IMPROVING STUDENTS' VOCABULARY MASTERY USING SCATTERGORIES BOARD GAME AT SECOND GRADE OF SMP N 4 BUKITTINGGI

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ABSTRACT

The purpose of this study was to use the board game Scattergories to help pupils become more proficient with vocabulary. Furthermore, the purpose of this study was to determine whether or not playing the board game Scattergories may help eighth-grade students' vocabulary mastery. The study was conducted as a collaboration Classroom Action Research (CAR). After that, the researcher completed this action research in the classroom while working as a teacher and researcher. The planning, execution of the action, observation, and reflection phases comprised the two cycles of this classroom action research process. A vocabulary assessment and observation were used to gather study data. Each cycle's final assessment is presented to students in the form of a post-test. The research focused on the eighth-grade English students at SMPN 4 Bukittinggi. 32 pupils made up the whole group of pupils in the class. The analysis's findings demonstrated that teaching pupils to play the board game Scattergories helps them become improved with words. This was demonstrated by the students' learning test results after two cycles of observation checklist use. Activities related to the learning process should be improved as results of the observations made throughout cycles I and II of this research. The learning outcomes for the pupils that were acquired via this study indicated improvement. The class average score on the first ability exam (pre-test) was 62.5, as reported by the pupils. The average score for the class was 73.59, which was the result that the students received in cycle I (the post-test). Students' cycle II results show that the class average was 82.12. Based on the data from cycles I and II, students' learning outcomes have improved, and they have met the completeness requirements. 75 is the completion criterion (KKM). It is also possible to make the conclusion that employing the scattergories board game might help pupils become more proficient in language.

Keywords : *Scattergories Board Game, vocabulary Mastery, English Learning*

INTRODUCTION

Vocabulary is defined as the compilation of words and phrases endorsed for use by an individual or a group. It plays a fundamental role in communication and language acquisition (Nation Chung, 2009). Vocabulary encompasses not only the words themselves but also instructions on their usage, pronunciation, and spelling. Therefore, a comprehensive and varied vocabulary is imperative for effective communication and comprehension in a specific language (Schmit, 2022).

Mastering vocabulary is a key element in the process of learning English. A lack of vocabulary could result in challenges across speaking, reading, listening, and writing tasks. The mastery of vocabulary is essential for language learners to develop familiarity with a language, specifically English. This proficiency in vocabulary is particularly critical for students in junior high school (Syafitri W, 2017).

Mastery of vocabulary is a crucial component in attaining proficiency in English as a second language. It signifies the students' ability to understand and apply the meanings of words. The greater the range of vocabulary that students acquire, the more proficient they become in their language skills. Conversely, a limited vocabulary can hinder students' progress in mastering English.

According to Scott Thornbury, the importance of vocabulary learning that students cannot make communication without grammar, but it is impossible for student's communication if they don't have any vocabulary. Indeed, people need to use words to express themselves in any language. If learners learn English from grammar alone, without learning much vocabulary, they will know grammar but they will have difficulty communicating well. If students just have a little vocabulary, they will not be able to communicate with others or explain their own opinions. Additionally, having a large vocabulary and studying it support pupils develop other abilities.

Based on the preliminary research by conducting observation on Monday, May 22, 2023 in class VIII.E at SMPN 4 Bukittinggi, the researcher found several problems. The first problem was when the teacher teaches in the classroom the teacher gives the students a text that contains descriptive text, after the teacher explains the text, many students still do not understand the meaning of the text, when students ask about difficult vocabulary the teacher only shows some and tells the rest to look it up in the dictionary independently. So, every time students ask about difficult vocabulary, the teacher more often tells them to look it up in the dictionary.

The second, the teacher has used video media in learning but students are not enthusiastic and do not feel interested in ongoing learning and also that there are still many student scores that are under the average which is KKM 75 with main score 62,5. Third, many students were silent when the teacher asked them because they did not know how to respond to the teacher's questions due to their lack of vocabulary, therefore they had difficulty in speaking or responding because the students did not know what words to say. The last, a lot of students have trouble understanding words because they're not familiar with them because they're not interested, it's hard for them to pay attention, put in enough effort, and take the time needed to practice and get better at the language. This difficulty causes to problems remembering words.

The problems faced by students in learning vocabulary must be resolved, as mastering in vocabulary is crucial for progressing to the next level or grade. To address this, researcher could employ more effective methods, such as integrating games into teaching to enhance students' vocabulary. The use of games has the potential to increase interest and make English learning,

especially in terms of vocabulary, an enjoyable experience for students. The game will help the students improve their motivation to learn vocabulary, so they will be more serious about learning English. One of the games a teacher can use to teach vocabulary is the Scattergories game. According to Jeffrey P. Hinebaugh2, common board game scattergories is seen as having a positive effect on pupils' academic performance. The goal of the game Scattergories is to name each object in a set of categories in a unique way within a specific duration of time after being given a beginning letter. The purpose of this game is to see the number of pupils can quickly acquire vocabulary and attempt to describe what they write in English. The Scattergories game was selected by the researcher because it is seen to be a useful tool for increasing pupils' vocabulary. The Scattergories games should be utilized to teach vocabulary for a number of reasons. The first is the Scattergories game, which encourages students to think critically and communicate with others more. It also allows them to compete with peers while actively learning English. The second is that pupils can easily follow the rules of this game. The Scattergories game has a favorable effect on the process of learning English because, third, it makes teaching and learning more engaging and less stressful.

METHOD

This study, which involved 32 students in class VIII.E at SMP N 4 Bukittinggi, employed a collaborative CAR approach to enhance vocabulary knowledge using the Scattergories board game. Planning, acting, observing, and reflecting are all included in the Kemmis and Taggart approach, which was used to perform the study in cycles. Expert-validated pre- and post-tests, together with observation checklists, were among the tools used. Tests and observations were used as data gathering techniques, and both quantitative and qualitative methods of data analysis were utilized to assess how much the vocabulary of the pupils had improved.

RESULTS AND DISCUSSIONS

In this Classroom Action Research (CAR), the researcher became the one who teach in the front of the class, while the English teacher became observer to observe the student activity. The subjects of this research were all students of class VIII.E at SMPN 4 Bukittinggi which amounted to 32 students. This research was conducted in two cycles. Every cycle was held on three meetings.

Research Finding

This section aims to answer research questions. To see whether there is an improvement in students' vocabulary in using the scattergories board game, it can be seen from the post-test scores in cycle I and the post-test scores in cycle II. The comparison of the scores of the two cycles can be seen in the tabulation below.

Table 1. Comparison Students' Score in Cycle I and Cycle 2

	Cycle 1	Cycle 2	Range
Mean Score	**73.59**	**82,12**	**7.48**

Based on Table 1, it can be concluded that there is a significant improvement in students' vocabulary tests from cycle 1 to cycle 2. This is evidenced by the acquisition of the results obtained from the vocabulary post-test 1 to the vocabulary post-test 2. Which almost all students' scores increased. So, from the calculation above, it can be concluded that the learning activities for the two cycles were successful.

After the comparison of student scores on the post-test cycle I and cycle II was known or obtained, and the data was obtained that there was an improvement in student scores in cycle I and cycle II, it was determined whether there was an improvement student's vocabulary mastery using scattergories board game in class VIII.E at SMPN 4 Bukittinggi with the following formula.

$$P = \frac{X2 - X1}{X1} \text{ x } 100\%$$

Note:

P = Percentage of the students score improvement

X1 = The mean of score of cycle 1

X2 = The mean of score of cycle II

From the above formula, the data can be processed as below.

$$P = \frac{82.12 - 73.59}{73.59} \text{ x } 100\%$$

$= \frac{7.93}{73.59} \text{ x } 100\%$

= 11.57%

From the result obtained from the formula above, it can be concluded that the findings of this research have answered the research question of this research. This was indicated by the significant difference in scores in the post-test cycle I and post-test cycle II. This means that the four steps in learning activity, namely, planning, implementation of action as much 3x meetings, observation as much as 2x have helped and were able to help students improve students' vocabulary mastery using scattergories board game.

Student scores on the post-test cycle I and cycle II in this research were also compared with the observation results of both cycles in the table below.

Table 2. The Comparison of Observation in Cycle I and Cycle II

No	The Students Activities	Cycle 1		Cycle 2	
		Yes	No	Yes	No
	Pre-Learning				
1.	Students get ready to learn	✓		✓	
2.	Students pray together before starting the lesson	✓		✓	
3.	Students take attendance	✓		✓	
	While-Learning				
4.	Students and teacher discuss and review last week's material.	✓		✓	

5.	Students answer simple questions from the teacher	✓	✓
6.	Students form 5 groups	✓	✓
7.	Students get the Scattergories paper that has been given by the teacher	✓	✓
8.	Students listen to the procedure of the scattergories game explained by the teacher	✓	✓
9.	Students start playing Scattergories game	✓	✓
10.	Students get a time limit when playing scattergories game	✓	✓
11.	Students get a random alphabet from the teacher	✓	✓
12.	After the time is up, students must immediately put down their pens and read out their respective answers	✓	✓
13.	In each team students share their answers. For each correct answer based on the letter and category, they get 10 points. For every wrong answer they get no points.	✓	✓
14.	After the game is over students receive an assessment from the teacher	✓	✓
15.	The group that has the highest score will be the winner	✓	✓
16.	Students together with the teacher give feedback after playing the scattergories game.	✓	✓
17.	After the game is over students open the student handbook	✓	✓
18.	Students listen to the teacher's explanation about the material learned	✓	✓
	Post-Teaching		
19.	Students and teachers summarize the learning material together	✓	✓
20.	Students receive information that has been given by the teacher for the next material	✓	✓
21.	Student representatives lead prayers to end learning	✓	✓

Based on the observation results from both cycles, it can be concluded that the learning process using the Scattergories board game has improved, and ran smoothly and successfully. This is evidenced by the observation results, where the level of student activeness in Cycle II is better or more improved compared to Cycle I because in Cycle II, students are more active, willing to ask questions, and better understand the learning material. In other words, in Cycle I, the learning process was still difficult to organize, and students were still doing other activities besides learning activities, while in Cycle II, all students could be invited to work together and be compact during the learning process. This is what caused the learning process in Cycle II to be much better than the learning process in Cycle I.

Based on the findings, it can be concluded that the research question in this research has been answered. The answer to the research has been answered. The answer to the research question in this research was that there was an improvement in students' vocabulary mastery using the Scattergories board game. The improvement of students' scores can be seen from the improvement

of students' post-test scores in Cycle II. Therefore, this research stopped at Cycle II, or only two cycles.

The findings of this study indicate that there was a significant improvement in students' vocabulary mastery using the Scattergories board game. This improvement was evident from the comparison of students' scores in the post-test cycle I and cycle II. The mean score of cycle II (82.12) was higher than that of cycle I (73.59), with an average improvement of 7.48 points. This suggests that the learning activities using the Scattergories board game were successful in improving students' vocabulary mastery. The observation results also support this finding, showing that students were more active and engaged in the learning process in cycle II compared to cycle I. In cycle II, students were more willing to ask questions and better understood the learning material, leading to a more organized and compact learning process.

The results of this study also suggest that the four steps of the Kemmis and Taggart model, namely planning, acting, observing, and reflecting, were effective in improving students' vocabulary mastery. The planning stage involved the preparation of the learning materials and the design of the learning activities, while the acting stage involved the implementation of the learning activities using the Scattergories board game. The observing stage involved the collection of data through observations and tests, and the reflecting stage involved the analysis and interpretation of the data.

According to Muhammad Afif Husain[3], states that "The use of Scattergories Game is effective for teaching students' vocabulary, it is proven that from the pre-test and post-test results. The significant improvement of student achievement was related to vocabulary mastery after they received treatment using the Scattergories game". In addition, the game also increases students' learning motivation in a fun and interactive way, thus helping to increase students' interest in learning and engagement in the teaching and learning process. Thus, the use of Scattergories game can be an effective strategy in improving students' ability to master vocabulary.

According to Wiraldi, states that "Using scattergories game technique in teaching vocabulary can be used to improve students' vocabulary mastery and has a positive impact on students. Scattergories game can be an effective way to learn or develop students' vocabulary". In conclusion, the Scattergories game technique is an effective method to improve students' vocabulary acquisition. This technique not only helps students expand their vocabulary knowledge but also has a positive impact by increasing their engagement and motivation in the learning process. The game offers a fun and interactive approach, which makes students more motivated to learn and actively participate.

This study shows that the use of Scattergories game is effective in improving students' vocabulary mastery. This is indicated by the increase in post-test scores in Cycle II compared to Cycle I, as well as the increase in students' involvement in the learning process. The results of this study are in alignment with the opinions of experts such as Muhammad Afif Husain and Wiraldi who stated that Scattergories is an effective method to improve students' vocabulary. The game not only helps students in expanding their vocabulary but also increases their enthusiasm and participation in the learning process. Based on the results of previous research and the results of this research, it can be concluded that the findings of this study indicate that the use of the Scattergories board game in teaching vocabulary mastery was effective in improving students' vocabulary mastery. The study stopped at cycle II, as the improvement in students' scores was significant and the learning process was successful.

CONCLUSIONS

After conducting classroom action research using the Scattergories board game, the study concludes that the application of this game can significantly improve students' vocabulary skills in Class VIII of SMPN 4 Bukittinggi. Furthermore, students' improvement after applying the Scattergories board game in vocabulary mastery can be seen from their achievement in each cycle. After being used in the learning process, their achievement increased. This can be proven by the pre-test and post-test scores in each cycle. In Cycle I, the pre-test score was 62.5 and the post-test score was 73.59. Because it had not yet reached the minimum completion criteria (KKM), Cycle 2 was carried out with an average increase of 82.12. This means that there is a significant difference between the Cycle 1 and Cycle 2 scores. Based on the results obtained, the question of this study was answered. In addition, the Scattergories board game increased students' activeness and confidence. The students were active in carrying out the learning and they were enthusiastic in playing the game. This shows that the Scattergories board game can be a challenging and engaging tool in English learning for students of Grade VIII of SMPN 4 Bukittinggi.

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