TEACHING VOCABULARY USING BOARD GAMES; SCATTERGORIES GAME AND WHAT SOMEONE DOES GAME

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Tujuan dari penelitian ini adalah: (i) untuk mengetahui apakah ada perbedaan yang signifikan mengenai penguasaan kosakata siswa setelah diajarkan melalui permainan *Scattergories* dan permainan *What Someone Does*, dan (ii) aspek kosakata meningkat secara signifikan pada kedua kelas, kelas ekperimen 1 dan kelas eksperimen 2. Penelitian ini menggunakan *Independent Sample T-Test* di SPSS 25.0. Hasil menunjukkan bahwa rata-rata nilai tes sebelum pada kelas eksperimen 1 adalah 71.44 sedangkan nilai tes sesudah adalah 80.40 dan nilai selisih adalah 9.96. Sebaliknya, rata-rata nilai tes sebelum pada kelas eksperimen 2 adalah 66.58 sedangkan nilai tes sesudah adalah 72.50 dan nilai selisih adalah 5.91. Hal ini dapat dilihat dari *sign* lebih kecil dari *alpha* (0.026<0.05). Hal ini dapat dikatakan ada perbedaan yang signifikan mengenai penguasaan kosakata terhadap siswa melalui permainan *Scattergories* dan permainan *What Someone Does*.

The aims of this research were: (i) to find out whether there is a statistically significant difference of students' vocabulary achievement between the students taught with Scattergories Game and those with What Someone Does Game, (ii) to identify which content words improved the most in the two classes, the experimental class 1 and experimental class 2. This research was analyzed using Independent Group T-Test through SPSS 25.0. The result showed that the mean of the pre-test score in experimental class 1 is 71.44 while post-test score is 80.40. On the contrary, the mean of the pre-test score in experimental class 2 is 66.58 while post-test score is 72.50. It can be seen from sign lower than alpha (0.026<0.05). It indicates that there is a significant difference of the students' vocabulary achievement between the students who were taught with Scattergories game and those who were taught with What Someone Does game.

Keywords: scattergories, vocabulary achievement, what someone does

INTRODUCTION

According to English curriculum of junior high school, the students need to have vocabulary around 1000-1500 words in order to be able to use English both in spoken and written language. This is in line with Cameron (2001), who states that students need to learn one to two thousand words to enable them to the mastery of certain amount of vocabulary is regarded as the English competence by speaking English.

However, the majority of junior high school students still have low mastery of vocabulary. Research has shown that students rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle to overcome (Huckin,1995). In production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept. ''When students travel, they don't carry grammar books, they carry dictionaries'' (Lewis, 1993)

One of the reasons of these problems is the learning process is still dominated by the teacher (teacher-centered). Students who learn a language need sample opportunity to interact in a meaningful, interesting context and play with the language while developing vocabulary and structures (Ghosn, 1997). It means that, students will easily get bored during the class. In impact, the learners cannot receive the material well. Because of that, the teacher should look for an effective technique to make learning vocabulary easier, more pleasant and enjoyable.

There are a number of reasons affecting the problems of vocabulary low mastery. One of which in appropriate use of the technique the teacher uses in teaching vocabulary is by using games. The researcher attempts to use Scattergories game and What Someone Does game to find out whether one or both of them will be effective or not for teaching and increasing students' vocabulary achievement. These two games are might be

applicable to be used in junior high school and they will make the teaching learning process more interesting and enjoyable.

Based on Staff (2017), the Scattergories game is a classic game that asks players to answer various questions, but the trick is those answers must all begin with a certain letter. The students will be active during playing the game which makes them interested in learning process so the material will be easy to understand. Therefore, teacher can use Scattergories game to raise students' interest and motivation to build their vocabulary mastery as well. On the other hand, the disadvantages of using Scattergories game in teaching vocabulary are it gives time limit and random letter to answer unique example of categories. It will be difficult to students who have not enough vocabulary. Meanwhile, What Someone Does Game is a board game that asks players to move their game pieces along the path according to the number indicated by the dice and read the phrase that they land on to the group (Bain, 2015). It means that What Someone Does game make the learners easy to memorize what they have learnt and also can help students to improve and practice their words. In contrast, What Someone Does game becomes too noisy in the classroom and some of them are difficult to solve the problem, because they only have a little knowledge about such various vocabularies.

Based on rationale above, the researcher proposed Scattergories and What Someone Does games to be used in teaching learning process in order to find out the differences and which game was effective. The research was conducted at SMP Karya Bhakti Gadingrejo as comparative game research. The result finally can be a consideration for teachers nowadays to make the teaching of vocabulary more interesting and increase the vocabulary achievement. Hopefully, by presenting Scattergories and What Someone Does games, students' vocabulary achievement can be increased.

METHOD

This research is quantitative research with Independent Group T-test (two group pretest and post test design). Two classes were used in this research as experimental classes; one class was given treatment using Scattergories game and the other class was given treatment using What Someone Does game. This research was conducted in SMP Karya Bhakti Gadingrejo at the second grade students.

The students were given 40 multiple choice items for both classes in order to find the difference achievement between students who taught through Scattergories and What Someone Does game. The data were analyzed by using Independent Sample t-test in SPSS 25.0.

RESULTS AND DISCUSSION

Results

In sequence to answer the first research question, the researcher conducted a pre-test and post-test in experimental class 1 and experimental class 2. Then, researcher calculated these scores and the gain. After that, the researcher calculated the gain scores of pre-test and post-test in experimental class 1 and experimental class 2. As a result, it was found that there was a difference of students' gain scores.

Table 1 The Students' Vocabulary Achievement

Mean Scores					
Experimental Class 1			Experimental Class 2		
Pre-Test	Post-Test	Gain	Pre-Test	Post-Test	Gain
71.44	80.40	9.96	66.58	72.50	5.91

The researcher calculated the gain scores of pre-test and post-test in experimental class 1 and experimental class 2 using Independent Sample T-Test through SPSS 25.0. As a result, it was found that there was a difference of students' gain scores. More specifically, the result can be seen on the table 2 as follows:

Table 2 The Gain Scores of Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig.	Mean Difference	Std. Error Difference	Lower	Upper
Gain score	Equal variances assumed	9.078	0.004	2.294	47	0.026	3.043	1.327	0.375	5.712
	Equal variances not assumed			2.320	37.624	0.026	3.043	1.312	0.387	5.700

Note:

Sig. < 0.05 : the data variation are different

The sig. in experimental class 1 and experimental class 2 is 0.026. It means that the sig. $< α$ (p<0.05, p=0.000). It can be concluded that there was any significant difference between students' vocabulary achievement taught through Scattergories and What Someone Does game in second grade students of SMP Karya Bhakti Gadingrejo. In other words, the hypothesis was accepted.

The researcher also presents the data about the increase of content words score from the students' pre-test and post-test score. The data was tabulated from the right answer from each content word and then being converted into percentage by counting the right answer divided into the total number of each aspect in the test times 100% get the score of each aspect from the test. Then, after getting the score of each aspect, the researcher found the gain from the increase of vocabulary aspects.

Table 3 The Mean Score and Significant Level of Aspects of Vocabulary

No	Aspect of Vocabulary	Scattergories			What Someone Does			Sig. 2 Tailed
		Mean			Mean			
		Pre	Post	Gain	Pre	Post	Gain	
1	Noun	7.08	8.40	1.32	7.33	8.20	0.87	0.013
2	Verb	7.20	8.00	0.80	6.66	7.12	0.45	0.320
3	Adjective	7.32	7.96	0.64	6.45	7.00	0.54	0.348
4	Adverb	7.12	7.88	0.76	6.29	6.95	0.66	0.612

From the analysis of students' score in pre-test and post-test, the researcher found the data about the increasing of vocabulary aspect. The data showed that all aspects of vocabulary increase after being taught by using Scattergories and What Someone Does game. All of the aspects of vocabulary which were measured in this research, they were noun, verb, adjective, and adverb.

Discussion

Overall, Scattergories and What Someone Does game had one similarity which the goal of the game was the players answer the lists of category related to the game's instructions. Both games were good techniques to teach vocabulary for the students because the games could improve their logical thinking, when they had to guess the words related to the categories list meanwhile they can grow creativity and imagination.

Considering the data that Scattergories game gave better improvement than What Someone Does game. It happened because Scattergories game asked the players to work individually so that they needed to remember words by imagining their daily life and use their own words. This game also gave the players to memorize the answer twice because the first rule was that players answered the question in written form than they needed to mention it loudly. So the others players could listen the answers. In this case, the players could increase some new words easily and it was more memorable for the students to think again about what the others players mentioned.

On the other hand, What Someone Does game gave lower improvement than Scattergories game because one the rule of this game was that the students must play in team work. The class became very noisy since they are busy with their own work because every student has different job to finish the game. In this case, the students only focus on their own work. After their job finished, they did not pay attention with the game. So, the students could not receive all the words that are given by the researcher.

Although games proved to be a successful method when teaching vocabulary to the students, they gave some challenges for the teacher and the students. The first challenge is the noise and unorganized classroom. Children sometimes move a lot and talk too much when they are excited which makes it hard to control them. In order to manage the class, Brown (2001) stated that the teacher must understand the students' characteristics in order to create a good environment for learning.

This section is in line with the quotation by Scott & Ytreberg (2004) stressed the importance of making young learners sit together in a group because they like to have other peers around them. Sitting the students together encourage cooperation, but this does not mean that they have to be in groups all the time while they are working. Phillips (1993) noted that having a group of more than five students will result in counter-productivity where chaos might emerge. Teachers could ask their students to count one until two in a sequence manner and students with the same number will gather in the same group on the floor. Next, young learners could be asked to choose a name for their group to be written on the white board to record their scores. If there is an uneven number of student e.g. five students, one group could have 3 students and the other two. Grouping techniques of this kind will help in create a cooperative and competitive atmosphere among the members of the groups.

In this research, the highest score of pretest in experimental class 1 is 82 while the lowest is 55 and the mean score is 71.44. Whereas, in the experimental class 2 the highest score of pre-test is 82 while the lowest is 50 and the mean score is 66.58.

Thus, the description above has flowed to a conclusion that Scattergories and What Someone Does game have a positive effect on students' vocabulary achievement where there is a significant different between students' gain scores of pre-test and post-test score.

It is in harmony with Aryani (2016) who studied a board game used in teaching vocabulary. The result of this research showed that board game is effective for teaching vocabulary. It was proven from the results of the pretest 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. Furthermore, the researcher tried to analyze the improvement for each words class.

In this research, noun was one of the aspects of vocabulary that gave the most influence on students' vocabulary achievement by using Scattergories and What Someone Does Game. In experimental class 1, the mean score of pre-test is 7.08 and for post-test score is 8.40. The improvement of this type is 1.32. While in the experimental class 2, the mean score of pre-test has the same score with experimental class 1, it is 7.33 and for post-test score is 8.20. The improvement of this type is 0.87. It refers to the fact that the students are familiar with some items and categories since they mostly find those words in daily life.

The data showed that both Scattergories game and What Someone Does game got better improvement in class words noun. This condition happened because these games were using daily vocabulary that was usually dominated by concrete nouns. For examples, they knew the words sand and coral for category in the beach, pillow and cupboard for category in the bedroom and stethoscope for category in the hospital after the treatments.

According to McGhee-Bidlack (1991), concrete nouns represent things that can be perceived through the five senses such as cat and woman for sight, perfume and aromas

for smell, music and noise for hearing, steak and medicine for taste, and wool for touch. That was a matter which made the students acquired more in class word noun.

In this case, noun scores in experimental class 1 were higher than experimental class 2 because the situation in Scattergories game class during the treatments was more conducive and the students were more active to ask the new words than in What Someone Does game class. For example, the student asked the English word of *kompor* to answer category in the kitchen.

Scattergories and What Someone Does game had good effect on students' vocabulary achievement which belong to verb. Referring to verbs, the mean score of pre-test in experimental class 1 is 7.20 and for post-test score is 8.00. The increase of this type is 0.80. While the total score of pre-test in the experimental class 2 is 6.66 and for post-test score is 7.12. The increase of this type is 0.45. It is due to the fact that, most of the students are still unable to determine what words belong to verb type because there are several numbers of items and categories which are difficult and uncommon. Verb was the most difficult aspect in learning vocabulary in context because verb was related to grammar understanding such as subject-verb agreement and tenses.

Concerning to adjectives in the experimental class 1, it is proven by the mean score of pre-test which is 7.32 and the mean score of post-test is 7.96. The increase of this type is 0.64. While in the experimental class 2, the mean score of pre-test which is 6.45 and the mean score of post-test is 7.00. The increase of this type is 0.54. Regarding to the result, the students are still unable to use adjective items properly because they are still confused which one belongs to adjectives and which one belongs to other types. They also are unfamiliar with the adjective items since their vocabulary mastery are poor.

In terms of adverbs, the mean score of pre-test in experimental class 1 is 7.12 and for post-test score is 7.88. Thus, the improvement of this type is 0.76. While the mean score of pre-test in the experimental class 2 is 6.29 and for post-test score is 6.95. The improvement of this type is 0.66 which is the lowest improvement than the other types

of the content words. Students in junior high school do not know many kinds of adverb because they rarely focus learning on adverb which is only for complement.

CONCLUSIONS

Based on the analysis of the result and findings, two conclusions are presented: (i) There is a significant difference between students' vocabulary achievement taught through Scattergories game and What Someone Does game. The vocabulary achievement taught through Scattergories game gave better improvement than What Someone Does game. The students who learn vocabulary using Scattergories game should play individually so they need to answer each categories by themselves and it makes the students fully attention during the treatments. (ii) The students who were taught through Scattergories and What Someone Does game get higher gain in content word type noun. It happened because these games were using daily vocabulary that was dominated by concrete nouns.

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