THE EFFECT OF USING SCATTERGORIES GAME ON THE TENTH GRADE STUDENTS' VOCABULARY MASTERY

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Abstract

This research is aimed to find out the effect of using Scattergories Game on the tenth grade students' vocabulary mastery at SMK Baitul Hikmah Tempurejo in the 2017/2018 academic year. Vocabulary is an important language element that is needed to be mastered. A teaching technique is needed to teach vocabulary. Chang & Codswell (2008:3) stated that scattregories game can be adapted as communicative activities which can affect students' vocabulary mastery. This research is classified as a quasi-experimental research with Nonrandomized Control Group, Pretest-Posttest Design. The subjects of this research is the tenth grade students of SMK Baitul Hikmah Tempurejo where 30 students of X D and 30 students of X E. Class X D as experimental group was taught by using scattergories game as the treatment while X E class as control group was not taught by using scattergories game. The instrument of data is test in form of multiple choices. In the beginning of the research, both groups were given a pre-test to measure their vocabulary mastery before treatment. It continued by giving post-test to both groups. The result of the post-tests were analyzed by using Independent Sample t-test. The significance result of Independent Sample t-test is 0,000 which is lower than 0,05 (alpha). It shows that there is a significant difference in the students's vocabulary mastery of the students who are taught by using scattergories game and those who are not. It means that the use of scattergories game has significant effect on the students' vocabulary mastery.

Keywords: Scattergories game, Students's Vocabulary Mastery

Introduction

Language is a tool that people use to communicate with others. People have different language as their mother tongue. In this era, English become a global language that is needed to master by people for their own needs. In fact, rarely high school students can communicate using English. Thornbury (2002:1) stated that every languages have words and the emergence of language because of the existence of words.

Efendi (2013:83) said that the use of game as a teaching technique can improve students' ability in mastering vocabulary. One of the games is scattergories game. Scattergories game is known as one of classic board game that can give a good impact on students' educational achievement (Hinebaugh, 2009:v-vi). The result of the previous study that is done by Khikmah (2016:67) showed that scattergories game can improve students' vocabulary mastery at one of junior high school

in Indonesia. It can be seen from the improvement percentage of the thirty seven students who pass KKM. In cycle 1, percentage of pre-test is 2.70%, and post-test is 40.54% while in cycle 2, percentage of pre-test is 62.17% and post-test is 89.18%. The t-calculation of both cycles (cycle 1 is 10.34 and cycle 2 is 3.03) are higher that t-table (2.02) which means that there is a significant improvement in each cycle.

Based on the reason above, it is encouraging to conduct a research entitled: "The effect of using scattergories game on the tenth grade students' vocabulary mastery at SMK Baitul Hikmah Tempurejo in the 2017/2018 academic year".

Method

The kind of this research is an experimental research at which there are two groups that have been defined as the experimental group and control group. This kind of research provides a deliberately treatment for the experimental group which is an independent variable. This treatment is implemented in order to know the effect of the treatment on the dependent variable. The design of the research is Nonrandomized Control Group, Pretest-Posttest Design.

Table 3.1 Nonrandomized Control Group, Pretest-Posttest Design

Group	Pre-test	treatment	Post-test
E	Y_1	X	Y_2
C	Y_1		Y_2

(Ary, Jacobs, Sorensen & Razavieh, 2010: 316)

Arikunto (2010:192) states that data collection method is a way that used by researcher to collect data about the variables (variables) which is being studied. In this research, intrument is used to collect the data. The intrument of this research is vocabulary test in form of multiple choices. In order to know whether the test is suitable for tenth grade students or not, the tryout is given to the tenth grade students who do not include in experimental and control groups. To analyze the examined test item, the researcher implements the developing instruments of the test. Those are validity of the test, reliability of the test, difficulty level of the test, and discriminating power of the test.

After requiring data for the research, the next step is that analyzing the data obtained. This research will use Independent Sample t-test (SPSS 21) to analyse the data. To know whether or not the result of t-test is significant, the probability value is consulted to 0.05 level of significant.

Result and Discussion

In this research, independent sample t-test is used because the researcher had researched two different groups and compared the post-test result of both groups after gave the treatment. It is done to know the significant difference means between the two groups.

Before analyzing the test, the researcher need to propose hypothesis to know whether the data has a difference means or not in 5% significant level (if the significance value is higher than (>) 0.05, H_0 is accepted, but if significance value is

less than (<) 0.05, H_0 is rejected). The hypothesis are :

H_0 : there is no different means between the tenth grade students of SMK Baitul Hikmah Tempurejo who are taught bay using scattergories game and those who are not on their vocabulary mastery.

Ha : there is a significant different means between the tenth grade students of SMK Baitul Hikmah Tempurejo who are taught by using scattergories game and those who are not on their vocabulary mastery.

The result of normality test on control group's post-test (0,196) and the experimental group's post-test is 0,100 are higher than (>) 0,05, which means that the distribution of the data of control group's post-test and experimental group's post-test are categorized as normal.

The homogeneity of variance indicates that the significance value of post-test is 0,216 which is higher than 0,05. It means that H_0 which said that here is no different variance between experimental and control group is accepted. It can be said that the Post-Test score from both experimental and control group has the same variance.

It is known that the distribution of the data is normal and homogenous, therefore Independent Sample t-test is used to measure the level of the difference and significant data. It is called as parametric test. Before analyzing the test, the researcher need to propose hypothesis to know whether the data has a difference means or not in 5% significant level (if the significance value is higher than (>) 0.05, H_0 is accepted, but if significance value is

less than (<) 0.05, H_0 is rejected). The hypothesis are :

H_0 : there is no different means between the tenth grade students of SMK Baitul Hikmah Tempurejo who are taught bay using scattergories game and those who are not on their vocabulary mastery.

Ha : there is a significant different means between the tenth grade students of SMK Baitul Hikmah Tempurejo who are taught by using scattergories game and those who are not on their vocabulary mastery.

Based on the result of analizing Independent sample t-test, it is known that the deficiency is 58 and the significance value is 0,000 which is less than 0,005. It indicates that H_0 is rejected, and Ha is accepted. It means that there is a significant different between the tenth grade students who are taught bay using scattergories game and those who are not on their vocabulary mastery at SMK Baitul Hikmah Tempurejo in the 2017/2018 academic year. It shows that there is a better achievement of experimental group students on theit vocabulary mastery which is given a treatment than the control group which is not.

The result of the research above proves the literatures which are cited by the researcher. First, It proves the suggestion, which is given by Efendi (2013:83), that the use of game as a teaching technique in teaching vocabulary can improve students' ability in mastering vocabulary. Second, it is also proves the statement which stated that scattergories game is a teaching tool that can give good impact on students' educational achievement, especially students' vocabulary

mastery (Hinebaugh,2009:v-vi). Third, It proves the statements that are stated by Chang & Cogswell (2008:3). Scattergories game can be adapted as communicative activities in the classroom. It can promote students' collocative skills with various concepts, and students' vocabulary mastery as well. Fourth, Maxom (2009 : 347) stated that scattergories game is an effective teaching technique for upper-intermediate level students and above. This research is done in Senior High School. The result of this research shows that scattergories game can give a good impact to the students' vocabulary mastery which means that this game is effective to be used as a teaching technique to teach senior high school students.

After going through the related literature which has explained above, it is clearly shown that the use of scattergories game in teaching vocabulary is effective. It is supported by the previous researcher which show that the result of the research does not much different with this research. The result of the research conducted by Khikmah (2016:67) showed that scattergories game can improve students' vocabulary mastery at one of junior high schools in Indonesia. In this research, scattergories game was applied to the tenth grade students of Senior High School that is SMK Baitul Hikmah Tempurejo.

Based on the explanation above, it could be summarized that scattergories game was an effective technique for teaching vocabulary. It was proved by the result of this research that indicated the use of scattergories game had a significant effect on the tenth grade students'

vocabulary mastery of SMK Baitul Hikmah Tempurejo in the 2017/2018 academic year.

Since the used of scattergories game gave an effect on the tenth grade students' vocabulary mastery, there are some suggestion was given to make this game more effective. First, the teacher need to be more creative in making scattergories list that appropriate with the given material. It is because there is no spesific provision about the category list. Second, the further researchers are expected to provide more categories on the scattergories list in order to get better result on the students' vocabulary mastery. Third, the further researchers are expected to use true experimental research to get more believable result.

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