

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is important aspect in our daily life. It is used by people to communicate with another. There are many languages, which are used and learned by people in many different places in many different ways. English is one example of the language used by people to interact to each other.

As one of international language, English is used and learned by many people in the world. In Indonesian, English is regarded as the first foreign language. That is learn from Primary school to University, they have started to study English. Teaching English at school involves the teaching of the four skills; listening, speaking, reading, and writing a well as some language component like grammar, pronunciation and vocabulary. it needs the teacher skill. The teacher should be able to create an interesting method and technique in order to obtain a good result and avoid the student boredom.

In teacher training about 1 month in previous semester, the writer found that most of the 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, but they are lazy to read it.

At the school, the writer found that English teacher taught vocabulary mostly use traditional techniques, such giving definitions, doing oral practice and doing writing practice. Traditional techniques in teaching vocabulary made students bored and affected in their academic. As school 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.

The experience of teacher training and the importance of English as international language inspires me to think how to arouse the attention of students to study vocabulary. In learning foreign language especially English, vocabulary is an important role. McCune (2002:15) stated that vocabulary is the word use to communicate effectively, which means vocabularies are the words we need to understand what we hear and we read then word we use when we speak and write. 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;2000:53).

Vocabulary refers to a list or set of words for a particular language might use (Hatch and Brown, 1995;1). Learner should have much vocabulary to produce ideas as well as in written or oral form because the amount of their vocabulary will influence them in expressing something in English. Actually, learners must enrich their vocabulary to say something easily and get the information from the text.

Based on writer experience when doing observation at SMP NEGERI 1 Saribudolok, the writer found that many of students had many problems in learning English especially vocabulary. The students were difficult to understand the meaning of words. When the writer gave the students tasks, the students could not understand the instruction because they did not know the meaning what the

writer said. To support the statement above, the writer gave them vocabulary test to know the students vocabulary score. The students score can be seen in the table below:

Table 1.1

The Result of Preliminary Research

No.	Initial Name of the Students	Score
1	AS	50
2	AG	45
3	CP	45
4	DM	45
5	DS	35
6	FM	55
7	GFM	40
8	HM	45
9	HS	45
10	IM	55
11	IRM	40
12	JK	55
13	JM	45
14	JD	60
15	KG	45
16	KP	50
17	KS	35
18	LP	70
19	LS	55
20	LT	50
21	MM	55
22	MT	45
23	NS	45
24	NT	35
25	RPM	55
26	SDW	55
27	SP	60
28	YT	45
29	YM	55
30	YG	60

Total Score = 1490

Total Data = 30

Mean = 49,6

Based on the data above, it shown that 29 students of 30 students get score under 70 in vocabulary test. Two of them get score 35 and others get score 45 until 65. It concludes that the students are lack of vocabularies. The writer has found one technique that was used by the teacher to increase the student ability in English game. Through games there are so many advantages for students and teachers in learning process. The students can be more motivated and challenge. Games provide language practice in various skills of speaking, listening, writing, and reading. Games also encourage students to interact and communicate.

Amy (2010:32) said that games are appropriate fun activities that provide the students interaction, thinking, learning and manage strategies them how to solving problems. It make students will feel interested and exited when they play games and can stimulate and encourage students to participate in the activity since naturally they want to beat the others team. In addition, as Moursund (2006:39) stated that game has the same goals in learning that is intrinsic motivation; students being engaged because they want to be engaged.

From many perspective above, we know games in teaching English especially vocabulary it's a great way to revive students interest in classroom activity. Therefore, a teacher should use an appropriate strategy in learning vocabulary. One type of strategy is Scattergories game. Scattergories game is a game that played by uniquely naming objets within a set of categories, given an initial letter, within a limit time. Through these games, the teacher want to find out how much students can get vocabulary in a short time. According to Fauziah (2018:5) there are several reasons why the Scattergories game should be used in teaching vocabulary. The first is Scattergories game makes students more actively

and compete with their friends. The second is this game has rules that are easy to do by students. The third Scattergories games can revive the student's attention, enriching them and help them to think fast in categorizing words. This game offer interactive and interesting activity in learning process with various rules and greater combination. Moreover, this games allows students to categorize kind of words, it makes learning more organize.

Based on the reasons above, the researcher wants to apply Scattergories game to increase students vocabulary mastery. The title of the research is: "The Effect of Scattergories Game into Students Vocabulary Mastery at the second grade students of Junior High School".

1.2 The Problem of the Study

Based on the background above, the problem in this research is formulated as follows: "Does the Scattergories game affect on students vocabulary mastery at the second grade students of Junior High School 1 Saribudolok?"

1.3 The Objective of the Study

The objective this study based on background and the problem above is to find out or not if the Scattergories game significantly affects students vocabulary mastery at the second grade students of Junior High School 1 Saribudolok.

1.4 The Scope of the Study

This research is restricted to use games knowing the effects in student vocabulary mastery of junior high school. Clearly the writer will discuss the role of games in helping students learn vocabulary. There are many types of game in enriching students vocabulary they are: cross word puzzle game, word search

puzzle, dice game, Scattergories game and so on. The writer limits the game to an English game which is a Scattergories game to affect students vocabulary mastery. There are many types of vocabulary in enriching students vocabulary, they are: Noun, Adjective, Verb, and Adverb. The writer limits the vocabulary to an English vocabulary which is a noun vocabulary to affect students vocabulary mastery.

1.5 The Significances 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. Theoretical Significance

This research will be expected to be valuable information and contribution to the teaching and learning process in classroom. It is expected to be worthwhile information to improve teaching English, especially in improving vocabulary mastery of students.

2. Practical Significance

a) For the teacher

This research can be one of references for the teacher in teaching English, especially teaching vocabulary because this research provides the information about Scattergories game as a method in teaching vocabulary. The teacher is expected can improve their method in teaching English.

b) For the college students

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

c) For the other researchers

Hopefully, it can give other researcher idea in teaching English and develop their vocabulary by using Scattergories game has good influence. Then, the researcher can use this material in teaching English in the future.

1.6 The Hypothesis

A hypothesis needed to show the researchers thinking and expectation about what the outcome of the research will be. The hypothesis in this research is formulated as the following:

Ha : There is a significant effect of applying Scattergories game on students vocabulary mastery.

Ho : There is no significant effect of applying Scattergories game on students vocabulary mastery.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In this chapter, the researcher will explain the related materials in order to give clearer concepts and ideas for this study. It includes definition of vocabulary, vocabulary mastery, kind of vocabulary, the importance of vocabulary, the values of game in vocabulary learning, definition of game, the definition of Scattergories game, teaching vocabulary using Scattergories game, previous research and conceptual framework.

2.2 Vocabulary

2.2.1 Definition of Vocabulary

Vocabulary has a main role in learning language and it is the most important language component that must be mastered by language learner. Students who already have a lot of vocabulary will certainly be more fluent in speaking, writing, reading and listening. Hornby (1995:131) mentioned that vocabulary is as the total number of words in a language and vocabulary meanings. As Neuman (2009:13) 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 use in speaking and receptive vocabulary words used in listening. Richard and Schmidt (2002:580) argued that a set of lexemes, including single words, compound words and idioms.

Based on definition above, it can conclude that vocabulary is a set or list of words of a particular language including single words, compound words, and idioms that used by individual speakers of language.

2.2.2 Vocabulary Mastery

In order to understand the language, vocabulary is important thing to be mastered. Porter (2001:656), states that master is learning or understanding something completely and having no difficulties in using it. Beside that Swannel (1994:656), mastery is comprehensive knowledge. It is also stated by Alqahtani (2015:20), as he stated that vocabulary mastery is a fundamental thing to express our ideas and make us be able to understand other people sayings. Mastery means complete knowledge or great skill that makes someone master in certain subject.

Based on definition above, the researcher concludes that vocabulary mastery is competency to understand stock of words then students ability to use the words and be able to be understood by other, which acquired based on their own interest needs and motivation.

2.2.3 Kinds of Vocabulary

According to Thornbury (2002:3-12) vocabulary was classified into six types:

1) Word Classes

Word classes is a word groups in language units that categorized in forms, function, and meanings in grammatical system. Word classes are divided into eight classes; noun, pronoun, verb, adverb, adjective, preposition, and determiners.

a. Noun

Noun is a word that refers to a person, a place, or thing. For example: *life, love, friendship, group, class, flower, people, book, Indonesia, sugar.*

b. Pronouns

Pronoun is a word that is used instead of noun or noun phrase. For example: *I, you, we, they, he, she, it.*

c. Verbs

Verb is a word or group of words that expresses an action, an event, or a state. For example: *eat, happen, exist.*

d. Adverbs

Adverbs is a word that adds more information about place, time, manner, cause, or degree to a verb, an adjective, a phrase or another adverb. For example: *beautifully, kindly, now.*

e. Adjectives

Adjective is a word that describes a person or thing. For example: *pretty, handsome, smart, kind, blue, calm, quite.*

f. Preposition

Preposition is a word or group of words that used before a noun or pronoun to show place, position, time, or method. For example: *on the table, in the house.*

g. Conjunction

Conjunction is word that used to connect clauses or sentences or to coordinate words in the same clause; and, if, but. For example: *Didi and Sana, Betty and Roy are close friends.*

h. Determiner

Determiner is a word such as the, some, my, etc. that comes before a noun to show how the noun is being used. For example: *these apples are good, Jim is her brother, those mangoes are rotten, his father is out of the city.*

2) Word Families

Word family consist of basic words plus the most common inflections and derivatives. There are many kinds of words families:

a. Suffixes

Suffix is a letter or group of letters added to the end of word to make another word. For example: *-ness for happiness, -ate for activate, -ly for friendly.*

b. Prefixes

Prefix is a letter or group of letters added to the beginning of a word and change its meaning. For example: *dis-+ able: disable, miss-+ understanding: misunderstanding.*

c. Affixes

Affix is a letter or group of letter added to the beginning of a word and change its meaning. For example: *a long, enable, emotional, passionate, childhood, cupsful.*

3) Word Formation

Word formation is about the creation to make a new word by combining, cutting, summarizing, and borrowing from other words that change the form of words from the origin. There are many kinds of word formation.

a. Compound

Compound is the combining of two or more independent words. For example: *basket + ball: basketball.*

b. Blending

Blending is combining of two separates forms to produce a single new word. For example : *information + entertainment: infotainment.*

c. Conversion

Conversion is change in the function of word. For example: *I always Google every information. (Google is noun and converted into verb)*

d. Clipping

Clipping is a reduction of words that are more than one syllable. For example: *electronic mail: email.*

4) Multi Words Units

Multi words units is a lexical unit formed by two or more words to yield a new concept. There are two kinds of multi words units.

a. Phrasal Verbs: look for, look after, wipe off, throw on.

b. Idioms: a group of words formed by usage have meanings that cannot be deduced from individual words. For example: *get off my back!*

5) Collocation

Collocation is the alignment of certain words with other words or words with a frequency greater than chance. For example: *this week, once more.*

6) Word Meaning

a. Synonym: word that having the same meaning. For example: *near X close.*

b. Antonym: word that has contrary meanings. For example: *short X long, big X small.*

c. Homonyms: words that share the same form but have unrelated meanings. For example: *meet and meat, aloud and allowed.*

From the explanation above it can concluded that there are many kinds of vocabulary that should know. Therefore, the more vocabulary students know, the easier it is for students to understand parts of the vocabulary.

2.2.4 The Importance of Vocabulary

The importance of vocabulary is shown every day inside and outside of school. Wilkins in Thonbury (2004:13) points out the importance of vocabulary learning that students cannot make communication without grammar, but it is impossible for students to communicate if they don't have vocabulary. Indeed, people need to use words in order to express themselves in any language. If the students learn English from grammar only, without learning a lot of vocabulary, they will have difficulty communicating well. It means that learning vocabulary is the main key before students learn grammar and any language skill.

In addition, according to Blachowicz (2004:66) knowing many vocabularies can enable to actively participate in society. It means that having good vocabulary, the students will be easier in developing their communication skills to the society. Maximo (2000:11) stated that many reasons for expressing attention to vocabulary. First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem.

From explanation above, it shows that vocabulary is very important in teaching and learning process. Students cannot understand others or express their own ideas if they only have a limited vocabulary, it helps improve student's other skill.

2.3 The Values of Game in Vocabulary Learning

One of the media that teacher used is game. Game mostly used to maintain the student's mood learning process. Some teacher 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 (2013:23) stated that well chosen games of course with the purpose could allow the students to practice more, because of the student's interest of game. Fun game in SL are great way to stimulate students 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 (2013:24) showed that games also stimulate the students to train their instinct, speed react, sharpen alertness, train motoric skills and mathematical skills.

Applying games in teaching vocabulary, it is not 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, teacher 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 teacher should further consider how to implement game to the class.

2.4 Scattergories Game

2.4.1 Definition Game

Hornby (1995:486) defined that game is as a fun and interesting activity. Language games are games that are used in teaching learning activity to make the students easy in learning English. The emphasis is on successful communication

rather than on concreteness of language. Games are an extremely effective way of motivating the students in the classroom. The most important thing is the games are fun.

Wright, Betteridge and Buckby (1983:2) stated that young learners and adults are very eager to play game, although some of them may be not. Teacher should be able to give reasons for the use games in language learning. Herrera and Hojel (1998:7) state that games can motivate learners to learn language by focusing on cooperative learning in group pairs.

2.4.2 Scattergories Game

Scattergories game is a game published by Parker Brother in (1988). Scattergories game is the variations of the category game and can build general learning. Scattergories game are critical thinking games, where one has to think with limited time. According to Mike (2006:3), Scattergories game is a board game for two to six players in which players try to list as many words as they can that start with a specific letter and fall within a list of categories. Meddaugh and Kudrowitz and Husain (2010:15) stated that it is a game that give a time limit and random letter of alphabet and must come up with unique examples of items beginning with that letter that fit into a set of given categories. Furthermore, this game is given time limit, it stimulates the player or students to think fast and correctly and this game offers the player to stimulate ability to categorize word by word quickly.

For example:

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

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

In addition, Mills (2006: 597) elaborates that Scattergories game is the variations of the category game and can build general word learning that can be used in the language classroom. The game has been experimented in foreign language learning especially in vocabulary learning. However, in using this game to teach vocabulary to young learners, students should already have had a group of vocabulary in their mind. In other words, Scattergories game only can be used in teaching vocabulary to young learners if the teachers have some groups of vocabulary to the students.

Based on explanation above, Scattergories game is appropriate to be taught in language classroom especially in vocabulary. 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 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

2.4.3 Teaching Vocabulary Using Scattergories Game

Scattergories game can be played in a group consisting of two until six players. Roman (2010:1) said the procedure of playing Scattergories game are:

1. Divided the students into teams and have them pick teams names.
2. Make category list on the board or hand out cards such as verb, noun, adjective, adverb, etc. students can also choose the categories or they can be dependent on the current topic at hand.
3. Once categories are chosen, students have to pick a letter based on the teachers instruction. Whatever letter is chosen, teams have to write the categories starting with that letters. Only one per category.

4. Once time is up, students put their pencils down right away.
5. Teams share their answer. For every correct answer, they get one point. For every wrong answer or answer shared with another team, they get no points.
6. Teacher notes the points then continue with other letters.
7. Teams can share the meaning of each word use it in a sentence to get full marks.

In addition Mills (2006:598) said that the procedure of playing Scattergories game are:

1. Students are divided into groups that consist of five students and teacher introduce the game to the students and explains the rule of the game.
2. Each group has one marker to write on the white board
3. Every student in the group has chance to write their answer
4. One letter card is picked by the teacher and five categories cards are pick by students.
5. If the word written by the students is correct based on the letter and categories, the score is 20 for each word.
6. The winner is the group that has the highest score.

2.4.4 Advantages and Disadvantages of Using Scattergories Game

As cited by Diana (2004:21) she found some advantages and also some disadvantages in using games. The first advantage of applying some games in teaching learning process was students will feel more enjoy and have fun while learning process. The second advantage of of applying some games in teaching learning process was easier and simpler for teachers. However, the use of game in teaching English vocabulary not only gave benefit both to the teacher and the

students but also give difficulty to them. The first disadvantage of applying games in teaching learning process was the class will be more noisy. The second disadvantages of applying some games in teaching learning process was the teacher has limited time to explain the material.

Based on the explanation above, it can be concluded that games have so many advantages such as games is very t\relaxation and fun and it involve friendly competition for students. However, there must be disadvantages from using game, such as it makes classroom circumstances noisy and uncontrolled.

2.5 The Previous Research Using Scattergories Game

Here are some previous research by using Scattergories game to increase vocabulary mastery on their research as following:

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). By: MA Husain, Universitas Negeri Semarang (lib.unnes.ac.id) Dibuat: 2017, dengan 48 halaman. The research findings showed that this technique was effective for teaching vocabulary in the eight grade students of SMP Negeri Demak in the academic year of 2016/2017. The result of pre test and post test showed that the mean scores of the experimental group was 52,40 went up to be 76,40, while control group was 47,87 increase to be 67,68. Based on the result, it is suggest for future research, they are expected to use this study as their reference to conduct other researchers in the same field.

The Effectiveness of Using Scattergories Game Towards Students Vocabulary Knowledge (A Quasi Experimental Study at The Eight Grade of MTs Jamiyyatul Khair). By: Nurlaili Fauziah. This taken from thesis at English

Education Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University of Jakarta, 2019. The method used is qualitative method which adopted a quasi-experimental design. The instrument used is vocabulary test which consist of pre test and post test. Moreover, the findings of this study revealed that the average of the score of post test in a controlled class (69,4 > 60,8). Finally, based on the findings, there is a significant effect of using Scattergories games towards students vocabulary knowledge at the eight grade of MTs Jamiyyatul Khair in academic year 2019/2020.

The Use of Scattergories Board Game to Improve Students Vocabulary Mastery and Reading Comprehension for the Eight Year Students of SMP Islam Sudirman Ambarawa in the Academic Year of 2016/2017. By: Nur Khikmah, Universitas Institut Agama Islam Negeri Salatiga (e-repository.perpus.iainsalatiga.ac.id). Dibuat: 2016-08-03, dengan 120 halaman. This research was held in two cycles. The researcher divided first cycle in two meetings while second cycle divided three meetings. Each meeting took 80 minutes. The researcher took descriptive text as the material that had been taught. Based on the result, it shows that the mean of pre test and post test is 69,72 and 75,40. The students are divided into seven groups. Each group get Scattergories worksheet. They have to fill the board based on the key letter and put them on right categories whether verb, noun, adverb, or adjective. The teacher gives time to fill the board. It explores their vocabulary. They get many word related to descriptive text. The students can share their ideas to the other friends by grouping and discussion. It shows that by applied Scattergories game in teaching process make students easier to get new vocabulary related to descriptive text.

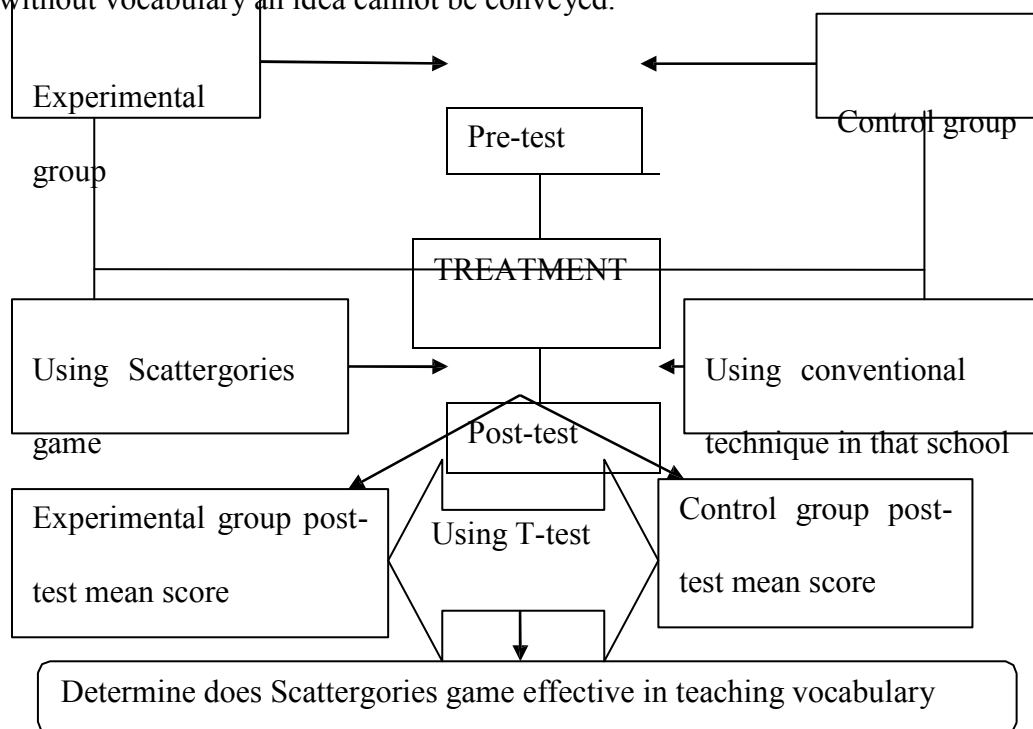
Using Scattergories Game in Teaching Vocabulary to Elementary School Students. Authors: Norma Yuliansyah, An Fauzia Rosyani Syafei. Source: ejournal.unp.ac.id, Volume 7, Number 1, December 2018. Publisher: English Language Teaching Study Program of FBS Negeri Padang. Previous research shown Scattergories game effective for teaching vocabulary in elementary students. Findings indicated that the mean score of vocabulary mastery before using Scattergories game in elementary school categorized bad with average 56,3. After given Scattergories game, the mean score was categorized good with average 72,43. From the research, it can be known that there is significant effect of Scattergories game on students vocabulary mastery to elementary school students.

Improving Vocabulary Mastery of the Seventh Year Students Using Scattergories Game in SMP Negeri 8 Palopo. Authors: Iksan, Muhamad, Jufriadi, Wiraldi. Source: *Journal of English Language Teaching and Learning*, Volume 1, Number 2, October 2020. This research used experimental design. The research instrument used a vocabulary test. From the findings, the researchers concluded that the use of Scattergories game was effective in improving vocabulary after treatment, this can be proven by the results of the pre test students with an average score 58,8333 and average post test score 85,7000. Its mean that there is significant differences between vocabulary mastery before and after using the Scattergories game.

It can be concluded that Scattergories game is a good technique to be applied in teaching vocabulary. It means this technique can encourage students to be more active in the classroom activity.

2.6 Conceptual Framework

Vocabulary is a part of learning English at school and will always be studied throughout a person's lifetime. Vocabulary has vital role in teaching and learning languages, because without knowing many words, student cannot understand others to express their ideas. Therefore, vocabulary is very important, without vocabulary an idea cannot be conveyed.



2.1 The Conceptual Framework of the Effect of Using Scattergories Game

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study was conducted by using experimental quantitative research which, consist of pre-test, treatment and post test. The researchers used quantitative research because it is an approach to examine the relationship between two variables. The focus is about to know the effect of using Scattergories game into students vocabulary mastery of junior high school. In conducting the experimental research, the sample was divided into two groups namely, experimental group and control group.

In this research, the writer conducted two tests, before treatment and after treatment. The test before treatment was called as pre-test, and the test after treatment was called as post-test. In the middle of pre-test and post-test, the writer gave the treatment. The experimental group is a group that receives the treatment by using Scattergories game, while control group is a group that receives a treatment without Scattergories game or by using conventional method. Then, at the end of the treatment the writer administered the result of pre-test and post-test score to find out whether Scattergories game activity effective or not in teaching vocabulary. Here is the table research design of experimental quantitative.

Table 3.1

The Research Design

Group	Pre- Test	Treatment	Post-Test
Experimental		Using Scattergories Game	
Control		Without Scattergoris Game (Conventional Treatment)	

3.2 Population and Sample

3.2.1 Population

Arikunto (2010:232) states that population is a set or collection of all elements processing or more attributes processing. Based on the statement the writer concludes the population is a number of people that have characteristic and become subject of research. So, the writer was taken the second grade students of junior high school Saribudolok as the population.

In relation to research design, there were two classes was chosen out as the sample. As usual, each class consists of 20 students, but now in a pandemic situation, each class consists of 10 students. Experimental group 10 students and control group 10 students.

3.2.2 Sample

A sample is made up of the individuals, items, or events selected from a larger group referred to as a population. Because of the population consisted of several classes, the writer used purposive sampling technique. *Purposive sampling technique adalah teknik pengambilan sampel dengan menentukan kriteria kriteria tertentu* (Sugiyono:2008:85). So, the writer took sample from classes VIII-1 and VIII-2. It is about 40 students from the population of second grade student, but now in a pandemic situation each class consist of 10 students. The students was classified in two groups. Experimental class consist of 10 students from VIII-1 and control class consist of 10 students from VIII-2.

3.3 Instrument of Collecting Data

The instrument used by the writer to collect data was test. The test was divided into two tests, pre-test and post-test. The pre-test was given to the students

before the treatment and post-test after the treatment. There were 10 items of multiple choices, 10 items of gap-fill, 10 items of matching, and 10 items of C-test in each of test. Both of classes, experiment group and control group was given the same test.

3.4 The Procedure of the Research

In concluding the test, both experimental group and control group were given pre-test before they are teach vocabulary and post-test was given after giving the treatment.

3.4.1 The Pre-test

The pre-test was given out to both experimental group and control group before given the treatment. In this pre-test, both experiment and control group was given the same test in order to find out the mean scores of the experimental group and control group. There was 10 items of multiple choices, 10 item gap-fill, 10 items of matching, and 10 items of C-test in describing part of body.

3.4.2 Treatment

The treatment is given to the students after the writer get the score in pre-test. In the experimental group, the students achieve the treatment by using Scattergories game, while the control group is teach vocabulary mastery without using Scattergories game

Table 3.2

The Steps of Treatment

Steps	Experimental Group	Control Group
1	Teacher greets the students to open the class (introduction)	The teacher greets the students to open the class (introduction)

2	Teacher explained to the students about vocabulary and Scattergories game.	Teachers prepares the material
3	Teacher ensure students already to study	Teacher begins a lesson with explain short review of previous learning.
4	Teacher explained five word categories, for example noun, verb, adverb, adjective, and preposition.	Teacher begin the lesson with explain about vocabulary especially noun.
5	Teachers divided students into several groups. Teacher explains the steps and rules of game. Teacher decided who will roll the dice first. Teacher asked five random students to pick five categories card. Once categories are chooses, teacher have to pick one letter card. Whatever letter is choose, teams have to write the categories starting with that letter. Only one per category. Teacher set the timer (15-30 seconds). One time is up, students put their pencils down right away. The teachers checks orally the students answer.	<ul style="list-style-type: none"> - Teacher give them part of body text and teacher explain the text. - Teacher introduces some words which related with topic. - Teacher gives to the student clues and blank word. - The student guess the clues by filling the blank words one by one. - If there is a student does not know or false about the correct words that should be on the blank words, so teacher must inform to the students the correct words.

3.4.3 The Post-test

The last step was given post-test. It was given after the treatment finished.

The post-test was purposed to know the result of students achievement after the students have been give teaching treatment. It was given to both experimental and control group

3.5 Scoring System

After collecting the test, first the researcher was calculated students scores of pre-test and post-test of experimental and control group using following formula (Arikunto,2006).

$$S = \frac{R}{N} \times 100$$

Where:

S = Total score

R = Students score

N = Total numbers of question

100 = Constant number

3.6 The Technique for Analyzing the Data

According to Arikunto (2010: 354-355), to test the hypothesis, the T-test formula used as the following:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

t : The effect

Mx : Mean of experimental group

My : Mean of control group

x² : The deviation square of experimental group

y² : The deviation square of control group

Nx : The sample of experimental group

Ny : The sample of control group

3.7 The Test Specification

The writer made the test in students vocabulary mastery by using Scattergories game for the specification based on Thornbury (2007:129-143).

Table 3.7
The Test Specification for Vocabulary Assessment

N	Content	Items	Kinds of Test	Score
O	Collocation	10	Multiple Choice	20
U	Complete Sentence	5	Gap-fill	20
N	Word Definition	5	Gap-fill	20
	Meaning	10	Matching	20
	Selective Word	10	C-test	20

1. Collocation

Collocation test is a receptive and simple test of vocabulary to test the learners ability to recognize the correct form. This is a limitation if the aim is also to test the learners ability to produce these forms. In this component scoring vocabulary, the writer applied collocation in multiple choice forms.

2. Complete sentence

Complete sentence is test to produce the correct form to recall the answer from long-term memory. In this test, no content is provided. In this component in scoring vocabulary, the writer applied complete sentence in gap-fill.

3. Word Definition

Word definition test the learners ability to produce a relevant word that suit and fit to the question provided. In this component in scoring vocabulary, the writer applied word definition in gap-fill form.

4. Meaning

Meaning test is one fairly crude measure to use a dictionary and choose a random selection of word. The test could be take the form of matching task.

5. Selective Word

Selective word tests the learners ability to produce a word rather than simply recognize it. The best known examples of this test type is the cloze-test (C-test) in a cloze-test, the gap are regularly spaces.