an effect of the Scattergories game on students' vocabulary mastery in language learning at MTs YPI Subulul Huda Saentis. The effect obtained is said to be a positive effect, as proven by the statistical results which have also been shown in sub. findings. The results of this research answer and are in accordance with the objectives expected by the researchers, namely that students need to improve their vocabulary mastery in order to better master English to face a very advanced era like today and researchers have done this by applying the Scattergories game in learning for students. However, the results of this research cannot be considered strong evidence, because the researchers only conducted research at one school in Saentis. Therefore, the researcher hopes that future researchers can use this as a gap for research with relevant titles.

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