

THE INFLUENCE OF USING SCATTERGORIES GAME TOWARD STUDENTS' VOCABULARY RETENTION OF THE EIGHTH GRADE OF SMP NEGERI 1 ABUNG SELATAN ACADEMIC YEAR 2024/2025

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Abstract: The ability of remembering words after a period of time spent learning a language, particularly English vocabulary is known as vocabulary retention. In the fact, the students' English vocabulary is still low because the teacher must apply a method that is thought to be effective in the teaching and learning process. Based on the problem, the researcher conducted this research aim to find out whether there is significant influence of using scattergories game toward students' vocabulary retention of the eighth grade SMP Negeri 1 Abung Selatan academic year 2024/2025. The researcher used *nonequivalent control group design* with research design in *quasi-experimental*. The population 296 of eighth-grade students from SMP Negeri 1 Abung Selatan. For sample focused of class VIII D, which had 34 students as an experiment class, and class VIII C, which had 32 students as a control class, were the samples selected using *purposive sampling*. The researcher using multiple-choice test consisting of 25 items was used for collecting data for this research and conducted the t-test for analysis after research. Based to the hypothesis, there was a significant (2-tailed) difference of 0.024 between the experiment and control class. As a result, H_a was accepted and H_0 was rejected. In conclusion, there is significant influence of using scattergories game toward students' vocabulary retention of the eighth grade SMP Negeri 1 Abung Selatan academic year 2024/2025.

Keyword: Scattergories Game, Vocabulary Retention

Abstrak: Kemampuan dalam mengingat kata-kata dalam jangka waktu tertentu yang dihabiskan untuk mempelajari bahasa, khususnya kosakata bahasa inggris yang dikenal sebagai retensi kosakata. Faktanya, kosakata bahasa inggris siswa masih rendah, karena itu guru harus menerapkan metode yang dianggap efektif dalam proses mengajar. Berdasarkan permasalahan tersebut, peneliti melakukan penelitian tersebut bertujuan untuk mencari tahu apakah ada pengaruh yang signifikan dari penggunaan permainan scattergories terhadap retensi kosakata siswa kelas delapan SMP Negeri 1 Abung Selatan tahun akademik 2024/2025. Peneliti menggunakan *nonequivalent control group design* dalam desain penelitian *quasi-experimental*. Populasi kelas delapan di SMP Negeri 1 Abung Selatan

sebanyak 269 siswa. Untuk sample, difokuskan dari kelas VIII D sebanyak 34 siswa sebagai kelas eksperimen dan kelas VIII C sebanyak 32 siswa sebagai kelas kontrol. Teknik pengambilan sample menggunakan purposive sampling. Dalam penelitian ini, peneliti menggunakan tes pilihan ganda terdiri dari 25 item yang digunakan untuk pengumpulan data penelitian dan melakukan uji t untuk analisis setelah penelitian. Berdasarkan hipotesis, terdapat perbedaan signifikan (2-tailed) sebesar 0,024 antara kelas eksperimen dan kelas kontrol. Akibatnya, H_a diterima dan H_0 ditolak. Kesimpulannya, terdapat pengaruh yang signifikan dari penggunaan permainan scattergories terhadap retensi kosakata siswa kelas delapan SMP Negeri 1 Abung Selatan tahun ajaran 2024/2025.

Kata Kunci: Permainan Scattergories, Retensi Kosakata

I. INTRODUCTION

Vocabulary retention is a crucial component of teaching English to non-native speakers. According to Aprika (2018, p.21) explained that learners who remember their vocabulary well will find it easier to communicate their thoughts. For someone learning language skills, it's also critical that they retain their vocabulary well. If a foreign language student has enough vocabulary and proficiency to utilize it effectively, they will be able to write and speak the language with ease as well as comprehend what they read and hear. The student's ability to articulate their thoughts will be aided by their retaining vocabulary since it will enable them to understand language abilities, it suggests vocabulary is a crucial skill that students are supposed to learn.

Vocabulary retention can affect students' skills when speaking, writing, reading and listening. According to Fauziah (2019, p.1) explained that vocabulary is crucial to language instruction because without it, students are unable to communicate their thoughts or comprehend to with others. Vocabulary retention is not

only learned in structure, but must be applied to the scope of English education, because if students only learn the structure, then the student's ability is less improved because the improvement of students' English language skills is seen from the ability to use skills in language, while using the ability to use language skills vocabulary retention is a must if in class.

In scattergories games, competition is crucial because it can motivate students to play by making them want to beat the other teams. Because they are having fun while learning, students are more likely to understand a lesson when it relates to a game. To effectively use games in the classroom, however, it is essential that students are explicitly taught and comprehend the rules before they start playing. Based on statement Fauziah (2019, p.15) explained that the scattergories game is a critical thinking game, where one must think with limited time. In one group, this game is played by 2-6 people. The person who is playing it must write down the initial words and the player's answer must be different from the other players. The researcher chooses this game because this game has a time limit and a random letter of the alphabet and must give unique

examples of items beginning with that letter follow to a specific set of categories. For example: the word that comes out is the letter "M", so the student must write on the board a word that starts with the letter "M" such as "M" for "Motorbike". The student must answer immediately, if the answer is the same as his friend, then the student does not get the score. This game is also suitable for all school levels, especially in junior high school because it can train critical thinking and can collaborate between students in the learning process, so that the teaching atmosphere in the classroom can be carried out and students can absorb the vocabulary they get today. In this case, the researcher assumed that using games as a teaching approach enables students to learn new terms in an interactive, stimulating, and effective manner that they can use both inside and outside of the classroom. The researcher thinks different approaches to teaching English must be developed with topic "The Influence of Using Scattergories Game Toward Students Vocabulary Retention of the Eight Grade SMP Negeri 1 Abung Selatan Academic Year 2024/2025".

II. METHOD

In this research, the researcher in using quantitative research. Design of the research used by researcher is *quasi experiment design*. This influence is measured by administering a certain treatment to group using scattergories game or not using treatment and then comparing how both groups perform on an outcome. The researcher selected a *quasi-experimental* design since the samples were collected using a *purposive sampling*

technique. The researcher using sample in VIII D grade with 34 students as experiment class and VIII C with 32 students grade as control class. The researcher using appropriate method *nonequivalent control group design*. Before begin the test, the researcher consulted with experts, namely Mrs. Elis Susanti, M.Pd and Mrs. Rulik Setiani S.S., M.Pd. After valid instrument with experts, the researcher had conducted a tryout in VIII grade with 28 students at SMP Negeri 4 Abung Selatan. After that researcher conducting tryout, the researcher conducted validity and reliability test to calculate the validity and reliability of instrument students' vocabulary retention test.

Data Source

The data source in this research is pre-test and post-test answered by students' vocabulary retention test with material "Celebrate Independence Day". The students studied at SMP Negeri 1 Abung Selatan. Based on classes in the school, the researcher took VIII D grade with 34 students and VIII C grade with 32 students. After comparing each class, in class VIII D and VIII C had different levels of activity from other classes, but it turned out that based on the average daily practice of students, classes VIII D and VIII C actually obtained lower scores compared to other classes. Therefore, the researcher was curious about the results of vocabulary retention test research in classes VIII D and VIII C conducted a multiple choice tests consist 25 item with aim to determine class students' vocabulary retention using scattergories game.

Research Instrument

In this research, to determine the effect of using scattergories on students'

vocabulary retention, the instruments used by the researcher were pre-test and post-test. According to Brown (2003, p.194) is multiple choice tests are the most commonly used tool to assess vocabulary knowledge due to its ease of administration and quick scoring. The researcher using multiple choice test for pre-test and post-test consist of 25 questions with answer A, B, C, or D options. The researcher applies the instruments to collect data. To collect data, the researcher used a vocabulary test. The instrument takes based on the material which appropriate with the eighth grade students of junior high school in curriculum (Merdeka Curriculum) in Indonesia.

Data Collecting Techniques

In this research, the researcher using test was used to collect data. This method requires to determine the impact of the scattergories game toward students get review and describing how much student know vocabulary retention in English class. According to Arikunto (2010, p.267) a multiple-choice exam is referred to as a standardized test. Pre-test and post-test design is the test methodology. The test is administered by the researcher using a multiple-choice for pre-test and post-test 40 question.

Data Analysis Techniques

After collecting all of the student scores, the next step was data analysis. It is used to ascertain how the pre-test and post-test results from before and after the course of treatment differ from one another. The researcher used a t-test for data analysis to as certain how the Scattergories game impacted the students' vocabulary retention. Before using the t-test to analyze the data, the researcher first determines whether the data is normal and

homogeneous. The researcher using the normalized gain score, normality test, homogeneity test is conducted using SPSS version 26.

III. RESEARCH RESULT AND DISCUSSION

Research Result

Researcher conducted tryout before the research. The tryout was carried out at SMP Negeri 4 Abung Selatan on Tuesday October 1st, 2024 in VIII grade with total 28 students. This tryout purpose to determine the reliability of vocabulary retention test instrument. The validity of the instrument was determined through expert judgment for each question being tasted provided by two lecturers.

Having found the validity and reliability of the instrument, the researcher conducted a pre-test at SMP Negeri 1 Abung Selatan on Monday October 14th, 2024 in VIII C as control class had 32 students and Wednesday October 16th 2024 in VIII D as experimental class had 34 class, so the total sample was 66 students. This research purpose to determine whether there was significant influence of using scattergories game toward students' vocabulary retention of the eighth grade SMP Negeri 1 Abung Selatan academic year 2024/2025.

This research was conducted one month with total one meeting of tryout, one meeting of pre-test and four time of treatment and the last meeting is one of in the experimental class. Researcher gave special treatment to the experimental class using scattergories game. At the last meeting, the researcher gave a post-test to measure vocabulary retention student's.

Validity of Tryout

Based on the results of the validity of the data pre-test and post-test out of 40 items and there were 25 items valid and 15 invalid for testing using SPSS version 26. A preview of the validity in these question could be seen in this table:

TABLE V
RESULT VALIDITY OF TRYOUT

NO	Concept to be measure	Number of questions	Valid	Invalid
1	Noun	1, 2, 3, 4, 5, 6, 7, 8	1, 3, 4, 6, 7	2, 5, 8
2	Adjective	25, 26, 27, 28, 29, 30, 31, 32	25, 26, 29, 30, 31	27, 28, 32
3	Verb	17,18,19, 20, 21, 22, 23, 24	17, 19, 20, 21, 22	18, 23, 24
4	Adverb	33, 34, 35, 36, 37, 38, 39, 40	34, 35, 37, 38, 39	33, 36, 40
5	Pronoun	9, 10, 11, 12, 13, 14, 15, 16	9, 10, 11, 12, 13	14, 15, 16
Total		40	25	15

Reliability of Tryout

After data on students' vocabulary retention test were obtained, the data were analyzed to determine whether the instrument used was reliable or not using SPSS version 26. The results can be seen in following picture reliability result from SPSS version 26:

Picture 3 The Reliability Test Result of Tryout Test
Course: SPSS Version 26

Based on picture 3, the researcher using Cronbach's Alpha with N of item are 40 item and 1 total item. According to Iskandar et al., (2022, p.275) explained that Alpha reliability standard $> 0,60$, So, if the result reliability statistic in SPSS version 26, $> 0,60$, can be conclusion that the instrument is reliable. The reliability results using SPSS Version 26 with formula Cronbach Alpha show $0,720 > 0,60$. So, the test can be said to be reliable.

The result of normality test

Pre-Test

The researcher uses *Kolmogorov-Smirnov* in SPSS to explain the test results. The result of pre-test's normality significance in the experiment class is 0,100 and the control class normality of the significance increased by 0,200. Since the significance is greater than $\alpha = 0,05$, it indicates that the data in both classes are normally distributed ($0,100 > 0,05$; $0,200 > 0,05$).

Post-Test

The researcher uses *Kolmogorov-Smirnov* in SPSS to explain the test results. the result of post-test's normality significance in the experiment class is 0,176 and the control class normality

significance increased by 0,75. Since the significance is greater than $\alpha = 0,05$, it indicates that the data in both classes are normally distributed ($0,176 > 0,05$; $0,75 > 0,05$).

Gain Score

The researcher administered a normality test following the completion of normalized gain (N-Gain score) in the experimental class and control class. The researcher uses Kolmogorov-Smirnov in SPSS to explain the test results. the result of pre-test's normality significance of normalized gain score the experiment class is 0,164 and the control class normality significance increased by 0,200. Since the significance is greater than $\alpha = 0,05$, it indicates that the normalized gain data in both classes are normally distributed ($0,164 > 0,05$; $0,200 > 0,05$).

The result of Homogeneity test

Pre-Test

The researcher employed the *Levene Statistic* in SPSS 26 Version to collect this data. both the experimental and control class significant pre-test scores were 0.527. The significant value is more than $\alpha = 0,05$, which means that the data in both classes are homogeneous ($0,527 > 0,05$).

Post-Test

The researcher employed the *Levene Statistic* in SPSS 26 Version to collect this data. both the experimental and control class significant pre-test scores were 0.428. The significant value is more than $\alpha = 0,05$, which means that the data in both classes are homogeneous ($0,428 > 0,05$).

Gain Score

The researcher conducted a homogeneity test after completing the

normality of normalized gain test to see whether or not the two classes were in the same variant. The researcher employed the *Levene Statistic* in SPSS 26 Version to collect this data. both the experimental and control class significant n-gain scores were 0,882. The significant value is more than $\alpha = 0,05$, which means that the data in both classes are homogeneous ($0,882 > 0,05$).

The result of t-test

Pre-Test

The t-test was used to test hypotheses on groups of students before receive treatment. It is aimed at that both group (control class and experiment class) come from the same ability before the treatment. The result that paired sample t-test, which was calculated using SPSS version 26, revealed a significant (2-tailed) is t-test of pre-test between the experiment and control group of 0,463 which was bigger than the significance level (α) = 0.05. As a result, H_a was rejected and H_0 was accepted. It is concluded that both classes have the same initial ability of vocabulary retention before the treatment.

Post-Test

The t-test was used to test hypotheses on groups of students after receive treatment. It is aimed at that both group (control class and experiment class) come from the same ability after the treatment. get conclude that paired sample t-test, which was calculated using SPSS version 26, revealed a significant (2-tailed) is t-test of post-test between the experiment and control group of 0,046 which was smaller than the significance level (α) = 0.05. As a result, H_a was accepted and H_0 was rejected. It is concluded that both classes have the different initial ability of vocabulary retention after the treatment.

The result of Hypothesis

The t-test was used to test hypotheses on groups of students who did receive treatment. To compare the average n-gain scores of the both classes that treatments (VIII D) with those who did not get treatment (VIII C) after conducted pre-test and post-test. t-test was used. get conclude that paired sample t-test, which was calculated using SPSS version 26, revealed a significant n-gain in both classes (2-tailed) of 0.024, which was less than the significance level (α) = 0.05. As a result, H_a was accepted and H_0 was rejected. It means, there was a significance difference between the average n-gain scores for the experiment group and control group was different from one another with the average n-gain score in control class learning were lower than the average n-gain score in experiment class, as indicated by the t-values of the experiment class and control class of 2,371. It can get conclude that there is a significant influence of the use of scattergories game toward students' vocabulary retention of the eight grade of SMP Negeri 1 Abung Selatan academic year 2024/2025.

Discussion

Based on the result of the data analysis, the researcher discussed the result of this research on the significant of influence of using Scattergories Game Toward students' vocabulary retention of the eighth grade SMP Negeri 1 Abung Selatan academic year 2024/2025 based on theory of Lacey (as cited in Fauziah, 2019, p.16) explained that scattergories game and the enthusiasm it generated among college students make this game a potentially useful educational tool for adding the thrill of competition to

knowledge acquisition. This is relating with find the result of mean 80,82 than mean of control class was 76,49. The calculation of significant in using scattergories game was (2-tailed) of 0.024, which was less than the significance level (α) = 0.05. As a result, H_a was accepted and H_0 was rejected. It means, there was significant The Influence of Using Scattergories Game Toward Students' Vocabulary Retention the Eighth Grade of SMP Negeri 1 Abung Selatan Academic Year 2024/2025.

IV. CONCLUSION

Conclusion

Based on the results of research and discussion, using scattergories game has a significance influence on improving students' vocabulary retention in class VIII students of SMP Negeri 1 Abung Selatan because the paired sample T-test of pretest shows the significance result (2-tailed) in the experimental group and control group of 0,463 was bigger the significance level (α) = 0,05. The results to pre-test indicate that H_0 was accepted and H_a was rejected. In pre-test, both classes have the same initial ability of vocabulary retention before the treatment and the result posttest of 0,046 was smaller the significance level (α) = 0,05. The results of this test indicate that H_0 was rejected and H_a was accepted, which means that there was significant difference between the average pre-test and post-test scores of the experimental group after treatment.

Suggestion

Based on the research result and conclusions above, the researcher provides several useful suggestion and support English language teaching through the

using scattergories game in improving or obtain new vocabulary as follows:

1. For Teacher

The researcher suggests other researchers who are interested in using the scattergories game to improve vocabulary acquisition to use it in the classroom. Teachers should, however, pay attention to and support the students who struggle during the teaching and learning process.

2. For Students

Students are more interested and focused when learning English, particularly when learning vocabulary with the usage of

scattergories games to help them get remembering new words, students should play the game more frequently and research new words every day.

3. For Future Researcher

Researcher believe that this research can be used as a reference for other research. For researcher who want to use this game. It was important to long allocate time appropriately in presenting the material and play game during learn English, especially game to improve acquire new vocabulary.

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