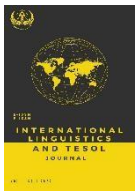

International Linguistics and TESOL Journal Vol. 2 No. 2 2023
Available online at https://www.ejournal.warmadewa.ac.id/index.php/iltes
DOI: https://doi.org/10.55637/iltes.2.2.9373.60-69

INCREASING STUDENTS' ENGLISH VOCABULARY THROUGH SCATTERGORIES GAME

Septry R. Nawa Riwu, Seprianus A. Nenotek, Norci Beeh, Abdul Kadir Kesi
English Education Study Program Teacher Training and Education Faculty Artha Wacana Christian University, Master of Linguistics Study Program, Universitas Warmadewa
Email: septrynawa@gmail.com, seprianusnenotek@ukaw.ac.id, norcibeeh@gmail.com,abdulkadirkesi@gmail.com

Abstract
The purpose of this study is to determine whether the Scattergories Game helps ninth-grade English language learners at SMP Negeri 1 Sabu Barat increase their vocabulary. In order to achieve the study's objective, the researcher performed a few steps. To collect information for the study, the researcher used a test. The methods for collecting data are pre-testing, treating patients in a single session, and post-testing after the session. Given that the Scattegories game's t-count value is 5.221 points greater than its t-table value of 2.045 at a significant level of 0.05 or 95%, the study's findings suggest that the game may help students' vocabulary in English. As a result, the alternative hypothesis (H1) is accepted and the null hypothesis (HO) is rejected. It implies that pupils' English vocabulary can grow through the Scattegories game.
Keywords: Vocabulary, scattergories, game, English learning

INTRODUCTION

One of the most important aspects of teaching and learning a language these days is developing one's vocabulary, particularly when learning a foreign language like English. Students' vocabulary has a big impact on how well they communicate and how well they understand both written and spoken language. According to Harmer (1991:135), vocabulary serves as the language's vital organs and flesh if grammar and structure are important in creating the language's framework. This implies that mastering vocabulary is essential to learning English because no one can communicate without it. Without vocabulary or words to express ideas or have a broader meaning, communication in a foreign language is meaningless, regardless of how well someone learns grammar.

Vocabulary is complex for students and requires a long process and time. Many students have difficulty learning new vocabulary, which can hinder their overall language proficiency. According to Thornbury (2002:27), several factors cause vocabulary difficulties: pronunciation, spelling, length and complexity, grammar, and meaning.

Ninth-grade students at SMP Negeri 1 Sabu Barat almost experienced the same thing, according to the result of an initial interview. The researcher interviewed an English teacher who had taught for three years; he said that he experienced several challenges in teaching English, including students who were more dominant in speaking the local language because parents did not accustom their children to using Indonesian and a lack of English literacy because at their previous school or when they were still in elementary school, there were no

lessons and no introduction to English, those things that cause students' lack of knowledge of vocabulary. In addition, he said that students often make several mistakes, including mispronouncing vocabulary in English and writing vocabulary based on what the teacher pronounces.

Based on the problems experienced by students, the teacher must find a way to get students out of the problems they face when learning vocabulary and make them enjoy learning it (Kana et al., 2023). The main problem when learning English, including vocabulary, is the teaching and learning process, which is not exciting and fun for students (Beeh & Baun, 2022). Using games is one of the current innovative techniques researchers found that can be applied to teaching English vocabulary.

One teaching strategy that can be used in the game is mainly for vocabulary learning. According to Hadfield (1987:3), a game is an activity that has objectives, rules, and a fun component. Since games mimic how students will use language in real life, they are an excellent tool for language practice. Hadfield (1987:7) suggests the following games for use in English language instruction: A game should provide students with opportunities to study, practice, or review specific language materials; it should also incorporate "friendly" competition; keep all students interested and involved; and encourage them to focus on language use rather than language acquisition. Above all, a game should be more than just fun. Thornbury (2002:102) says useful games encourage learners to remember words, preferably quickly or consistently. These claims imply that the role of the teacher as a facilitator is to select appropriate games that will enhance the teaching and learning process while considering the students' needs. Games allow teachers to create a playful learning environment and encourage student participation (Nenotek & Benu, 2022). The researcher claims that one game that can be used to teach vocabulary is the Scattergories game.

The Scattergories game is an educational game that encourages students to expand their vocabulary, which teachers could use to teach vocabulary. This game involves identifying words from different categories that start with a specific letter. The game challenges players' or students' creativity and critical thinking skills, and the Scattergories game is a great way to help students learn new words and develop their language skills..

RESEARCH METHODS

Results of the Pre-test and Post-test

The following table presents the pre-test scores (Y1) before treatment and the post-test scores (Y2) after treatment of both control and experimental groups.

Table 1. Result of pre and post-test

No	Experimental Group			Control Group		
	Name	Y1 (Pre-test)	Y2 (Post-Test)	Name	Y1 (Pre-test)	Y2(Post-test)
1	S1	40	85	S1	65	95
2	S2	70	90	S2	20	40
3	S3	85	90	S3	50	85
4	S4	35	75	S4	30	40
5	S5	50	90	S5	65	95
6	S6	55	90	S6	60	90
7	S7	80	95	S7	35	40
8	S8	30	60	S8	45	50
9	S9	55	90	S9	30	30
10	S10	30	65	S10	20	35
11	S11	55	85	S11	20	35
12	S12	70	100	S12	20	30
13	S13	70	85	S13	45	60

14	S14	60	80	S14	40	65
15	S15	45	85	S15	40	80
16	S16	85	100	S16	40	60
17	S17	30	70	S17	45	55
18	S18	35	90	S18	40	55
19	S19	70	85	S19	45	60
20	S20	70	80	S20	55	60
21	S21	35	75	S21	65	65
22	S22	65	100	-	-	-
23	S23	60	85	-	-	-

Table 2 Statistic descriptive analysis

Statistics					
		Y1_Exp.	Y2_Exp.	Y1_Ctrl	Y2_Ctrl
N	Valid	23	23	21	21
	Missing	0	0	2	2
Mean		55.65	84.78	41.67	58.33
Std. Error of Mean		3.750	2.189	3.261	4.569
Median		55.00	85.00	40.00	60.00
Mode		70	85[a]	20[a]	60
Std. Deviation		17.984	10.497	14.944	20.936
Variance		323.419	110.178	223.333	438.333
Range		55	40	45	65
Minimum		30	60	20	30
Maximum		85	100	65	95
Sum		1280	1950	875	1225

a. Multiple modes exist. The smallest value is shown

The pretest scores of the experimental group, conducted before implementing the Scattergories game technique, ranged from 30 to 85, with a median of 55.00, a mode of 70, and a mean of 55.65. Conversely, the control group's pretest scores, obtained prior to employing the conventional method, varied from 20 to 65, with a median of 40.00, a mode of 20, and a mean of 41.67. Following the application of the Scattergories game technique, the experimental group's posttest scores ranged from 60 to 100, with a median of 85.00, a mode of 85, and a mean of 84.78. On the other hand, the control group's post-test scores exhibited a range from 30 to 95, with an average score of 58.33.

The Data Analysis of Test Requirements

Two tests will be carried out as assumptions or requirements for the independent sample t-test, namely as follows:

Normality Test

The test criteria used are that when the sig. ≥ α (0.05) it can be concluded that the data is normally distributed, and if the sig.< α (0.05) then the data is concluded is not normally distributed.

Table 3. The result of normality test

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	Df	Sig.
Scores	Exp._Y1	.135	23	.200*	.928	23	.099
	Exp._Y2	.204	23	.014	.931	23	.113
	Cntrl_Y1	.126	21	.200*	.925	21	.107
	Cntrl_Y2	.143	21	.200*	.923	21	.100

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the SPSS output of the normality test above, it is evident that the significance value for the pre-test data (Y1) in the experimental group is 0.099, which is greater than 0.05, and for the post-test data (Y2), it is 0.113, also greater than 0.05. Similarly, in the control group, the significance value for the pre-test data (Y1) is 0.107, and for the post-test data (Y2) is 0.100, both exceeding 0.05. Therefore, it can be inferred that all the data in this study exhibit normal distribution, thereby meeting one of the prerequisites for conducting an independent samples t-test.

Homogeneity Test

According to the test criteria, homogeneity of the data can be concluded when the sig. ≥ α (0.05), and non-homogeneity can be concluded when the sig. < α (0.05).

Table 4. The result of the homogeneity test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result Score	**Based on Mean**	8.723	1	42	.005
	Based on Median	8.438	1	42	.006
	Based on Median and with adjusted df	8.438	1	32.688	.007
	Based on trimmed mean	8.838	1	42	.005

The homogeneity of the variance test's SPSS output indicates that the mean of 0.005 < 0.05 indicates the sig value. Therefore, it can be concluded that although there is non-homogeneity in the variance between the experimental class post-test data and the. However, for the class data, the t-test can still be performed because the data is usually distributed.

The Test of Significance

The independent sample t-test is the test that the author used. This test aims to ascertain whether the average of two unpaired samples is significant. The employed test criteria state that significant differences can be concluded when the sig. (2-tailed) < α (0.05), and no significant differences can be concluded when the sig. (2-tailed) > α (0.05). The test results are displayed in the table below.

Table 5. The statistics group

Statistics Group					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Result Score	Exp_Y2	23	84.78	10.497	2.189
	CTRL_Y2	21	58.33	20.936	4.569

The table shows that the number of experimental group data is 23 with Mean = 84.78, standard deviation = 10.497, and Std Error Mean = 2.189. Meanwhile, the number of control groups was 21 with Mean = 58.33, standard deviation = 20.938, and Std. Mean Error = 4,569.

Table 5. The result of the t-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Scores	Equal variances assumed	8.723	.005	5.369	42	.000	26.449	4.927	16.507	36.392
	Equal variances not assumed			5.221	29	.000	26.449	5.066	16.086	36.813

The independent sample t-test table above's SPSS output indicates that the sig value (two-tailed) = 0.000, and the research alpha was 5% or 0.05, corresponding to the sig value. Based on a two-tailed analysis, the difference in mean scores between the experimental and control groups for increasing English vocabulary was statistically significant ($0.000 < \alpha\ 0.05$)

Hypothesis Testing

The hypothesis outlined in this study to address the posed issue is as follows: H0 = The Scattergories game does not enhance students' English vocabulary.

Ha = The Scattergories game enhances students' English vocabulary. The criteria for decision-making are as follows:

1. If the T-Value is greater than the t-table value, then H0 is rejected, and Ha is accepted.
2. If the T-Value is less than the t-table value, then H0 is accepted, and Ha is rejected.

This study's independent t-test table shows the degree of freedom (Df) value is 29. Since the data in this study are not homogene ous, equal variances are not assumed. In the meantime, this study's alpha is 5%/2, or 2.5% or 0.05. The t-table value = 2.045 is based on the tail probability of 0.025 and the t-table value of Df = 29. Simultaneously, the independent t-test line in the SPSS output table with the t-count value of 5.221 indicates that equal variances are not assumed. T-count (5.221) > t-table (2.045), as can be observed, indicating that Ha is accepted and H0 is rejected. Thus, it can be said that students' vocabulary in English can be significantly increased by playing the Scattergories game.

N-Gain Score

The formula of the gain score is $\mathrm{N-Gain\ Score} = \frac{\text{Posttest Score} - \text{Pretest score}}{\text{Ideal Score} - \text{Pretest score}}$ then the N-Gain in percent form can be calculated using the formula N-Gain Score X 100. The result of N-Gain Score from the experimental group and the control group are as follo

Table 6 N-Gain Score Calculation Results

Group	Name	Y1	Y2	Y2-Y1	Ideal Score (100) - Y1	N-Gain Score	N-Gain % (N-Gain* 100)
Exp.	S1	40	85	45	60	0.75	75

Exp.	S2	70	90	20	30	0.67	67
Exp.	S3	85	90	5	15	0.33	33
Exp.	S4	35	75	40	65	0.62	62
Exp.	S5	50	90	40	50	0.8	80
Exp.	S6	55	90	35	45	0.78	78
Exp.	S7	80	95	15	20	0.75	75
Exp.	S8	30	60	30	70	0.43	43
Exp.	S9	55	90	35	45	0.78	78
Exp.	S10	30	65	35	70	0.5	50
Exp.	S11	55	85	30	45	0.67	67
Exp.	S12	70	100	30	30	1	100
Exp.	S13	70	85	15	30	0.5	50
Exp.	S14	60	80	20	40	0.5	50
Exp.	S15	45	85	40	55	0.73	73
Exp.	S16	85	100	15	15	1	100
Exp.	S17	30	70	40	70	0.57	57
Exp.	S18	35	90	55	65	0.85	85
Exp.	S19	70	85	15	30	0.5	50
Exp.	S20	70	80	10	30	0.33	33
Exp.	S21	35	75	40	65	0.62	62
Exp.	S22	65	100	35	35	1	100
Exp.	S23	60	85	25	40	0.63	63
Control	S1	65	95	30	35	0.86	86
Control	S2	20	40	20	80	0.25	25
Control	S3	50	85	35	50	0.7	70
Control	S4	30	40	10	70	0.14	14
Control	S5	65	95	30	35	0.86	86
Control	S6	60	90	30	40	0.75	75
Control	S7	35	40	5	65	0.08	8
Control	S8	45	50	5	55	0.09	9
Control	S9	30	30	0	70	0	0
Control	S10	20	35	15	80	0.19	19
Control	S11	20	35	15	80	0.19	19
Control	S12	20	30	10	80	0.13	13
Control	S13	45	60	15	55	0.27	27
Control	S14	40	65	25	60	0.42	42
Control	S15	40	80	40	60	0.67	67
Control	S16	40	60	20	60	0.33	33
Control	S17	45	55	10	55	0.18	18

Control	S18	40	55	15	60	0.25	25
Control	S19	45	60	15	55	0.27	27
Control	S20	55	60	5	45	0.11	11
Control	S21	65	65	0	35	0	0

Table 7. The gain score

Descriptives

	Group			Statistic	Std. Error
N-gain %	Exp.	Mean		66	4.0539
		95% Confidence Interval for Mean	Lower Bound	58.0482	
			Upper Bound	74.8627	
		5% Trimmed Mean		66.432	
		Median		67	
		Variance		377.985	
		Std. Deviation		1.94E+01	
		Minimum		33	
		Maximum		100	
		Range		66.67	
		Interquartile Range		27.78	
		Skewness		0.145	0.481
		Kurtosis		-0.528	0.935
	Control	Mean		32	6.04334
		95% Confidence Interval for Mean	Lower Bound	19.4415	
			Upper Bound	44.6539	
		5% Trimmed Mean		30.8467	
		Median		25	
		Variance		766.962	
		Std. Deviation		2.77E+01	
		Minimum		0	
		Maximum		86	
		Range		85.71	
		Interquartile Range		42.36	
		Skewness		0.943	0.501
		Kurtosis		-0.432	0.972

Table 8. The Category Score N-Gain in Percentage

Category Score	***N-Gain in Percentage***
Percentage (%)	Interpretation
< 40	Ineffective
40 – 55	Less effective
56-75	Effective enough
>76	Effective

The findings of the N-gain score test show that the experimental group's mean N-gain score of 66% fits into the effective enough category, with a minimum score of 33% and a maximum score of 100%. On the other hand, the control group's mean N-gain score of 32%, which ranges from 0% to 86%, indicates that it is unsuccessful.

The experimental group had a mean pre-test score of 55.65, with a maximum score of 85, and a mean post-test score of 84,78, with a maximum score of 100, according to data analysis. On the other hand, the control group's pre-test mean score was 41.67 with a maximum score of 65 and a mean score of 58.33 with a maximum score of 95. It is possible to conclude that the experimental group's mean score increased more than the control group's by comparing the pre- and post-test means for the two groups.

The t-test findings are evident in the row labeled "Equal variances, not assumed," as the data from the study exhibited normal distribution with a significance value greater than 0.05, yet lacked homogeneity with a significance value less than 0.05. Thus, it can be inferred that there exists a noteworthy distinction in the average score outcomes between the experimental and control groups, as determined through hypothesis testing employing an independent sample t-test. The post-test outcomes for both the experimental and control groups yielded a two-tailed significance value of 0.000, which is less than 0.05, and a t-count value of 5.221, surpassing the t-table value of 2.045. Based on the findings, the Scattergories game, when appropriately applied, can enhance students' vocabulary acquisition by 66%, as indicated by the N-gain test results. Conversely, utilizing an inadequate method, such as the traditional approach, only results in a 32% increase in students' vocabulary.

This finding is supported by Ahmad & Tahir's (2021: 137) theory, which says that through the Scattergories game, if players or students manage to categorise words adequately based on the specified categories, they will automatically remember them and increase their vocabulary knowledge. The writer concludes that learning through the Scattegories game in improving students' English vocabulary is compelling enough so teachers can use it to improve students' vocabulary, and students feel enjoy, have fun and are not quickly bored in learning English.

CONCLUSION

The author concludes, based on the findings and discussion, that playing the Scattegories game can enhance students' English vocabulary. This assertion stems from the t-count value of 5.221, surpassing the critical t-table value of 2.045 at a significance level of 0.05 or 95%. Consequently, the alternative hypothesis (H1) is upheld, while the null hypothesis (HO) is dismissed. This suggests that engaging in the Scattegories game can indeed foster the growth of students' English vocabulary.

The author presents several suggestions based on the aforementioned conclusion. Initially, this study is expected to furnish the educational field with insights into integrating the Scattegories game into the teaching and learning process. Secondly, recognizing the challenge of learning a foreign language, educators are urged to explore engaging and effective teaching techniques, resources, or approaches to sustain student interest throughout the learning journey. The Scattegories game emerges as a viable tool for educators to inject enjoyment into the educational process. Thirdly, acknowledging the significance of vocabulary expansion in language acquisition, students can enhance their lexicon by engaging in the Scattegories game with peers in various settings. Furthermore, they can supplement their efforts by reading English materials, utilizing dictionaries, or participating in activities that offer compelling strategies, approaches, or resources to aid in vocabulary enrichment.

REFERENCES

Ahmad, M., Munir & Tahir, M. (2021). Teaching Vocabulary Using Scattergories Game to Junior High School Students. *Pinisi Journal of Education*, 1(2). 136-141.

Ary, D., Jacobs, L., Irvine, C. K. S., & Walker, D. (2018). *Introduction to Research in Education* (8th ed.). Cengange Learning.

Beeh, N., & Baun, P. (2022). English Learning Strategies by the Second Grade Students at a State Junior High School in Kupang, Indonesia (A Case Study). *Randwick International of Education and Linguistics Science Journal*, *3*(2), 332-337. https://doi.org/10.47175/rielsj.v3i2.461

Cameron, L. (2001). *Teaching Languages to Young Learners.* New York : Cambridge University Press.

Fauziah, N. (2019). *The Efectiveness of Using Scattergories Game Towards Students' Vocabualry Knowledge* (Bachelor's Thesis, FITK UIN Syarif Hidayatullah Jakarta).

Hadfield, J. (1987). *A Collection of games and activities for intermediate and advanced students of English.* England: Longman

Hake, R. R. (1999). Analyzing Change/Gain Scores. US: Dept of Physics Indiana University.

Hanief, Y. N., & Himawanto, W. (2017). *Statistik Pendidikan*. Deepublish.

Harmer, J . (1991). *The Practice of English Language Teaching*. New York : Longman

Hatch, E., & Brown, C. (1995). *Vocabulary, semantics, and language education.* Cambridge University Press.

Herdianti, H., Setiyadi, A.B., & Mahpul, M. (2019). Teaching Vocabulary using board games; scattergories game and what someone does game. *U-JET*, 8(2). 1-11.

Hornby, A. S. (1984). *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.

Isnawan, M. G. (2020). *Kuasi Eksperimen.* Lombok: Nashir Al-Kutub Indonesia.

Kana, I. N., Benu, N. N., Nenotek, S. A., & Beeh, N. (2023). The Use of Code Switching in EFL Classroom. *Jurnal Basicedu*, *7*(4), 2593–2602. https://doi.org/10.31004/basicedu.v7i4.5953

Kustaryo, S. (1988). *Reading Technique for College Students.* Jakarta:Departemen Pendidikan dan Kebudayaan Direktorat Jendral Pendidikan Tinggi.

Linse, C., & Nunan, D. (2005). *Practical English language teaching*. New York.

Muhammadadqosimovna, P. N. (2021). The Role of Games in Teaching English. *JournalINX*. 7(6), 1335-1344.

Nanotek, S. A., & Benu, N. N. (2022). The Use of Technology in Teaching and Learning (Case Study in Two State Schools in Kupang, Indonesia during the COVID-19 Pandemic). *Randwick International of Education and Linguistics Science Journal*, *3*(2), 249-255. https://doi.org/10.47175/rielsj.v3i2.452

Ngongo, M. (2013). *An Introduction to Education Research Method*. Kupang. Unpublished Handout.

Richards, J, C., & Renandya, W, A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.

Srinivas, C., & Lavanya, S. (2021). The Significance of Language Games in Improving English Vocabulary. *Europan Journal of Molecular & Clinical Medicine.* 7 (3), 614-619

Sugiyono. (2018). *Metode Penelitian Pendidikan Pendekatan Kuantitatif,* Kualitatif, dan R&D. Bandung: Alfabeta.

Tanzeh, A. (2009). *Pengantar Metode Penelitian.* Yogyakarta: Teras

Thornbury, S. (2002). *How to Teach Vocabulary*. England: Pearson Longman.

Yuliansyah, N., & Syafei, A.F.R. (2018). Using Scattergories Game in Teaching Vocabulary to Elementary School Students. *Journal of English Language Teaching.* 7(4). 594-603. DOI : https://doi.org/10.24036/jelt.v7i4.101309

Wiraldi., & Iksan M. (2020). *Improving Vocabulary Mastery of The Seventh Year Students Using Scattergories Game in SMP Negeri 8 Palopo* (Doctoral dissertation, Institut Agama Islam Negeri (IAIAN Palopo). 1(1). 158-167

Woolard, G. (1995). *Lesson with laughter*. Edinburgh: Commercial Colour Press