Article

The Use of Scattergories Game to Develop Students' Vocabulary Mastery

https://doi.org/10.31004/jele.v10i3.950

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A B S T R A C T

Scattergories game is a version of the category game that promotes broad word acquisition. This research aims to prove whether the use of the Scattergories game can develop vocabulary mastery of the seventh-grade students at SMP Negeri 1 Parigi. This research used a quasi-experimental design involving two groups: experimental and control groups. The population consisted of five seventh-grade classes. The test was administered twice as a pre-test and post-test to assess students' vocabulary mastery before and after the treatment. Because the data were not normally distributed, the data were analyzed using the Mann-Whitney U test through SPSS version 24. This finding showed a difference in mean scores post-test of the control and experimental groups, where the mean scores of the control group were 78 and the experimental group were 85. The Mann-Whitney test showed that there was a significant increase in the experimental classes ($Z = -1.975$, $p = 0.048$). This result suggests that the Scattergories game effectively enhances vocabulary mastery of the seventh-grade students, making the learning process more engaging and impactful.

Keywords: *Vocabulary, Scattergories Game, Develop*

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INTRODUCTION

Learning vocabulary is important because every new word can open the door to new ideas and different ways of thinking. In today's global context, the ability to communicate in another language is invaluable. It is supported by Wilkins (2010) emphasizes that vocabulary learning should be an important part of the language curriculum. He suggests that about a quarter of the time spent in a language program should be dedicated to focused vocabulary learning. This shows how important vocabulary is in overall language learning.

Vocabulary is an essential part of language learning and using it. The words and phrases that people understand and use when they talk to each other are called vocabulary. Vocabulary is the most important part of learning a language. If learners have a limited vocabulary, they may have trouble communicating clearly and understanding the language in different situations (Nation, 2013). Vocabulary is very important for learning a language. It helps people communicate better in both their native and foreign languages.

A lack of vocabulary will cause several problems. Students will have difficulty communicating with others. Furthermore, a lack of vocabulary will make it difficult for students to express and demonstrate their ideas. Based on the statement above, vocabulary is an important aspect of learning the four abilities of listening, speaking, reading, and writing. One of the conditions for effective communication in a foreign language is appropriate vocabulary. Students will find it easier to learn English if they have adequate vocabulary.

The development of English skills is closely tied to the ability to use language effectively, which requires a strong vocabulary. Therefore, having an extensive vocabulary enables second or foreign language learners to grasp a language more easily. Conversely,

students with a limited vocabulary will struggle to speak fluently, understand texts, comprehend conversations, and effectively communicate their ideas in a foreign language. Based on the Kurikulum Merdeka, students are expected to use specific vocabulary and simple sentence structures in English. Where students can learn familiar vocabulary independently. Using examples, students can write and present the vocabulary they have acquired.

However, this ideal learning outcome has not been realized in practice in an optimal manner. The preliminary research, conducted through observation with seventh-grade students at SMP Negeri 1 Parigi revealed several challenges. Most students have problems with a lack of vocabulary, which causes difficulties in understanding the content. The issues encountered included a lack of familiarity with the English alphabet, difficulties in interpreting words from texts, and a deficiency in classroom engagement. This disinterest emanated from teaching methods that were characterized by monotony, which proved ineffective in motivating students or rendering the learning process enjoyable.

The overcome this issue, the integration of games in language learning has been recognized as one of the effective ways to develop student engagement and make learning more fun. According to Derakhshan and Khatir (2015), games can create a relaxed and fun learning atmosphere, thus help them learn and retain new words more quickly. It can be concluded that games create an interactive and relevant learning environment, and can stimulate student motivation and provide a more meaningful learning experience. One of the potential games to be used in vocabulary learning is Scattergories.

The use Scattergories game can provide interesting activities and students can be active in the learning process in the classroom. Some previous studies by Yuliansyah and Syafei (2018) revealed that the game made the learning process more engaging and less stressful, suggesting that Scattergories positively impacts English learning. Kordja (2023) found that using this game can assess how well students are able to remember vocabulary in a short time and encourage them to explain what they have written in English. Aini et al. (2024) state this game made the teaching and learning process more attractive and less stressful, which means that scattergories games have a positive impact on learning English.

Based on the previous findings, scattergories game can give a contribution in teaching English. Thus, the researchers will carry out the research entitled "The use scattergories game to develop vocabulary mastery of the seventh-grade students at SMP Negeri 1 Parigi." The aims of this study to examine the effectiveness of using scattergories game in increasing students' vocabulary mastery. By introducing such an innovative and interactive media, it is expected to increase students' learning motivation, develop learning outcomes, and provide a more enjoyable and meaningful learning experience at SMP Negeri 1 Parigi.

METHOD

This research used a quasi-experimental design. In this research, two groups were involved an experimental group and a control group. According to Thyer (2012), a quasi-experimental design was a type of research in which the researchers compared the results of one group that received a treatment, which was the focus of the evaluation, to one or more groups that did not receive the treatment. The researchers compared the result of experimental group that received a treatment and control group that did not receive the treatment. The researchers administrated pre-test before treatment and post-test after treatment, the aim was to determine the student's effectiveness in using Scattergories Game.

Population and Sample

The population in this research was the seventh-grade students of SMP Negeri 1 Parigi, divided into five parallel classes. Each class contained 30-32 students. The number of the population was 159 students. The researchers used a purposive sampling technique for collecting data in this study. The reason is that to get a sample that represented the research objectives and met the research criteria. The samples of this research were class VII A as the experimental group and class VII C as the control group. This sample selected based on the

recommendation of the English teacher at the school, because the class had problem in vocabulary mastery.

Instruments

In collecting the data, the instrument used a vocabulary test that was administered at pre-test and post-test in both classes. The research took tests from a previous researcher. There were two types of tests: multiple choices and fill in the blank. The total score for all 27 answers was complete and accurate.

Procedures

Data collection was conducted in three steps. Before carrying out the treatment, the researcher administered pre-test questions to assess the students' vocabulary knowledge. The test model in the pre-test was a vocabulary test. Next, after analysing the pre-test results, the researchers provided treatment to the students using the Scattergories Game. This treatment was intended to influence the learning outcomes. To determine which treatment affected the variable, the researchers delivered the treatment in six meetings, following the lesson plan outlined in the attachment. After that, the post-test was administered to the same students as the pre-test to evaluate their vocabulary achievement after receiving the treatment. The researchers provided post-test questions to assess the extent to which the students' vocabulary improved after playing the Scattergories game.

Data Analysis

Following the collection of all student scores, the data were analysed. The objective of this analysis was to identify any differences between the pre-test and post-test results prior to and following treatment. If the data is normally distributed, then use homogeneity analysis. If the data is not normally distributed, then use Mann-Whitney U analysis.

FINDINGS AND DISCUSSIONS

Findings

The data were collected from two classes that were designated as the study samples: the experimental group and the control group. The results from both groups were analyzed to assess how effectively seventh-grade students at SMP Negeri 1 Parigi developed their vocabulary using the Scattergories Game.

Results of the Pre-test and Post-test

Table 1. Result of Pre-test and Post-test

No	Experimental Group			Control Group		
	Name	Pre-test	Post-test	Name	Pre-test	Post-test
1	APP	37	85	APP	85	81
2	AS	81	89	AS	81	85
3	AU	48	67	AU	56	70
4	AF	26	93	AF	33	63
5	AN	81	89	AN	48	89
6	AV	52	74	AV	44	100
7	AAF	59	78	AAF	37	78
8	A	74	78	A	56	100
9	DARJ	41	74	DARJ	44	78
10	DDR	89	100	DDR	100	100
11	FF	33	70	FF	74	74
12	GAA	44	81	GAA	37	59
13	HS	37	96	HS	37	89
14	I	33	100	I	63	81
15	IM	70	85	IM	52	89
16	IAS	52	100	IAS	37	74
17	KQA	26	100	KQA	56	81
18	MAF	56	89	MAF	100	100
19	MIA	89	100	MIA	37	81
20	MNPAH	59	100	MNPAH	93	96
21	MAP	56	96	MAP	44	63
22	MNH	56	100	MNH	70	70
23	MRA	30	67	MRA	41	52
24	MSAS	41	63	MSAS	59	44

25	MF	37	85	MF	63	74
26	NR	89	93	NR	59	78
27	PHAS	48	63	PHAS	33	63
28	PI	93	100	PI	63	100
29	QAI	78	100	QAI	78	85
30	RFA	26	78	RFA	41	52
31	SMA	30	48	SMA	56	78
32	SNA	44	89	SNA	56	70
	Total	**1715**	**2730**	**Total**	**1833**	**2497**
	Mean	**54**	**85**	**Mean**	**57**	**78**

Following the determination of the student's score of experimental group and control group. This calculation was performed using SPSS version 24, which facilitated the determination of the standard score for each group. As stated by Creswell (2019) descriptive statistics serve to provide an overview of the dataset, allowing researchers to detect general patterns. The results of the descriptive statistical analysis are presenting as follows:

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	32	26.00	93.00	53.5938	21.10933
Post-Test Experimental	32	48.00	100.00	85.3438	13.97835
Pre-Test Control	32	33.00	100.00	57.2813	19.38445
Post-Test Control	32	44.00	100.00	78.0313	15.05363
Valid N (listwise)	32				

The pre-test scores of the experimental group, conducted prior to the implementation of the Scattergories game, ranged from 26 to 93, with a mean of 53.59 and a standard deviation of 21.11. In contrast, the control group exhibit a pre-test score range from 33 to 100, with a mean of 57.28 and a standard deviation of 19.38. Following the intervention, the experimental group reveal a marked development in post-test scores, ranging from 48 to 100, with a mean of 85.34 and a standard deviation of 13.98. In contrast, the control group exhibited a post-test score range from 44 to 100, with a mean of 78.03 and a standard deviation of 15.05. The findings suggest a significant enhancement in both groups. However, the experimental group exhibited a higher mean gain following the implementation of the Scattergories game technique.

Normality Test

The purpose of the normality test will be to ascertain whether the data obtained from the experimental and control groups will be drawn from a population with a normal distribution (Putri et al., 2018). The data will be classified to be normally distributed if the sig. greater than (α=0.05) while the sig. less (α=0.05) then will indicate that the data are not normally distributed and an alternative (non-parametric) method should be used for analysis. The normality test result can be shown below:

Table 3. Normality Test

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning Outcomes	Pre-Test Experimental	.118	32	.200*	.919	32	.019
	Post-Test Experimental	.147	32	.076	.898	32	.006
	Pre-Test Control	.134	32	.153	.914	32	.014
	Post-Test Control	.093	32	.200*	.957	32	.222

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

a. Lilliefors Significance Correction

The statistical analysis conducted using SPSS 24 version revealed that the experimental group's pre-test and post-test values are 0.019 and 0.006, both of which are less than 0.05. This outcome indicates that the data is not normally distributed. In a similar pattern, the control group's pre-test and post-test exhibited significance values of 0.014 and 0.222, supporting the hypothesis. Given that at least a proportion of the significance values are less than 0.05, it can be concluded that the data are not distributed normally. Therefore, the researchers employed the Mann-Whitney U test, a non-parametric statistical method, to ascertain whether there was a significant difference in vocabulary mastery between the experimental and control groups.

Hypothesis Test

The next step is to conduct hypothesis testing. This research has to be justified by testing the hypothesis to decide whether it is accepted or rejected. SPSS 24 was used for hypothesis testing. The researchers used non-parametric tests because the data were not normally distributed.

The Mann-Whitney test is a non-parametric statistical procedure used to determine whether there is a significant difference between two independent groups based on their learning outcomes (Nachar, 2008). The Mann-Whitney test is a non-parametric alternative to the independent t-test, which is employed when the data are not normally distributed.

Table 4. Mann-Whitney U Ranks Test Result

	Class	N	Mean Rank	Sum of Ranks
Score	Experimental Group	32	37.06	1186.00
	Control Group	32	27.94	894.00
	Total	64		

Based on the table 4 shows that the average rank for the group tested is 37.06, while the average rank for the control group is 27.94. The total sum of ranks for the first group is 1186.00, while the second group obtained a total rank of 894.00. which mean that students in the first group generally had higher post-test scores than the second group. The results of the test show a difference between the two groups.

The next step is to look at the significance value (Asymp. Sig.) of the Mann-Whitney U test. This will show if the difference is statistically significant or not. If the value is less than 0.05, it shows that the difference in scores between the two groups is important. This means that development in vocabulary mastery has the positive result towards the use of the Scattergories game.

Table 5. Test Statistics[a]

	Score
Mann-Whitney U	366.000
Wilcoxon W	894.000
Z	-1.975
Asymp. Sig. (2-tailed)	.048

a. Grouping Variable: Group

The test results show a Mann-Whitney U value of 366.000, a Z value of -1.975, and an Asymp. Sig. (2-tailed) value of 0.048. The significance value is less than 0.05, indicating that there is a statistically significant difference in the post-test scores between the two groups. This means that the Scattergories game had a big effect on students' vocabulary when compared to the conventional method used in the control group.

An analysis of these findings suggests that the null hypothesis (H_0) is rejected and the alternative hypothesis (HA) is accepted. It can be concluded that the treatment using the Scattergories game significantly develop students' vocabulary mastery. The game is interactive and engaging, which might have helped students to remember more words, participate more, and be more involved and motivated, resulting in higher post-test scores for the experimental group.

Discussion

Based on the research question the finding show that the results of the test show significant changes after the treatment. Using the Scattergories game to help students learn vocabulary is an effective way to develop students' mastery of word classes, especially nouns, verbs, and adjectives. In this study, students played the Scattergories game to actively learn and use vocabulary through a fun, competitive activity. The students' test scores increased after the game, showing that it helped them learn and understand more vocabulary. This is because the game gets students working together, which helps them think of new words and discuss them. These activities made learning more enjoyable and helped students better understand word meanings and usage. These findings are consistent with previous research, such as Wiraldi and Iksan (2020), Alfi (2021), and Riwu et al. (2023), who reported significant vocabulary improvement using the Scattergories game. However, this research is different because it focuses specifically on how students respond to different types of vocabulary. This research shows that students found it easier to process concrete vocabulary such as objects and

action words than abstract terms. This shows that it is important to use vocabulary materials that match the students' understanding level to help them learn better. Anggraini and Salmiah (2024) and Aini et al. (2024) also showed that the Scattergories game made vocabulary learning more fun and effective. While the increase in vocabulary mastery may not have been as significant as the 65% reported by Aini et al., the results emphasize the value of integrating games with clear, concrete learning goals to enhance student outcomes.

Overall, the researchers also found several weaknesses of the Scattergories game in developing certain types of vocabulary. In the pre-test, students had weaknesses in determining abstract nouns. These types of words are more conceptual and less concrete, which makes it difficult for students to recall them quickly under time pressure during the game. Most of the students focused on concrete nouns that are easier to visualize. This shows that the game may not effectively support the development of abstract noun vocabulary without additional explanation or contextual learning. In terms of verbs, while common action verbs were easier for students to produce, more complex or irregular verbs caused confusion, particularly when students were asked to know their meaning from the text. Adjectives, especially descriptive ones, also posed a challenge. Many students were unsure how to recognize or apply adjectives correctly in sentences, which showed a limited understanding of their function and placement. Furthermore, in terms of meaning, students were still weak in knowing the meaning of words from the text. This challenge was particularly notable for abstract words and less frequently used verbs or adjectives. Since the Scattergories game emphasizes speed and spontaneity, students often guessed words without fully understanding their meanings, which affected their ability to use the vocabulary accurately and meaningfully in real life situations. Kordja (2023) found that scattergories game can stimulate the students in learning English especially in learning vocabulary. It meant that teaching vocabulary using scattergories game gives significant effect on vocabulary mastery of the students.

The findings of this research demonstrate that the Scattergories game is an effective teaching technique for elementary-level students. This research was conducted in a Junior High School context. The results of this study demonstrate that the Scattergories game has a significant positive impact on students' vocabulary mastery, which means that this game can be effectively used as a learning technique for junior high school students. According to Hidayah et al., (2023) the game fosters active engagement, provides an enjoyable learning atmosphere, and facilitates the effective retention of new vocabulary.

CONCLUSIONS

After administering the treatment over the course of six meetings, thoroughly analysing the resulting data, and discussing the findings, it was concluded that implementing the Scattergories game significantly enhances the vocabulary of seventh-grade students. The treatment showed the effectiveness from the result post-test of experimental group and control group clearly can be seen. After the experimental group receives the Scattergories game as a treatment, the average score increases to 85, while in the control group the average score increases to 78. The results indicate a significant development of the students' vocabulary after being taught with the Scattergories game. Consequently, it can be concluded that the implementation of the Scattergories game has a positive impact on the vocabulary development of seventh-grade students at SMP Negeri 1 Parigi. Therefore, teachers should use the Scattergories Game to teach vocabulary and create an engaging, interactive learning environment. This game will help students reinforce and retain new vocabulary more effectively, making the learning process enjoyable and meaningful. Scattergories is a highly adaptable game that can be used in individual, pair, or group activities. Teachers can easily adapt it to suit different classroom needs and learning styles.

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