THE USE OF SCATTERGORIES GAME
TO IMPROVE THE VOCABULARY MASTERY

(A Quasi-Experimental research in the Eight grade students of SMP N 2 Demak in the academic year 2016/2017)

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

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**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY**

2017

APPROVAL

This final project has been approved by the Board of Examination of the English Department, Faculty of Languages and Arts, Semarang State University, on october 2017.

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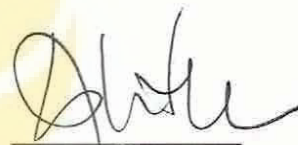   Dr. Sri Rejeki Urip M.Hum.
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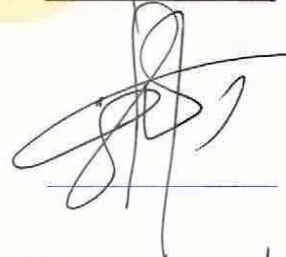   NIP. 197411042006042001

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DECLARATION OF ORIGINALITY

Here by, I

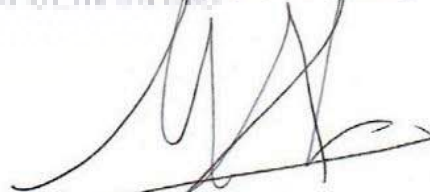Name : Muhammad Afif Husain

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Declare that this final project entitled is *The Use Of Scattergories Game To Improve The Vocabulary Mastery (A Quasi-Experimental research in the Eight grade students of SMP N 2 Demak in the academic year 2016/2017)* my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, 25 october 2017
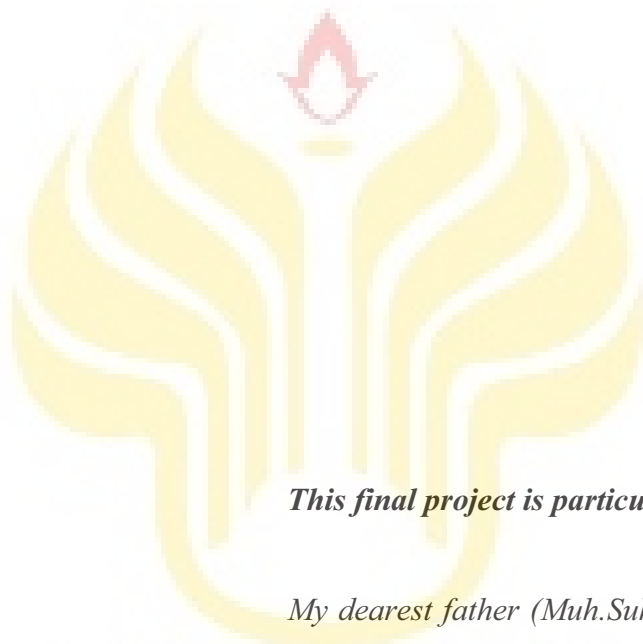
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MOTTO AND DEDICATION

"I have never played for a draw in my life"

(Sir Alex Ferguson)

This final project is particularly dedicated to:

My dearest father (Muh.Suharto,S.Pd) and his reliable partner (Dra. Kholifatur Rosyidah)
My only one brother (M. Husain Syifa')
My teachers and lecturers
All my best friends (EVE, PPL team and Pio conchetta).

ACKNOWLEDGEMENT

First and foremost, I would like to express my high thankfulness to Allah S.W.T., Lord of the World, for the blessing and mercy for every single thing that is given to me. May peace and blessing be upon the prophet Muhammad S.A.W., who guides the people to God's path.

I am sure that the final project would never been completed without assistance of others. Therefore, I would like to express my honor to Ms Dra. Sri Suprapti, M.Pd. and Ms. Pasca Kalisa, S.Pd., M.A, M.Pd. as my first and second advisor for their patience, guidance, encouragement, and time throughout the process of accomplishing my study in regard to make this study as comprehensive as possible.

My honor also goes to the chair person, the secretary, and the examiner of my board of examination, the head of English Department and all lecturers of English Department of Semarang State University who have given knowledge and experience during my study. My honor is also addressed to, the headmaster, the English teacher, the teachers, the staffs, and the eighth grade students of SMP N 2 Demak for their cooperation.

I also would like to dedicate my sincerest gratitude to my beloved family for my dearest mom Dra. Kholifatur Rosyidah and my super father Muh.Suharto S.Pd, my only one brother M. Husain Syifa' who always give their attention, prayer, and support to me. This final project is meaningless without your care.

My honor goes to my un-biological brothers Baihaqi Aditya and M.Nur Bahari who teach me about man's pride and always by my side through bad and good times in this 4 years we live together as roommates.

My special thanks are expressed to my best friends, first to EVE who fill my college with heart and helped me to find the meaning of life. Second, My PPL team who help me to finish this final project and encouraged me to keep moving forwards. Third, My KKN team (*pio conchetta*) who always ready to entertain me through my bad time. And the last is to All my friends at UNNES, especially the college students of English Department 2013. May Allah always bless you all guys.

I realize that this final project is not perfect because there are many weaknesses; therefore, criticism and suggestions are certainly needed for its betterment. Finally, I hope that this study will be useful to improve knowledge.

Semarang,

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ABSTRACT

Husain, Muhammad A. 2017. *The Use of Scattergories Game for Teaching Vocabulary (A Quasi-Experimental Research in the Eightth Grade Students of SMP Negeri 2 Demak in the Academic Year of 2016/2017).* Final Project. English Department, Faculty of Languages and Arts, Semarang State Unviversity. Advisor I: Dra. Sri Suprapti, M.Pd.; Advisor II: Pasca Kalisa, S.Pd., M.A., M.Pd.

Key words: *Board Game, Teaching Vocabulary, Quasi-Experimental Research*

This research is about the use of Scattergories Game for teaching vocabulary. It is a quasi- experimental research. This research was conducted to find out the effectiveness of using Scattergories Game for teaching vocabulary in the eighth grade students of SMP Negeri 2 Demak in the academic year of 2016/2017.

Based on the previous researchers that I have found such as (Aryani, 2016; Musaffa, 2016; Affiniati, 2015; Astuti, 2014; etc) few of them focus on conducted games as technique to revive students' attention and enrich them with vocabulary. However, this study not only focus on reviving students' attention and enriching them, but also help them to think fast in categorizing the word of vocabulary.

There were two groups, the experimental (VIII H) and control (VIII D) groups. The experimental group was taught by using Scattergories Game, while the control group was taught by using a conventional method (drill and translate). Both groups were given a pre-test and a post-test. The result of the pre-test and the post-test then were analyzed by using t-test. Furthermore, the experimental group was given a questionnaire as an additional data.

The results of the pre-test and the post-test showed that the mean scores of the experimental group was 52,40 went up to be 76,40, while the control group was 47,87 increased to be 67,87. Based on the data analysis using t-test, there was a significant improvement of the students' achievement after the implementation of the Scattergories Game. The result showed that the t-table at $n1 + n2 - 2 = 58$. Therefore, the sig. (2-tailed) value was 0.000, with $\alpha = 5\%$. As a sequence, the sig. (2-tailed) was lower than 0,05.

It is concluded that, there is a significant difference in the experimental group on the post-test. Since it is significant, the use of Scattergories Game is effective for teaching vocabulary in the eighth grader students of SMP Negeri 2 Demak in the academic year of 2016/2017. Based on the result, it is suggested for future researchers, they are expected to use this study as their reference to conduct other researchers in the same field.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction to this study. It deals with background to the study, reasons for choosing the topic, research problems, purpose of the study, significance of the study, and outline of the report.

1.1 Background to the Study

As a student of English education program, I have done a teaching internship program for about 3 months in previous semester. In the teaching internship program, I had mini observation by giving questionnaire, the result showed that most of students are confused when they asked to translate certain words, sentences and texts. Most of them are less of vocabularies about the material given. Even though their teacher has given them bundle of vocabulary list, they were lazy to read it; when I asked them "why don't you open the list? they said "it was boring to read and remember the whole list, Sir."

The experience of teaching internship program inspires me to think how to arouse the attention of students to study vocabulary. In learning a foreign language especially English, vocabulary is an important role. McCarthy (2003) stated that "word to express the meaning" is a fundamental in communication, it is not about the grammar nor the sounds are mastered but the words use in communication. As McCarthy said that the core of communication is word used in communication it self, that is called vocabulary. McCune (2002) stated that

vocabulary is the words used to communicate effectively, which mean vocabularies are the words we need to understand what we hear and read then words we use when we speak and write. So, vocabulary is very fundamental in language especially in English. It is like one element that links the four skills of speaking, listening, reading and writing all together, Efendi (2013:1). Plus, vocabulary is a kind of skill which continues to be learned throughout the lifetime, (Norbert :2000).

At the school, I did teaching internship programs. The English teacher taught vocabulary mostly done by using traditional techniques, such as giving definitions, doing oral drills and doing writing practice. Traditional techniques in teaching vocabulary made students bored and affected in their academic. As schools students, they need to learn English vocabulary which appropriate to their needs related to the material the teacher discuss about. They must understand and be able to use vocabulary especially in material they learn. When the students know vocabulary in about certain material, it is showed that the students mastering the material well. Allen (1983:90) in McCarthy (2003:87) said that predicting what learners will need in the way of vocabulary is important in selecting what to teach; equally important is 'creating a sense of need for a word'.

Based on the result of the questionnaire (Appendix 17), the students are bored and uninterested by the traditional techniques, teacher needs to find interesting teaching technique in order to cast away the students' boredom to improve their motivation in learning vocabulary. In this case, I assume that games as a teaching technique offer the students to explore new vocabulary in fun, interactive, interesting and effective way during learning process.

Most of studies have been done by the researchers focusing on game as teaching techniques for teaching vocabulary to intermediate learner such as junior and senior even vocational school. The result showed that game surprisingly matched to be applied in the classroom. However, most of them only focusing on increasing students' mood in the class; and few of them focus on solving and enriching the lack of vocabularies. Therefore, in this research I wanted to use a certain game that was not only increasing the mood, solving and enriching the lack of vocabularies; one point addition that I wanted to in this research was the fast thinking skill. In this research, I used Scattergories game which known as a board game that stimulate the player to think fast. So, the game not only providing the students to increasing the mood, solving or enriching the lack of vocabularies, but also stimulating them to think fast.

Teaching vocabulary through games will be even more effective than teaching it through repetition and memorization. Amy (2010) said that Games are appropriate fun activities that provide the students interaction, thinking, learning, and manage strategies them how to solving problems. I think game can create attention and good link between teacher to students, and as Rohani (2013) stated that Fun ESL games are a great way to revive student's interest in the class and often also help them absorb and retain more information than if they are simply studying to pass a test or complete an assignment.

Board game is a game made for language classroom. Based on Piccone statement (1980), Board games have been played for more than 5,000 years and the hobby on playing board game industry has rapidly grown every year from 2008 to

2014. As Sato (2016) stated that Board game work in actions and interrelated systems (managing a hand of cards, evaluating a map on the board, remembering rules in the game, keeping track of score) and the complex and interdependent text, examples and diagrams in rule books can be very difficult, especially for new players without proper guidance, and it scan require very high mental effort and hinder understanding and learning. From the statement before, it shows that game have been played for a long time and game is kind of media used to stimulate the player to manage, evaluate, remember and understand; which are like the goals of learning. In addition, as the Moursund (2006) stated that game has the same goals in learning that is intrinsic motivation; students being engaged because they want to be engaged.

Board game is kind of legend game that developing time to time. One kind of the Board game is Scattergories game; it is a Hasbro classic parlor game of words and categories. This game is for adult players and famous in collegian students to kill their time with benefical games. Commonly, players have roughly three minutes to think of 12 items that all begin with the same letter and fit the categories for the round, Meddaugh (2010:5); and Kudrowitz (2013) stated that it is game that give a time limit and a random letter of the alphabet and must come up with unique examples of items beginning with that letter that fit into a set of given categories. As the Kudrowitz statement that this game is given time limit, it stimulates the player or students to think fast and correctly; "your mind/brain learns by developing and storing patterns. As you work to solve a problem or accomplish a task, (as you

think) you draw upon these stored patterns of data, information, knowledge, and wisdom" Moursund (2006:8).

From many perspectives above, we know games in teaching English especially vocabulary it's a great way to revive students interest in classroom activity. Moreover, based on the previous researchers that I have found such as (Aryani, 2016; Musaffa, 2016; Affiniati, 2015; Astuti, 2014), most of them focus on conducted games as teaching technique to revive students' attention and enriching them with vocabulary. However, this study not only focuses on reviving students' attention and enriching them, but also help them to think fast in categorizing the word of vocabulary. That is the added value that I want to bold in this study or I can say there is development from previous study. In conclusion, I want to apply games that can revive the students' attention, enriching them and help them to think fast in categorizing words.

Basically, same with the board game this game (scattergories) offers interactive and interesting activity in learning process; unfortunately, with various rules and greater combination of the game, scattergories only match for adult learner. With a simple alteration, I conduct this Scattergories game to be applied in junior highschool student (SMP). I want to take the main beneficial of this game that is to train the students to think fast and categorize the vocabulary through the material given. Moreover, Scattergories game is customizable to the teacher's need. The teacher can customize the content of the game flexibly appropriate with the purpose of the teaching materials. Especially in English, this game also helps in teaching vocabulary such as to categorize list of words needed in certain chapter.

As an English teacher, we have to be able to teach a new word to the students in the certain materials. The teacher also should prepare the list of words for the students, especially for the eight-grader students of SMP N 2 Demak. The students would know and understand what the teacher wanted to discuss. In order to be able to understand the material, it is necessary to make the students learn quickly and organize them to know the meaning of the materials involved. The reason for choosing the topic is students' vocabulary especially eighth grade students are still low, teachers still use traditional technique so that it will make the students get bored and uninterested in learning vocabulary. Scattergories game is interesting for students, it is a creative thinking category game party game. It is a great way to challenge students to think quickly. Moreover, this game allows the students to categorize kind of words, it makes learning more organize.

I want to conduct a research on the use of Scattergories Game for teaching vocabulary as subjects of the study. Based on the statements before, that scattergories as an alternative teaching technique in learning vocabulary.

1.2 Reason for Choosing the Topic

There are some reasons for choosing the topic. they are as follows.

1) Teacher rarely uses games as a teaching technique. I did a teaching internship program for about 3 months and see that the teachers especially English teacher rarely use a game as the teaching technique.

2) I want to confirm, Scattergories Game as a teaching technique is an effective in teaching vocabulary. It helps the students to categorize vocabulary. eg: if

they asked about zebra, horse, and cow they can categorize that they are animal, especially mammals.

3) After I have done an observation in SMP Negeri 2 Demak when I participated in teaching internship program, I found that Scattergories Game has not been applied in this school in teaching vocabulary. I want to use and introduce this game as a teaching technique in my research.

1.3 Statement of the Problem

Referring from the various problems in the background of the study above, I would like to solve the problems that are formulated below:

1) How effective is Scattergories game for teaching vocabulary to eight grade students' of SMP Negeri 2 Demak?

2) How significant is the improvement of the eight grade students' of SMP Negeri 2 Demak vocabulary achievement after receiving the treatments using Scattergories game?

1.4 Objective of the Study

The objectives of this study according to the statements of the problem above are as follows.

1) Find out the vocabulary mastery of the students who are taught by using Scattergories game and who are taught without using Scattergories game.

2) Find out whether or not there is a significant difference of the vocabulary mastery between the students who taught using Scattergories game and those taught without using Scattergories game.

1.5 Significance of the Study

The result of this research is expected to be useful for the teacher, students, and for the field study. They are as follows:

1) For the teacher

The teachers can use games as their new teaching technique.

2) For the students

The students are being able to think fast and easy to categorize words and improve their vocabulary through playing a game.

3) For the field study

The field study can take the example of the research conducted. The research can be used when the conductor gets problems with the teaching learning process. At least, the final project can be used for better studies.

1.6 The Outline of the Study

This final project consists of five chapters. They are:

Chapter I presents the introduction of the study. It deals with the background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significance of the study, and outline of the study.

Chapter II provides the review of the related literature which consists of three parts. They are review of previous studies, theoretical foundation, and theoretical framework.

Chapter III explains the research methodology which covers the research design, subjects of the study, research variables, hypotheses, type of data, instruments for collecting data, and method of collecting data and method of analyzing the data.

Chapter IV explains the result of the study which deals with a general description, finding and analyses, and discussion.

Chapter V explains the conclusions and suggestions based on the data.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories that support this study. It consists of three sub-chapters. They are review of previous studies, theoretical background, and theoretical framework.

2.1 Review of Previous Studies

There have been many of researchers who conducted research about teaching vocabulary, one of them is Alqahtani (2013) who conducted the importance of vocabulary in language learning. The result is teachers need to notice the type of the vocabulary, the students' level and characteristics, and also the value of the techniques for the learners. The second, teachers need to be aware of these differences when applying their teaching techniques.

The second is from Aryani (2016) who studied a board game used in teaching vocabulary. In order to achieve the objective of the research, she used a quasi-experimental research design. The result of this research showed that board game is effective for teaching vocabulary. It was proven from the results of the pre-test and the post-test. The pre-test results showed that the average score of the experimental group was 41.5 and the control group was 40.67. After the experimental group had received the Board Game as their treatments, the average score went up to be 77, while the control group which had taught by using conventional method increased only to be 67.33.

The study focused on the effects of using the board game on developing the vocabulary mastery. After getting different treatment was given to both experimental and control group , the reserach claimed that using game can be considered as an amusing and attractive vehicle to students' vocabulary mastery .

Utilizing game as the teaching technique gave positive impact on students' learning. This instrument could be one of attractive media to gain students' interests in learning especially vocabulary. It proved on the result which was better than the control group. Therefore, using game in language classroom gave beneficical effect for students in general.

The study concluded that game, in this case helps them to enhance and improve their competences in vocabulary. Game make the teacher easily reviving the class mood. Hence utilizing game in the classroom are excellent example and attractive vehicles to deliver the material.

The previous and present study have similar purpose which is to find out the effect on the use of game to improve students' vocabulary mastery by comparing the experimental and control group. However , the previous study has long period in treatment and the game are too simple with no variation. Nevertheless, the treatment of present study using game with many varition or we can say multivariation.

The other research was conducted by Musaffa (2016) who studied the effectiveness of using outburst game for solving vocabulary problems in vocational school. The result was good, the research showed that the mean score of the post-test (79,8) was higher than the pre-test (57,9). T-test obtained the value of t_o (4,314)

was higher than t_x (1,998). It means that the outburst game showed a significant difference on the vocabulary mastery. In addition, the students really enjoy the game and the data showed that the game effective to be applied in class especially in vocational school.

The study focused on the effects of using the outburst game on developing the vocabulary mastery. After getting different treatment was given to both experimental and control group , the reserach claimed that using game can be considered as an amusing and attractive vehicle to students' vocabulary mastery .

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The other research was conducted by Astuti (2014) who studied the use of cooking academy game to enrich vocabulary of vocational students. The result was good, the research showed that the post-test 78.95 was higher than the pre-test 42.30. according to the data, he concluded that the game gave significant difference through students' vocabulary dealing with cooking. Plus, the students were really enjoyed and interested in playing the game, the data showed that game was effective to be applied in vocational school.

The study focused on the effects of using the cooking academy game on developing the vocabulary mastery. After getting different treatment was given to both experimental and control group , the reserach claimed that using game can be considered as an amusing and attractive vehicle to students' vocabulary mastery .

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The other research was conducted by Afiniati (2015) who studied the effectiveness of word mapping strategy to improve students' vocabulary mastery. The result was good, the data showed that the mean score of post-test 81.8 was higher than the pre-test 62.5 and T-test of the mean difference was 3.145 and t-table was 1.994, it means that t-value was higher that t-table ($3.145 > 1.994$). The students were more curious about these game, it showed that the students were active in playing the game. It showed the significant difference of vocabulary achievement between two group who were taught by using word mapping strategy and those who were taught by using word-list strategy.

The study focused on the effects of using the word mapping strategy game on developing the vocabulary mastery. After getting different treatment was given to both experimental and control group , the reserach claimed that using game can be considered   as an amusing   and attractive vehicle to students' vocabulary mastery.

Utilizing game as the teaching technique gave positive impact on students' learning. This instrument could be one of attractive media to gain students' interests in learning especially vocabulary. It proved on the result which was better than the control group. Therefore, using game in language classroom gave beneficical effect for students in general.

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The other research was conducted by Malinda (2016) who studied the use of my neighbour's cat to improve vocabulary mastery. The result was good, according to the analysis, the pre-test mean 56.33 < the cycle 1 70.67 < the cycle 2 74.33 < and the post-test mean was 78.83. As the data showed, the neighbour's cat game could solve the lack of vocabulary found in class.

The study focused on the effects of using the my neighbour's cat game on developing the vocabulary mastery. After getting different treatment was given to both experimental and control group , the reserach claimed that using game can be considered as an amusing and attractive vehicle to students' vocabulary mastery .

Utilizing game as the teaching technique gave positive impact on students' learning. This instrument could be one of attractive media to gain students' interests in learning especially vocabulary. It proved on the result which was better than the control group. Therefore, using game in language classroom gave benefical effect for students in general.

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The previous and present study have similar purpose which is to find out the effect on the use of game to improve students' vocabulary mastery by comparing the experimental and control group. However , the previous study has many items and the game are too complicated. Nevertheless, the treatment of present study using game with many varition or we can say multivariation.

The other research was conducted by Khabibah (2006) who studied the picture-board-game as a vocabulary teaching technique. The result was good, the result of the computation is 3.12, the critical value of t for two tailed level of significance in which a = 5% and degree of freedom (df) 38 is 2.02. It means there was any significant difference than the conventional technique.

The study focused on the effects of using the picture-board-game on developing the vocabulary mastery. After getting different treatment was given to both experimental and control group , the reserach claimed that using game can be considered as an amusing and attractive vehicle to students' vocabulary mastery .

Utilizing game as the teaching technique gave positive impact on students' learning. This instrument could be one of attractive media to gain students' interests in learning especially vocabulary. It proved on the result which was better than the control group. Therefore, using game in language classroom gave beneficical effect for students in general.

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The other research was conducted by Meiningsih (2014) who studied the effectiveness of vocabulary self-collection and interactive cloze strategy to improve students' vocabulary. The result showed that the mean score of the experimental was 65 and the post-test was higher 77.50; while the result of t-test of mean difference was 3,549 and t-table was 1,997. It means that t-value was higher than t-table (3,549 > 1,997). It showed that the vocabulary self-collection strategy was more effective to be implemented in teaching vocabulary to improve students' vocabulary mastery.

The study focused on the effects of using the self-collection and interactive cloze strategy game on developing the vocabulary mastery. After getting different treatment was given to both experimental and control group , the reserach claimed that using game can be considered as an amusing and attractive vehicle to students' vocabulary mastery .

Utilizing game as the teaching technique gave positive impact on students' learning. This instrument could be one of attractive media to gain students' interests in learning especially vocabulary. It proved on the result which was better than the control group. Therefore, using game in language classroom gave benifical effect for students in general.

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The previous and present study have similar purpose which is to find out the effect on the use of game to improve students' vocabulary mastery by comparing the experimental and control group. However , the previous study has long period and many rules needed in treatment and the game are too simple for a complicated game with no variation at all. Nevertheless, the treatment of present study using game with many varition or we can say multivariation.

The other research was conducted by Aribowo (2008) who studied the effectiveness of teaching vocabulary using games. The research dealing with the test result, most of them could remember well about the material. This is a fact, that applying games as a media on teaching vocabulary to young learners can be considered as the effective way. They always love some funny activities than just too quietly accepting the theory in teaching and learning activity.

The study focused on the effects of using the game on developing the vocabulary mastery. After getting different treatment was given to both

experimental and control group , the reserach claimed that using game can be considered as an amusing and attractive vehicle to students' vocabulary mastery .

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The previous and present study have similar purpose which is to find out the effect on the use of game to improve students' vocabulary mastery by comparing the experimental and control group. However , the previous study has long period in treatment and the game are too simple with no variation. Nevertheless, the treatment of present study using game with many varition or we can say multivariation.

The other research was conducted by Carroll (2011). The result is teacher seeks to have games as part of a pedagogical repertory, along with other components. Features such as game design, content format, team membership, competition or cooperation, and time required are areas of consideration for the teacher.

The other research was conducted by Goltz (2011) The result is we have used a variety of board games in several different management related courses, including Organizational Behavior, Human Resource Management, Business Problem Solving, and Strategic Management.

The other research was conducted by Sato (2016). The result shows that we integrated a popular hobbyist approach on teaching modern strategy games with classical experiential learning elements. the integrated model was largely successful in teaching strategy board games to new players, and Sato offers several recommendations for teachers, designers and researchers of board games.

The other research was conducted by Raposo (2010) This research shows that for creating a platform for creating Word Games, Raposo needs model that defines the Game World with concepts such as the World Representation, Player, Challenges, Links, Goals and Performance Indicators. LudoPor - a prototype of a platform using some of the referred concepts.

The other research was conducted by Blachowicz (2004) this research shows that base for word play in the classroom based on four principles: (1) Word play is motivating and an important component of the word-rich classroom; (2) word play calls on students to reflect metacognitively on words, word parts, and context; (3) word play requires students to be active learners and capitalizes on possibilities for social construction of meaning; and (4) word play develops domains of word meaning and relatedness as it engages students in practice and rehearsal of words.

The other research was conducted by Cassan (2015) Games are mirror the atmosphere of the period, making a first step towards the future with games. nowadays each game is a complete work of art. Not only the quality of components has changed, but especially design, graphics of the box and also of the content.

2.2 Review of Theoretical Studies

This part explains about theoretical foundation on this topic. There are definition of vocabulary, vocabulary mastery, teaching vocabulary, the values of games in learning vocabulary and scattergories game.

2.2.1 Definition of Vocabulary

Vocabulary is the key in language learning, as we know that vocabulary is the link of 4 aspects in learning language. Vocabulary gives us the access to define what topic of people talking about. As Neuman (2009) stated that vocabulary are words we have to know in order to make an effective communication, there are two kinds of vocabulary, *expressive vocabulary* words used in speaking and *receptive vocabulary* words used in listening. The second is by Schmitt (2000), *receptive knowledge* is a skill to be able to understand a word is known, and normally connected with listening and reading. Next, *productive knowledge* is a skill to be able to produce a word of our own, and normally connected with speaking or writing, then it is considered (*passive/active* are alternative terms). From the definition above, I conclude that vocabulary is a knowledge to understand the word lead to language skill, both receptive connected to listening and reading or productive connected to speaking and writing.

2.2.2   Vocabulary mastery

In order to understand the language, vocabulary is an important thing to be mastered. From the definition above I have concluded that vocabulary is a knowledge to understand word lead to language skill, both receptive connected to listening and reading or productive connected to speaking and writing. This section tells about the vocabulary mastery definition comes from Alqahtani (2015), as he stated that Vocabulary mastery is a fundamental thing to express our ideas and makes us be able to understand other people's sayings. Mastery means complete knowledge or great skill that makes someone a master in a certain subject.

Based on the definition above the researcher that vocabulary mastery is an individual's great skill of a language in using words to express and be able to be understood by other, which is acquired based on their own interests needs and motivation. It also connects to other fields like writing and reading. In this final project, vocabulary mastery is the ability of the students to understand the meaning of the words by game.

2.2.3   Teaching Vocabulary

Vocabulary is one of important aspects we should learn. With the recognition of the importance of vocabulary, many techniques and approaches to teaching and learning vocabulary. Unfortunately, teaching vocabulary in the second language classroom is not easy. Most of students are usually bored with the learning process. Their boredom appears because the teacher uses conventional method continuously in teaching vocabulary, such as drill and translate.

Techniques applied by teachers depend on some factors, such as the content, time availability, and its value for the learner. Curriculum of 2013 is the newest curriculum implemented by the government to replace KTSP *(Kurikulum Satuan Tingkat Pendidikan)*. Curriculum 2013 has three aspects of assessment, namely the aspect of knowledge, skills, attitude and behavior. There are at least two major factors in the success of the curriculum of 2013. First, determinant, it is the suitability of the teacher's competence with the curriculum and textbooks. Second, the supporting factor like the availability of the book as a teaching materials and facilities etc. the next come from Alqahtani (2015) stated that teachers need to be able in mastering the material in order to be understood by students, plus, they need to make them interested and enjoy in the teaching and learning process in the classroom. As Alqahtani stated, I think that teacher should master the materials and make the students interested and happy about the material in the classroom by using such techniques like a game. In this research, I deal with the Eight grader students which are classified as an intermediate level, Allen (1983) stated that junior high school which categorize as intermediate student, they need to learn words for common areas of living: words related to food, clothing, shelters and so on. As the intermediate, they need to categorize words well; when they mastered to categorize words well, it shows their vocabulary mastery improves.

Based on the definitions above, in teaching vocabulary teacher should create a good atmosphere and maintain students' interest in learning vocabulary by providing them a game, not a usual game but game with the purpose to stimulate their ability to categorize word by word well.

2.2.4 The Values of Games in Vocabulary Learning

One of the media that teacher used is game. Game mostly used to maintain the students' mood on learning process. Some teachers may think that the use of game is useless, has no purpose and wasting time, but in fact the reality it does not. It is recommending games for vocabulary learning, the purpose is not only passing time in pleasant ways, but games help them to acquire more English words. Rohani (2013) stated that well-chosen games of course with the purpose could allow the students to practice more, because of the students' interest of game. Fun games in ESL are great way to stimulate student's interest in the learning process especially in English class and also help them absorb and retain more information than if they are simply studying to pass a test or complete an assignment. In addition, from Maryam (2013) showed that game also stimulate the students to train their instinct, speed react, sharpen alertness, train motoric skills and mathematically skills.

Applying games in teaching vocabulary, it is not a simple thing to do. We should consider many factors. Without consider it the game will be just useless and it may not other skills help to develop the students. To apply games in English class, teachers should consider numerous factors. One is choosing appropriate games to a group of learners which depend on number of students in class, level of age, level of language proficiency, duration and the content, difficulties of language and the purpose itself. In addition, the teachers should further consider how to implement games to the class. Different from the research that have been done before this research.

2.2.5   Scattergories Game

Scattergories game is a Hasbro classic parlor game of words and categories. this game is commonly for adult players and famous in collegian students to kill their time with beneficial games. Scattergories game is the variations of the category game and can build general word learning. Scattergories is a branch of Board game. In the game of Scattergories players are given a time limit and a random letter of the alphabet and must come up with unique examples of items beginning with that letter that fit into a set of given categories. this game offers the player to stimulate ability to categorize word by word quickly (dealing with time); For example:

Letter "A" category "fruit" player would answer "apple".

Letter "E" category "animals" player would answer "eagle or elephant"

When they categorize words well; it automatically memorized by mind and that memory *pop up* when the students facing the same letter.

Based on the example above, Scattergories game is appropriate to be taught in language classroom especially in vocabulary. It helps the students to stimulate them to think fast in categorizing word. Scattergories game is one kind of the Board game, same with the board game this game offers interactive and interesting activity in the learning process. This game can be used to practice any language skills, such as vocabulary, speaking, knowledge, and so on. This game can be used by teacher to set the students' knowledge of word order in a certain material. For example, the materials are procedure text in cooking class, so the list of words which students

need to are about utensils, ingredients and so on. Unfortunately, these game is designated for adulthood with higher difficulty level of words and wide variations of the game. With simple change by me, the game could be used by young learner students' without breaking its function of these game. I emphasize on the function of the game that help the player which are the students to think fast in categorizing word. Moreover, Scattergories Game is customizable to the teacher's need especially junior high school materials. The teacher can change the content of the Scattergories Game flexibly appropriate with the purpose of the teaching materials. This game can stimulate the students to think more and beyond than usual. Game is customizable to the teacher's need. The teacher can change the content and the topic of the Game do to appropriate with the purpose of the teaching materials.

Scattergories Game can be played in a group consisting of three or four players. It is a very simple game to be played. The steps to play the game are as follows.

1) Make a group consist of 4 people. And make a square sitting zone.

2) Decide who will roll the dice first.

3) Each player takes a folder, decide the topic or materials we that we want to play.

4) Set the alphabet which we want to play throwing

5) Set the timer (15-30 seconds)

6) All player quickly Fill on the list

7) When the time is up, all players must stop writing

8) Then for scoring, we circle the matching answer and we got 10 scores. The highest score is the winner.

In addition, scatterogires has rules, as follows.

1) Students should silence before the dice be drawn and while filling the word on the list.

2) Once the mystery letter revealed students quickly fill it.

3) Yell "scattergories!" after complete each category.

Meanwhile, the methods of the Scattergories Game sequence as follows.

1) Teacher divided the class into several groups; one group consists of four students.

2) The teacher gives each group a copy of the sheet, the dice and the rules.

3) The teacher tells the students to place the fill their identity right above the sheet before starting the game.

4) The teacher explains the steps and the rules of the game.

5) The teacher stops everyone whether or not they are finished.

6) The teacher checks orally the students' answer.

2.3 Theoretical Framework

The theoretical framework of this study started from the idea that how effective the use of Scattergories Game for teaching vocabulary. English teachers need to gain various methods to make students understand the importance of English learning. In addition, they could enjoy the lesson in the classroom and interested to learn it more and deeper. Teachers have to choose one of the method which is good and appropriate to teach vocabulary in class. In the previous study,

Ariyani (2016) found that Board Game was a useful teaching method to be used in vocabulary lesson. As a result, there were many positive impacts that could be seen after several activities. By using Board Game, the students were motivated to learn vocabulary as they believe that Board Game was an interesting and useful method to be used in the classrooms. Besides, Ariyani stated that she suggests for future researchers to explore the use other kinds of game as a new teaching method to improve the students' vocabulary mastery. I am inspired to do a new research dealing with this kind new board game, that is Scattergories game. In this case, I used vocabulary as an independent variable. Scattergories Game can be implemented in a group consists of three to four members. Firstly, teacher gives each group a copy of board and list of the game, clip and ballpoint. Secondly, the teacher explains the steps and the rules of the game. Then, the students start to play the game in their group. Every student should answer questions on the paper list that is provided by the teacher.

Finally, when the time is up, the teacher and students will check the students' answers orally. In general, the Scattergories Game will be meant like the explanation above. I hope by using the Scattergories Game, the research find out the effective teaching method.

Before I gave a treatment, the pre-test was given for both groups to measure students' basic ability on speaking. After giving the treatment, I gave post-test in both groups to measure the significant differences of students' speaking skill between experimental group and control group. After finding the result of the test, I use the t-test formula to calculate the computation of the mean score. The mean

scores were compared in order to find out whether there was a significant difference between pre-test and post-test ofthe two groups or not and to find out which strategy was more effective to teach spoken degree comparison. Then, the questionnaire was given to experimental group because the questionnaire was given after the post-test where I had found the significant different of the students score between the control group and experimental group. Therefore, I gave the questionnaire only for the experimental group as a prove that the *scattergories game* was effective for teaching vocabulary. The theoretical framework of the study visualized below,
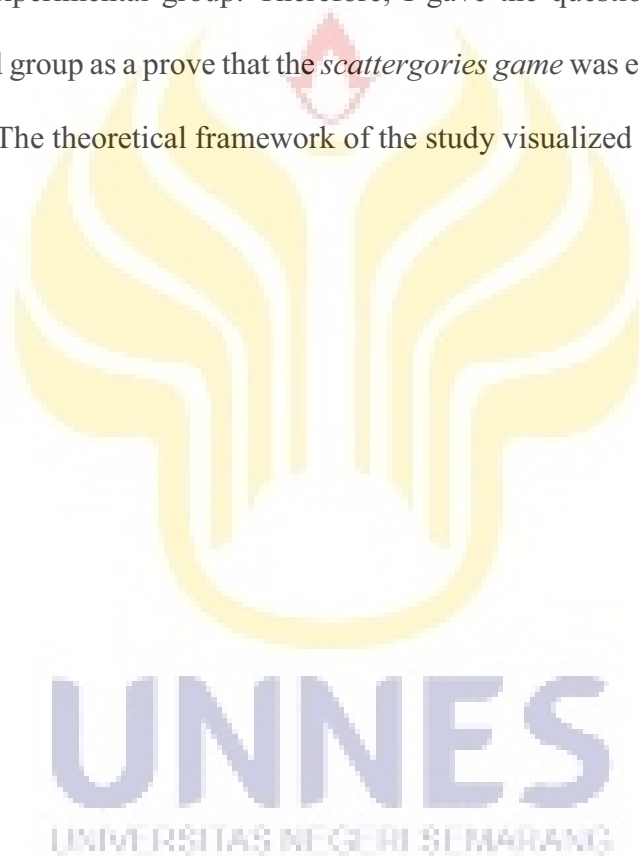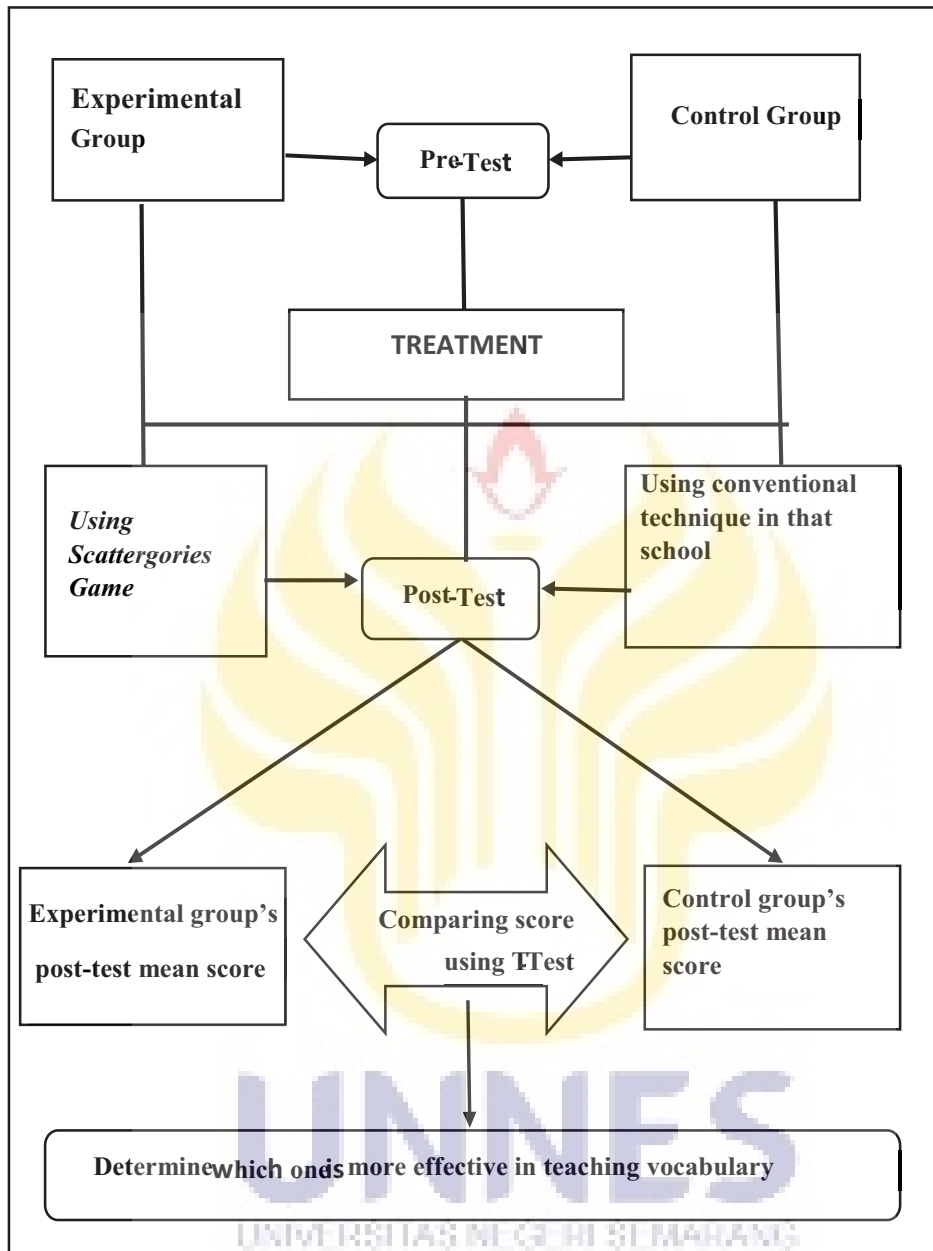
Figure 2.1 The Theoretical Framework of The Study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions from the experiment and the data analysis which have been discussed in the previous chapter.

5.1 Conclusions

Based on the research that has been done, there are some points which can be taken as the conclusions of this research.

First, the use of Scattergories Game is effective for teaching students' vocabulary. It is proven from the result of the pre-test and the post-test. The pre-test results showed that the average score of the experimental group was 52,40 and the control group was 47,80. After the experimental group had received the Scattergories Game as their treatments, the average score went up to be 76,40, while the control group which had taught by using conventional method increased only to be 67,80.

Second, there is a significance improvement of the students' achievement dealing with vocabulary mastery after they had received the treatments by using Scattergories Game. It is showed in the calculation by using t-test. The result showed sig. (2 tailed) value 0.00 was lower than 0.05.

5.2 Suggestions

The following are some suggestions that can be taken based on the conclusions of this research, they are as follows:

For English teachers, they can use Scattergories Game as a method in teaching English, especially in teaching vocabulary. They should give the students an interesting and interactive teaching method in order to motivate them to learn vocabulary and reduce boredom during the learning process. Moreover, Scattergories Game can be applied in other English skills.

For students, they can use Scattergories Game to learn vocabulary. Furthermore, they can learn other English skills by using Scattergories Game which can easily find on the internet.

For future researchers, they need to consider about planning the schedule of their research well. The schedule should match with the school's schedule, so it would not harm the research activity. I also suggest for future researchers to explore the use other kinds of game as a new teaching method to improve the students' vocabulary.

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