Mengajarkan Kosakata dengan Menggunakan Game Scattergories pada Siswa Sekolah Menengah Pertama
Teaching Vocabulary by Using Scattergories Game to Junior High School Students

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ABSTRAK

Kata Kunci: Permainan Scattergories, Mengajar Kosa kata, Kosa kata.

ABSTRACT
A significant role in a study of languages is taken by vocabulary. It consists of words list and certain aspects such as meaning, use of words, pronunciation that people use to communicate. The more vocabulary people have, the more they can read, listen, speak and write. In learning process, teacher has a very important role in teaching vocabulary. A role in facilitating language learning is played by teaching media. There are many teaching techniques and one of them is Game. One of the games that can be used as a teaching technique is scattergories game. This study examined students’ vocabulary mastery using scattergories game. This study was conducted using quantitative method. Data was collected by using a vocabulary test, consisting of pre-test and post-test. The sample of this research was the seventh-grade students of SMP Pesantren Modern Tarbiyah. The result of the study shows that the students’ mean score of the post-test was higher than the pre-test, in which the mean score of the post-test was (65,5417), while the pre-test was (35,8750). the null hypothesis (Ho) is rejected, and the alternative hypothesis of this research (H1) is accepted. Based on the result of analysis, it can be concluded that there is a significant improvement of using the scattergories game towards the students’ vocabulary mastery at the seventh-grade of SMP Pesantren Modern Tarbiyah Takalar in the academic year 2020/2021. This research contributes to teaching and learning English at the junior high school level, especially in vocabulary aspect. It is intended to create some variations in teaching for the English teacher, to improve students’ knowledge of vocabulary in a fun way, and to encourage other researchers to undertake such kind of research in the future.

Keywords: Scattergories Game, Teaching Vocabulary, Vocabulary.
1. INTRODUCTION

People use a language to communicate with one another. Through the language, they can show their expression, convey their ideas, thoughts, and feelings. Language makes someone easy to get their way and understand the desires of others. To be able to do it well and smoothly, someone needs to use the same language as the speaker. The language that is widely known in various countries is English. It is universal language that is used to interact with people around the world. In Indonesia, English is not the main language. It is a foreign language that is taught to the students from elementary school until high school. To master it, the students need to master language skills. Those are listening, speaking, reading, and writing skills. Besides, they should also master language elements, they are grammar, pronunciation, and vocabulary. One of the language elements that is needed to master English is vocabulary.

Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign (Murcia, 2001). In other words, vocabulary can be seen as the primary component in language learning because it will develop other language skills, namely listening, speaking, reading, and writing skills. Consequently, English students should enrich their vocabulary because it will influence them in communicating in English. Without words to express thoughts, feelings, ideas, etc., communication cannot happen effectively.

Teaching media plays a role in facilitating language learning. The media is very influential in creating a more tangible atmosphere, students will see and feel the objects directly that is used in learning. One of the teaching media that can be used is board games. A game is a fun activity that brings enjoyment. As a teaching medium, the game helps encourage students to keep up their enthusiasm and learning.

One of the games that can be used as a teaching medium is scattergories Game. This game is played by four to six people. Through the scattergories game, students can manage the words based on the categories. It also increases cooperation to work together with their team. It builds an active learning process.

Based on the explanation above, the researcher wants to apply scattergories game in teaching vocabulary. This research also has differences from the previous studies. The title of the research is “Teaching Vocabulary by Using Scattergories Game for Junior High School Students”

2. LITERATURE REVIEW

2.1. The Concept of Vocabulary

(Hatch & Brown, 1995) state that “vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use.” (Hatch & Brown, 1995) also, state that “vocabulary is the only system involved in alphabetical order.” From the definition above, it can be concluded that vocabulary has an important role in language learning.

The first step of learning a language is by learning vocabulary. Vocabulary allows people to express their thoughts, feelings, and ideas.

2.2. The Concept of Game

Some linguists have described the term game. (Richards & Schmidt, 2010), for example, define game “as an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language.” (Hadfield, 1990) also describes games as an exercise with rules, aim, and an aspect of enjoyment.

On the basis of the above description, the researcher concludes that game is an activity that brings enjoyment yet on the other hand, it can also be a lesson to be fair, competitive and cooperative.

2.3. The Concept of Scattergories Game

Scattergories game is a game that is originally published by Parker Brothers in 1988. A few years later, Hasbro purchased Parker Brothers and published the game worldwide under their name Milton Bradley. Scattergories game is a branch of a board game

According to (Yuliansyah & Syafei, 2018), here are several factors why scattergories should be used in
learning vocabulary, such as: First one is that scattegories game requires students to move actively and compete with others. The second, the scattegories game also has simple rules so that students can easily follow the instructions given by the teacher. The third is the scattegories game makes experience of learning become fun and less stressful.

(Diana, 2010) mentions the disadvantages of using a game in the classroom activities. First disadvantage of using game is class become noisy. The second one is that the teacher has limited time to explain the subject matter.

On the basis of the previously mentioned explanation, it can be sure enough to conclude that there are many advantages of scattegories game. However, there are definitely also disadvantages of using this game.

3. RESEARCH METODOLOGY

3.1. Research Design
This research applied the “pre-experimental method in which the data were collected through a vocabulary test by using one group pre-test and post-test design” (Gay, E.M, & Airasian, 2000). This research involved a pre-test (O₁) and then applied the treatment before giving a post-test (O₂). The formula is presented in following line:

\[ O₁ \times X \to O₂ \]

Where: O₁: Pre-test
X: Treatment
O₂: Post-test

There were two variables in this research, namely: independent and dependent variables. The use of scattegories game in teaching English vocabulary is the independent variable. The dependent variable is students’ vocabulary mastery which refers to the learners’ ability on how to understand the meaning of words, spelling, and words use correctly and appropriately.

According to (Arikunto, 2010), “population is the whole subject of the research.” It means that the population of this research was the first-grade students of Pesantren Modern Tarbiyah Takalar, academic year 2020/2021. The population consists of three classes. The researcher used a purposive sampling technique. (Sugiyono, 2012) explains that purposive sampling is a technique for determining samples with certain considerations. Therefore, the researcher took one class of the population as the sample of the research. The sample was selected purposively because it was determined by the teacher.

4. FINDINGS AND DISCUSSIONS

4.1. Findings
The research findings are related to all of the data analysis obtained from the research instrument consisting of the pre-test and post-test. The first data were collected through a pre-test, and the aim was to know the student's previous vocabulary mastery, while the second data were collected through the post-test to examine the student's vocabulary mastery after being taught by using scattegories game. The data that the researcher used in this research was 24 students’ pre-test and post-test scores. The description of the data is presented as follows

1. The Distribution of Frequency and Rate Percentage of the Students’ Pre-test and Post-test Scores

The students’ scores of the pre-test and the post-test are classified into some criteria. They are presented in the table below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification</th>
<th>Range</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>1</td>
<td>Very Good</td>
<td>93-100</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Good</td>
<td>84-92</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Average</td>
<td>75-83</td>
<td>1</td>
<td>4.16%</td>
</tr>
<tr>
<td>4</td>
<td>Poor</td>
<td>&gt;75</td>
<td>23</td>
<td>95.83%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 1
Classification of students’ score

Table 4.1 shows the student’s scores in the pre-test and post-test sessions. The pre-test result showed that only one student got an average score, and the rest got “poor” scores. After the treatment session, the tabulation data of the post-test showed that there was a significant improvement when compared with the pre-test result. The post-test result showed that there were two students (8.33%) who got good scores, 8
(33.33%) students got average scores, and 14 (58.3%) students got “poor” scores.

2. The Mean Scores and Standard Deviation of the Students’ Pre-test and Post-test

Table 2
Mean Score and Standard Deviation

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>35.8750</td>
<td>16.6059</td>
</tr>
<tr>
<td>Post-Test</td>
<td>65.5417</td>
<td>12.85362</td>
</tr>
</tbody>
</table>

Table 4.2 showed the statistical summary of the students’ mean scores and standard deviation of both pre-test and post-test. It showed that the total mean scores of the students’ pre-test was 35.87 and the standard deviation was 16.60, on the other hand, in the post-test, the mean score increased to 65.54 and the standard deviation of it was 12.85, it can be concluded that the mean score of the students’ post-test was higher than the mean score of the students’ pre-test.

4.2. Discussions

This part deals with the interpretation of the findings. This research aims at finding out the extent to which the use of scattergories games improves the vocabulary mastery of first-grade students of SMP Pesantren Modern Tarbiyah Takalar. Scattergories game is a game originally published by Parker Brothers in 1988. Several years later, Hasbro bought Parker Brothers and published the game worldwide under their name Milton Bradley.

To determine the extent of the Scattergories game in improving vocabulary mastery of the students of SMP Pesantren Modern Tarbiyah Takalar, the researcher tried to compare the result of the students’ pre-test and post-test scores. From the data analysis in the previous section above, it can be interpreted that there is a significant improvement between the pre-test and post-test mean scores. From the hypothesis testing using the SPSS 22 version above, the researcher got the results that the students’ post-test had a higher score than the pre-test. It means that the use of scattergories game can improve students’ vocabulary mastery.

This increase was obtained because of the many advantages of using the scattergories game. The following is an explanation of the advantages of the scattergories game.

1. Advantages of Using Scattergories Game in Teaching Vocabulary

There are some advantages of using scattergories game in teaching vocabulary. The students were enthusiastic and delighted to play the game because it is played in groups and created very interesting competition between one group and another. As stated by (Yuliansyah & Syafei, 2018), the game makes the teaching and learning process more fun and less stressful. Besides, they don’t need to be ashamed or afraid of making mistakes because they can help each other.

In addition, this game is easy to understand because this game has simple rules so that students can easily follow the instructions given by the teacher. According to my observations, students immediately understood the procedures in playing this game in one explanation. They understood quickly because they felt familiar with this game which has similarities to the Pancasila Lima Dasar game. This is very convenient as not much time is spent explaining the procedure. They are even more confident because they have mastered how to play the game.

The other advantages of using scattergories game also came from the researcher’s observation during the research. First, it makes the students become active. For instance, in the treatment process, the students compete to convey their answers. They provide opportunities for each member of the group to talk. Almost all students are involved in the game because they take turns with each other. They exchange knowledge and discuss with each other in thinking of the most creative answers in order to earn points and win games.

Second, it increases students’ confidence. They are not shy about expressing their opinions and asking questions about things they still don’t understand. And the third, it increases the students’ learning motivation.
They are motivated to study harder because there is competition and they want to win it.

2. Disadvantages in Teaching Vocabulary using Scattergories Game

In teaching vocabulary using the Scattergories Game, there are not only advantages but also disadvantages. The following line is a more detailed explanation of it.

During the treatment, the researcher faced several obstacles in teaching vocabulary using scattergories games. Students were very noisy when the researcher was preparing the game and while playing. As stated by (Diana, 2010), the disadvantage of using a game in the teaching and learning process is the class becomes noisy. They were very enthusiastic when playing and each group competed to deliver their answers. When they were right, they shouted their joy, and when they lost they showed their sorrow.

Also, some students do not cooperate well in groups. There were students who did not agree with the distribution of their groups because they felt that their friends could not cooperate with them. To overcome the obstacles, the researcher was assertive towards students who are noisy and provided more understanding to students who cannot cooperate so that they could work together in groups.

3. Limitations of the study

This research has some limitations within which the findings need to interpret carefully. Some limitations of this research should be mentioned. First, vocabulary mastery in this research focuses only on word meaning, spelling, and use of words. Second, this research applied the pre-experimental method using one group pre-test and post-test design. Third, the result of this research may not be generalizable because the sample was restricted to SMP Pesantren Modern Tarbiyah Takalar grade VII.

In the end, the researcher concludes that based on the results of data analysis using a scattergories game in teaching vocabulary for grade VII students of SMP Pesantren Modern Tarbiyah Takalar, it was effective.

5. CONCLUSION

Based on the results of the research and discussion in the previous chapter, the researcher concludes that the use of scattergories game improves the vocabulary mastery of the seventh-grade students of SMP Pesantren Modern Tarbiyah Takalar.

Teaching vocabulary requires active student involvement which is driven by the use of engaging teaching strategies. This research contributes to teaching and learning English at the junior high school level, especially in vocabulary aspect. It is intended to create some variations in teaching for the English teacher, to improve students’ knowledge of vocabulary in a fun way, and to encourage other researchers to undertake such kind of research in the future.

REFERENCES


