TEACHING VOCABULARY USING BOARD GAMES; SCATTERGORIES GAME AND WHAT SOMEONE DOES GAME AT SECOND GRADE SMP KARYA BHAKTI GADINGREJO

A Script

By

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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
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ABSTRACT

TEACHING VOCABULARY USING BOARD GAMES; SCATTERGORIES
GAME AND WHAT SOMEONE DOES GAME AT THE SECOND GRADE OF
SMP KARYA BHAKTI GADINGREJO

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This research was intended to compare which one gives higher achievement between Scattergories Game and What Someone Does Game in improving students' vocabulary achievement. The objectives of this research are (1) to find out whether there is significant difference of students' vocabulary achievement between students who are taught through Scattergories Game and What Someone Does Game, (2) to identity which aspect of vocabulary increase higher after being taught through Scatterories Game and What Someone Does Game.

This research was conducted at The Second Grade of SMP Karya Bhakti Gadingrejo. This experimental method deals with 2 groups: VIII A class as the experimental class 1 taught through Scattergories Game and VIII B class as the experimental class 2 taught through What Someone Does Game. The data were collected from the result of pre-test and post-test for the sample students in both classes. After getting the data though Scattergories and What Someone Does game, researcher analyzed them using Independent Group T-Test through SPSS 25.

The result showed that the mean score of post-test in the experimental class 1 was 80.60 and the mean score of post-test in the experimental class 2 was 74.67. Probability level (p) was 0.026 and it was lower than 0.05 ($p < 0.05$). Scattergories Game was a simple technique which the students should play the game in a group but they have to work individually. On the other hand, What Someone Does Game was rather complex game because it was team work game that each team was divided into four players with different work.

It can be concluded that the teaching applied Scattergories Game gives better result than teaching applied What Someone Does Game in term of students' vocabulary achievement. Scattergories Game is more effective to be applied in teaching vocabulary to students of junior high school. The researcher suggests that the English teachers in junior high school level apply Scattergories Game when the material need to be achieved individually, and What Someone Does Game when the students have to work together.

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A Script

Submitted in a Partial Fulfillment of the Requirement for

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Research Title   : **TEACHING VOCABULARY USING BOARD GAMES;**
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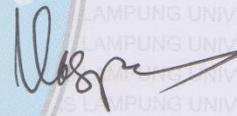## APPROVED BY

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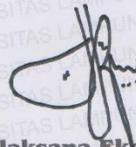Advisor   Co-Advisor

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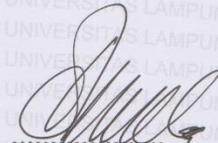The Department of Language and Arts Education

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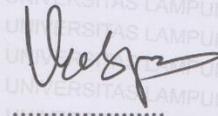
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 15 Agustus 2019
Penulis,

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CURRICULUM VITAE

The writer's name is Herdianti. She was born in Bandar Lampung on April 22nd, 1997. She is the older daughter from Drs. Pujiadi and Tri Ratnaningsih, S.Pd. She has two little brothers namely Sri Hariadi and Ega Wira Kusuma.

She began her formal education for the first time at the age of five, she studied at TK Aisyah Tambahsari, Pringsewu. She continued her studied at elementary school of SDN 1 Wates and graduated in 2009. After that she entered SMPN 1 Gadingrejo and graduated in 2012. Then she studied in SMAN 2 Pringsewu and graduated in 2015. At the same year, in 2015 she was registered as a student of English Education Study Program, Arts and Language Education Departement of Teacher Training and Education Faculty at Lampung University. While studying at University of Lampung, she accomplished her Teacher Practice Program (PPL) at SMAN 1 Bandar Sribawono and her Field Experiences Program (KKN) in Sripendowo, West Lampung from July 12nd to August 25th 2018.

DEDICATION

This final project is particularly dedicated to:

My dearest father (Drs. Pujiadi) and his reliable partner (Tri Ratnaningsih, S.Pd.)

My younger brothers (Sri Hariadi and Ega Wira Kusuma)

My teachers and lecturers

All my best friends (ZOOMERS and English Dept. 15).

MOTTO

"Change your opinions, keep to your principles;

Change your leaves, keep intact your roots."

(Victor Hugo)

"Dear music: Thank you for always clearing my head, healing my heart, and lifting my spirits."

(Lori Deschene)

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Finally, comments and suggestions are always welcome for better result. Somehow, the writer hopes this research can give a positive contribution to the readers, the educational development and those who want to accomplished further research.

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Bandar Lampung,   Agustus 2019

The Writer,

Herdianti

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I. INTRODUCTION

This chapter is concerned with the background of the problem. It includes the problem in teaching vocabulary, the reason for conducting the research, and the suitable teaching media which are identification of research problem, limitation of the problems, formulation of the problems, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of the Problems

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. It means that vocabulary plays an important role in helping the learners to master their language they had to learn.

Vocabulary is the basic competence that might be reached by students in order to fulfill the qualifications of basic competencies in English like listening, speaking, reading and writing. However most of students in junior high school are still confused of some words in English. Having sufficient of vocabulary mastery is a serious obstacle to communicate either the understanding the spoken or written language. Consequently, the students always find difficulties in learning English.

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, 1997).

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, 2013). 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 proposes Scattergories and What Someone Does games to be used in teaching learning process in order to find out the differences and which game will be more effective. The research is 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.

1.2 Identification of Research Problems

Based on the background above, the research problems can be identified as follows:

1) The students are still lack of vocabulary. It means that they are difficult to understand and memorize words.
2) The learning process was still dominated by the teacher. So, the students are boring because they only have to listen during the lesson.
3) The teacher rarely applied interesting media especially game.

4) Scattergories and What Someone Does games have not been applied in learning vocabulary. I want to use and introduce these games as teaching techniques in my research.

1.3 Limitation of the Problems

Based on the identification of the problem, the researcher focuses the research in students' vocabulary achievement of content words as a result of implementing Scattergories and What Someone Does games. The decision is taken by considering the importance of Scattergories and What Someone Does games to increase students' vocabulary achievement. Scattergories and What Someone Does games are considered as techniques which are applicable and useful in increasing vocabulary achievement.

1.4 Formulation of Problem

Based on the background of problem mentioned previously, the researcher formulates the problems as follow:

1) Is there any significant difference between students' vocabulary achievement taught through Scattergories and What Someone Does games?

2) Which content words increases higher after being taught through Scattergories and What Someone Does games?

1.5 Objectives of the Research

The objectives of the research are:

1) To find out significant difference between students' vocabulary achievement taught through Scattergories and What Someone Does game.

2) To identify which content words increases higher after being taught through Scattergories game and What Someone Does game.

1.6 Uses of the Research

The following uses of the research are:

1) Theoretically, the result of this research is supposed to give contribution to the theory of teaching. Furthermore, the conclusion of this research can be used as a reflection to improve the result of the teaching.

2) Practically:

   a. For the English teacher:

     This research can inform that one of the two games above is more effective applied as an alternative game to increase students' vocabulary achievement.

   b. For the students:

     The students are being able to improve students' vocabulary and categorize words easily through playing a game

   c. For the researcher

     This research can give information for further research with certain interest.

1.7 Scope of the Research

This research was quantitative research, which was conducted by giving the pre-test and post-test to analyze how significant the improvement of the students' vocabulary achievement after the implementation of Scattergories and What Someone Does games as the techniques of learning English. The vocabulary was focused on content word including noun, verb, adjective and adverb because these

words were frequently used to communicate when the students learn a language, build a sentence which has meaning and form of word. This research was conducted at second grade of Junior High School because it was assumed that the games were appropriate for young learners which have much knowledge in learning vocabulary.

1.8 Definitions of Terms

There are some definitions which are important to know, as follows:

1) *Vocabulary* is a list of words usually arranged alphabetically and defined, explained, or translated into the range of language, the stock of word a person's command the word used in particular, the branch of object language (Webster, 1988).

2) *Board game* is a tabletop game that involves counters or pieces moved or placed on pre-marked surface or board (Jennifer, 2003).

3) *Scattergories game* is an interesting icebreaker word game, wherein players have to answer the categories mentioned in the lists, starting from a specific letter, and within a predetermined time limit (Staff, 2017).

4) *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).

5) *Difference* is Scattergories game using random letter and write down the list of categories while What Someone Does game only need to mention words based on the categories directly.

6) *Achievement* in this research is the students' score of post-test that can be higher than the students' score of pretest.

II. LITERATURE REVIEW

This chapter is concerned with review of previous research and review of related literature. Furthermore, review of related literature describes the concept that are associated to the research, such as vocabulary, teaching vocabulary, Scattergories game, teaching vocabulary through Scattergories game, What Someone Does game, and teaching vocabulary through What Someone Does game. This chapter also describes the theoretical assumption and hypothesis.

2.1 Review of Previous Researches

There have been many researchers who conducted research about teaching vocabulary using games. One of them is Donmus (2010) who indicates that games can develop individuals' physical and mental capacities, and also can hold the attention of participants all the time and puts them in a race with themselves and also with others in order to obtain certain objectives. According to many studies conducted to investigate the effects of games in language learning, it is seen that these entire studies highlight that game-based learning method can bring competition, motivation and relaxed or stress-free atmosphere in language learning environment, so students can learn and retain target vocabulary more quickly. Game based learning can make learners become the center of learning, make the learning process easier, more interesting and effective (Cheng & Su, 2012).

Aribowo (2008) 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 technique on teaching vocabulary to 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 games on developing the vocabulary mastery.

Furthermore, Efendi (2013) conducted a study on the use of games to improve vocabulary mastery. The aim of his research was to describe the way of "got it game" and "back to the board game" in improving vocabulary mastery of the seventh grade students. His research was a kind of classroom action research (CAR) in which the researcher acts as the teacher who leads teaching activity. In order to collect data, he used observation checklist, field note and a test .The participants of his study were 29 students of seventh grade students. His study consists of four major steps: planning, implementing, observing, and reflecting. The findings of the study showed that "the use of "Got It Game" and "Back to the Board Game" with the topics vocabulary of daily English communication, people's occupation, and personal care and appearance can improve students' vocabulary mastery achievement."

The other research was conducted by Aryani (2016). In Aryani's research, she 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. After getting different treatment to both experimental and control group, the research claimed that by using game it can be considered as an amusing and attractive vehicle to students' vocabulary mastery.

Based on the previous research above, the researcher assumed that both Scattergories and What Someone Does game could improve students' achievement of vocabulary. Therefore, the researcher was interested in comparing the two techniques to investigate whether there was a difference and more effective to help students increased their vocabulary achievement.

2.2 Vocabulary

Hornby (1984) states that vocabulary is the total number of words with rules for combining them which makes up language. Every language has a list of words which is used to express human ideas or feelings. People will use suitable vocabularies to express their ideas or feelings in order to be understood by other people. By using vocabulary people can communicate each other to deliver an information. This is why vocabulary has an important role in language use.

In English, vocabulary means every part of speech which is used to construct the sentences when people communicated each other. It includes content words and function words. According to Nation (2001), vocabulary is divided into four types:

1) Content words represent the name of object that is concrete nouns (rabbit, butterfly), action done by or with these things; that is verbs (drink, swim) and the qualities of these things that are adjectives (good, bad), also adverb (quickly, beautifully)

2) Function words are those which are used as a means of expressing relation of grammatical structure, such as conjunction (and, but), article (a, an, the) and auxiliaries (do, does, did)

3) Substitute words are those which represent to individual things or specific action as substitutes for whole form classes that are indefinites (anybody, nobody)

4) Distributed words are those that are distributed in use according to grammatical matters as present or absence of a negative (any, either, neither, too or yet)

Relating to the vocabulary types, the researcher focused on content word because content word consisted of words such as noun, verb, adjective and adverb that are familiar to the junior high school since content words are often used as an acceptable means of communication and easy to be understood by them.

Based on parts of speech and the function in sentence, content words that researcher used are divided into four types, such as:

1) Noun

Noun is head word of grammatical structure of sentence. Riyanto (2010) defines as any class of word naming or denoting a person, thing, place, action, quality. There are many different type of nouns:

a. Proper nouns

The noun represents the name of a specific person, place, or thing. A proper noun is the opposite of a common noun. A proper noun is always written in a capital letter. The names of days of the week, months, historical documents, institutions, organizations, religions, their holly texts are proper noun.

Example: Many people dread Monday mornings.

b. Common nouns

A common noun is referring to a person, place, or thing in a general sense. A common noun is written in a capital letter when it begins a sentence.

Example: According to the sign, the nearest mosque is 6 miles away

c. Concrete nouns

A concrete noun is a noun which names that can perceive through physical sense: touch, sight, taste, hearing. A concrete noun is the opposite of an abstract noun.

Example: Whenever they take the dog to the beach, it spends hours chasing waves.

d. Abstract noun

Abstract noun is a noun which names that can not perceive through physical sense.

Example: Buying the fire extinguisher was an afterthought.

e. Countable nouns

A countable noun is a noun with both a singular and plural form and its names that can be counted. Countable nouns are opposite of non countable nouns.

Example: We painted the window black and the door white

f. Non-countable nouns

A` non-countable noun is a noun which does not have plural form. Non-countable noun refers to something that cannot be counted.

Example: Oxygen is essential to human life

2) Verbs

Verbs have a part of speech without case inflection, but inflected for tense, person, and number, signifying an activity or process performed or undergone. Verbs typically have four or five forms (call, calls, called, calling, etc), the function of which are too complicated for a brief description. They are used primarily to make statement about nouns.

Types of verb:

a. Auxiliary verb

Auxiliary verbs are also known as a helping verb. An auxiliary verb extends the main verb by helping to show time, tense, and possibility.

Example: you should complete the work by tomorrow.

b. Finite verb

A finite verbs are the actual verbs which are called the roots of sentences. It is a form of a verb that is performed by or refers to a subject and uses one of the twelve forms of tense and changes according to the number/person of the subject.

Example: My sister went to school

c. Non-finite verb

Non-finite verbs are not actual verbs. They do not work as verbs in the sentence rather they work as nouns, adjectives, adverb, etc. Non-finite verbs do not change according to the number/person of the subject because these verbs, also called verbals, do not have any direct relation to the subject. Sometimes they become the subject themselves.

Example: My brother went abroad to play.

d. Regular verb

Regular verbs are verbs that follow a regular pattern when switching between forms. a regular verb (also known as a week verb) form its past tense and past participle by adding –d or –ed (or in some cases –t) to the base form.

Example: I walked to the campus

e. Irregular Verbs

An irregular verb (also known as a strong verb) is a type of verb that does not follow the general rule of using –ed at the end of the word to make the past tense or past participle.

Example: I came to the farewell party at my school.

3) Adjective

Most short adjective has three forms to show degree (smart, smarter, and smartest). Such words as a beautiful and terrible have no inflection. Adjective is used to modify nouns.

Types of adjectives:

a. Descriptive adjective

A descriptive adjective are used to describe nouns and pronouns.

Example: The beautiful flowers have a nice smell.

b. Quantitative adjective

Quantitative adjectives describe the quantity of something. In other words, they answer the question 'how much' and 'how many'

Example: how many bag do you have?

c. Demonstrative adjective

A demonstrative adjective describes 'which' noun or pronoun refer to. It always come before modified word.

Example: which bicycle is yours?

d. Possessive adjective

Possessive adjectives show possession which describe to whom a thing belongs.

Example: That is mine

e. Interrogative adjective

Interrogative adjectives are always followed by a noun or a pronoun, and are used to form questions.

Example: which song will you play on your wedding day?

f. Distributive adjective

Distributive adjective describe specific members out of a group. These adjectives are used to single out one or more individual items or people.

Example: every rose has its thorn

4) Adverb

Adverb has a part of speech without inflection, in modification of or in addition to a verb. Adverb also does not change form, but has characteristic forms of its own. It is used to modify anything but nouns.

Types of adverb:

a. Adverb of manner

Adverbs of manner are angrily, easily, loudly, greedily, etc.

Example: he was behaving angrily.

b. Adverb of place

Adverbs of place are ahead, top, near, high, bottom, etc.

Example: kids are playing near the house.

c. Adverb of time

Adverb of time are soon, late, early, again, now, yesterday, etc.

Example: he will come soon

d. Adverb of frequency

Adverb of frequency are usually, often, daily, occasionally, never, etc.

Example: I meet him daily

Referring to the above statement, the researcher assumes that vocabulary is very essential part in learning a language. By mastering the vocabulary, we can understand what someone says or communicate to others and we can express our ideas easily.

2.3 Teaching Vocabulary

According to Brown (2000), "teaching is showing or helping someone to learn how to do something, providing with knowledge causing to know or understand." Finnochiario (1967) says that teaching and learning vocabulary is an activity where the teacher introduce some vocabulary items in many times with all the structures and in the entire situation in which they can be logically be used. It means that the teacher needs kinds of ways of teaching vocabulary so that the students can understand the words easily.

One important thing in teaching vocabulary is that teacher should realize that learning a language always deals with a large numbers of words that it is difficult for the students to memorize such a large numbers of words. Then, teachers need to know the things that influence the students in memorizing process. Twining (1991) says that memory failure may be caused by lack of attention, interference from environment or inappropriate strategies for study.

However, considering the appropriate model of teaching vocabulary is very important for the teacher before starting the learning process. There are also some principles of teaching vocabulary that teacher should know before teaching in order to make our teaching reaching the goal effectively. According to Nation (2005), there are some principles that can be used in teaching vocabulary:

1) Keep the teaching simple and clear. Don't give complicated explanation.

2) Relate the present teaching to past knowledge by showing a pattern or analogies.

3) Use both oral and written presentation – write it on the blackboard as well as explaining.

4) Give most attention to words that are already partly known.

5) Tell the learners if it is a high frequency word that is worth noting for future.

6) Don't bring in other unknown or poorly known related words like near synonym, opposites, or members of the same lexical set.

Teacher should also select the vocabulary considerately in preparing the vocabulary that will be used as the learning materials during teaching learning process. According to Nation (2005), there are four considerations that can be used to know about what kinds of vocabulary need to be taught to the students:

1) The word is very frequent and very important for the learners.

2) The word causes particular difficulty.

3) The word is needed for another activity, such as a game, a reading or listening exercise.

4) The word contains features of regular patterns. Knowledge of these patterns will help learners master other words easily.

5) The word bolsters the ability to grasp ideas and think more logically.

6) The word is important to develop a rich vocabulary tend to be deeper thinkers, better to express ideas.

Hence, without using a suitable learning material to students' competence and level, it is very hard for the students to be successful in evolving their vocabulary. In this research, the vocabulary that the researcher used is nouns, adjective, adverb, and verb. It is essential for the teacher to select the learning material based on the curriculum. If we see from the principle above, it is very important for the teacher to be more careful about the way of teaching of vocabulary. It is better for the teacher to pay attention for those principles before she teaches vocabulary in order to make the students getting learning process effectively.

By considering the explanation above the researcher concludes some theories that the teaching vocabulary as one of the ways to developing the learner knowledge to produce a word by giving the meaning of the parts and the whole word about the target language.

2.4 Scattergories Game

Learning vocabulary through games had attained a lot of attention. Donmus (2010) believed that "The value of educational games has been increasing in language education since they help to make language education entertaining. When games and education are combined, it can be educative and education environments can

be entertaining. The learners who learned with the use of games, gain positive attitudes and can be more motivated while learning".

Learning vocabulary is a hard work, so attempt is required to understand, produce and manipulate the target words. Games help and encourage many learners to learn target language more easily. They also help teachers to create contexts in which the target words are useful and meaningful; they also bring fun for students, thus help them learn and retain new words more quickly. In other words, game-based learning can create a meaningful context for language learning process. After learning and practicing new vocabulary through games, students have the opportunity to use language in a non stressful way (Uberman, 1998).

Games are advantageous and effective in learning vocabulary. They improve students' communicative skills and they have a chance to use the target language (Sorayaie, 2012). Therefore, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way. The role of games in teaching and learning vocabulary cannot be denied.

Lewis (1999) argued that games are popular among learners because they like to play. Through games, learners could interact, discover, and experiment with their surroundings. Using games not only enhances students' attention, but also provide an incentive and stimulus to use the language. Harmer (1991) stated that in order to have the ability to speak English fluently, learners need to have the ability to know the language features and to process information immediately. Therefore, learners must practice through variety and appropriate techniques that aid their information process and simultaneous operations of the language.

According to Allen (1983), games are important in teaching vocabulary because they highlight the necessary and important words to achieve the objectives of the game. HuyenAngNga (2003) and Uberman (1998) agreed that games create a fun and relaxed atmosphere where young learners could learn fast and retain words better. Vernon (2009) argued that games are an effective tool to teach vocabulary to young learners. Learners participate and pay more attention because they enjoy themselves in the classroom, feel and do better during and after the game. Repetition will be less boring and fun for learners to which consolidates their learning of new words.

Furthermore, by involving physical-movements in games, young learners will be alert and stimulated. Young learners often get impatient and bored very quickly if they attend lessons for a long period, so involving physical movements every now and the will guarantee their participation. Vernon (2009) stated that games that involve learners to take part in a healthy competition could help them in learning more without forcing their participation. Thus, choosing the right game can support healthy competition in the classroom.

Scattergories is a branch of Board game. It is a very simple game to be played. 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. Scattergories Game can be played in a group consisting of three or four players. This game offers the player to stimulate ability to categorize word by word quickly.

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 to play.

4) Set the alphabet 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, teacher circles the matching answer and got 10 scores. The highest score is the winner.

By observing the Scattergories game, it will be easier for the students to fill the list because they have a limit time to think the answer before write it.

2.5 What Someone Does Game

Vocabulary is the basic part and a key element to learn any language. Teaching vocabulary through the use of games has become crucially important for English language learners because they sustain enjoyment and interest in learning and encourage using the language in a fearless and creative manner (Bakhsh, 2016).
In teaching vocabulary the teacher has to select the words that will be taught. It is in line with Bismoko (1976) states that in teaching vocabulary, the teacher must select the words which can be learnt in a limited time, which words should be chosen in teaching and which one should be left behind. It means that the teacher should be able to select the appropriate words to be taught. Then, the teacher should first recognize the age and characteristic of them. The words also should be related to the curriculum.

What Someone Does game is a form of fun competitive activity which is consist of three or four students according to the rules that mention things depend of the situation after roll the dice. The steps to play the game are as follows:
1) Students get into groups of 3 - 4.

2) Students decide who will take the first turn.

3) Students move their game pieces along the path according to the number indicate by the dice.

4) Students read the phrase that they land on to the group.

5) Students list three things that one does in this place or condition. No player is allowed to repeat something that has already been said.

2.6 Scattergories Game in Teaching Vocabulary

Scattergories game is one kind of 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 examples letter 'G' category 'fruit' player would answer 'grape' and letter 'L' category 'animals' player would answer 'lion'.

Referring to 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.

Unfortunately, this game is designated for adulthood with higher difficulty level of words and wide variations of the game. With simple change by the researcher, the game can be used by young learner without breaking its function of this 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. 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. The teacher can change the content and the topic of the Game do to appropriate with the purpose of the teaching materials. 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 completing 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.

2.7 What Someone Does Game in Teaching Vocabulary

Using games when teaching vocabulary to young learners require trained teachers who involve children in playing and mastered the linguistic part of the language. Rixon (1981) stated that understanding games will help teachers in finding and creating games that make their students learn while they play.

Furthermore, by involving physical-movements in games, learners will be alert and stimulated. Young learners often get impatient and bored very quickly if they attend

lessons for a long period, so involving physical movements every now and they will guarantee their participation. Thus, choosing the right game can support healthy competition in the classroom.

What Someone Does game is a kind of board games which is almost similar with Snakes and Ladders game. Players have to roll the dice and jump the land related to what number they get after the dice stop rolling. In this game, the land has different condition with the others. So, after players roll the dice. They need to read the phrase of the land and make a list of three things related to the condition. In this case, by teaching vocabulary through What Someone Does game, This activity will be attract the students' attention and increase their vocabulary achievement by answering the phrase. And also it provides an enjoyable learning situation and effects on person's construction of knowledge and self.

2.8 Advantages and Disadvantages of Scattergories Game

There are the advantages and disadvantages of using Scattergories game in learning vocabulary. Husain (2017) concluded there are some advantages by using Scattergories game as an important strategy in teaching vocabulary as follows:

1) It stimulates the students to think fast
2) It is providing the students to increasing the mood, solving or enriching the lack of vocabulary
3) It revive students interest and attention in classroom activity
4) It customizes the content of the game flexibly appropriate with the purpose of the teaching materials
5) It makes the students to categorize list of words needed in certain chapter.

On the other hand, there are also disadvantages of using Scattergories game in teaching vocabulary as follows:

1) It gives time limit and random letter of alphabet

2) It asks the students to come up with unique example of item beginning with that letter that fit into a set of given categories

2.9 Advantages and Disadvantages of What Someone Does Game

There are some advantages that can be obtain from using What Someone Does game.

1) What Someone Does game can make the students more interested in learning the material, because it is very challenging game which requires the students find the answer based on the clues with their own effort in team work.

2) The teacher doesn't need to explain too many materials to the students.

There are some disadvantages that can be obtain from using What Someone Does game.

1) The implementation of What Someone Does game are it makes the students become too noisy in the classroom and teaching learning activity not give any calm atmosphere at all. So, not every student can focus on the materials.

2) By doing What Someone Does game, some of them are difficult to solve the problem, because they only have a little knowledge about such various vocabulary.

Scattergories and What Someone Does game are branch of board games. But, they have different rules to play. The researcher want to know which game is better improving students vocabulary achievement.

2.10 Theoretical Assumption

Referring to the theoretical review above vocabulary mastery can be increased by using different teaching techniques. Vocabulary has many components that should be mastered such as meaning, form, and use of the word itself. However, the students who do not have a good number of vocabulary will be difficult to use and understand the language during listening, reading, speaking, and writing in learning process and interacting in society. To overcome this problem, teacher should consider how the learning of vocabulary can make the students enjoying and achieving it.

One way to make learning of vocabulary interesting and enjoyable so that students can achieve many words in their mind is by playing game, because by learning vocabulary without any pressure like playing game, it is easy for the students to remember many words that they get. The researcher thinks that both of Scattergories and What Someone Does game can be a great game to help the students in learning English vocabulary achievement because in both games, the teacher allows the students to be active participants in guessing the categories of English words.

2.11 Hypothesis

Concerning with the problems, theories, and theoretical assumption above, the researcher formulates the hypothesis as follows:

H_0 : There is no significant difference of students' vocabulary achievement taught through Scattergories and What Someone Does game.

H_1 : There is significant difference between the students' vocabulary achievement taught through Scattergories and What Someone Does game.

III. RESEARCH METHOD

This chapter was concerned with design of the research, variables, population and sample, instruments, research procedure, validity and reliability of the test instrument, scoring system, data analysis, and hypothesis testing.

3.1 Research Design

This research was quantitative in nature in which the researcher focuses on the significant difference of students' vocabulary achievement at second grade of SMP Karya Bhakti Gadingrejo taught through Scattergories game and What Someone Does game and to compare the result of the two techniques in teaching vocabulary by using numerical data in form of score. In conducting this research, the researcher used 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. The students were given pre-test, five meetings and post-test. This design was referred to Setiyadi (2006: 135) as follows:

$$G_1 \quad T_1 \ X_1 \ T_2$$

$$G_2 \quad T_1 \ X_2 \ T_2$$

Note: G_1: Group 1

G_2: Group 2

T_1: test before treatments

T_2: test after treatments

X_1: treatment by Scattergories game

X_2: treatment by What Someone Does game

3.2 Population and Sample

The population of this research was the second grade of SMP Karya Bhakti Gadingrejo, Pringsewu in academic year 2018/2019. There were two classes used as the samples in this research, VIII A class as experimental class 1 consisted of 25 students and VIII B class as experimental class 2 consisted of 24 students. The divisions of the classes were not based on ranking, but it was divided randomly so they had almost similar ability and same level. In this case, researcher did not have to equality testing. A coin was used to determine which class would be given Scattergories game and which class would be given What Someone Does game.

3.3 Instrument

This research instrument was vocabulary test in form of objective test. Vocabulary tests were conducted in first meeting and the last meeting in each experimental class in form of pretest and posttest. Pretest was given to know how far the vocabulary achievement of the students. It was done before implementing the treatments. Posttest was used to get data of the students' vocabulary achievement after being given treatments. Then, the researcher found out whether there was differentiation of the result between pretest and posttest score. The tests consisted of 40 multiple-choice questions and each item had 4 options of answer, one as the correct answer and the rests as distracters. The validity of the instrument concerned with the content and construct validity in which the questions the vocabularies needed in the process of teaching vocabulary through Scattergories and What Someone Does game.

3.4 Data Collecting Technique

In collecting data, the researcher used the following techniques:

1) Pretest

This test was given before the treatments. It was used to know how far the vocabulary achievement of the students before applying Scattergories and What Someone Does game treatment. The researcher administered the pretest to both classes unexpectedly in the first session. The test consisted of 40 items in multiple choices each class. It was conducted in 60 minutes and the correct answer to each item received 1 point.

2) Posttest

After conducting the treatments, a posttest was administered to both classes. The function of post test was to know the increasing of vocabulary achievement after applying Scattergories and What Someone Does game. The questions in the posttest were the same as the pretest. However, the researcher changed the order of number and alternative answer. The test was conducted in 60 minutes. It was done in order to find out the students' achievement after having the treatment.

3.5 Try out Test

Try out test was administered to analyze the reliability, level of difficulty, and discrimination power to achieve good test instrument criteria. The students were given 50 items of multiple choice questions. The result of the try out test can be seen on the table below.

Table 3.1 Result of The Try out Test

Criteria	Items	Decision
Poor	4, 9, 12, 17, 22, 25, 30, 39, 40, 41	Dropped
Satisfactory	1, 2, 3, 5, 7, 8, 10, 13, 14, 15, 19, 21, 24, 28, 29, 31, 32, 33, 35, 36, 38, 42, 43, 44, 45, 46, 47, 49	Administered
Good	6, 11, 16, 18, 20, 23, 26, 27, 34, 37, 48, 50	Administered

Table 3.1 shows that there are 10 test items which are poor and should be dropped, there are 28 test items which are satisfactory and there are 12 test items which are good and should be administered. In order to prove whether the test has good quality or not, the researcher needs try out test. The test can be said as a good quality if it has a good validity, reliability, level of difficulty, and discrimination power. The researcher used different class from experimental classes. There are some elements that tested as follows:

1) Validity

The validity of the test was the extent to which it measured what it was supposed to measure and nothing else (Heaton, 1975). In order to measured whether the test had a good validity, the researcher analyzed the test from content and construct validity.

a. Content Validity

Content validity was the extent to which a test measured a representative sample of the subject matter content, the focus of content validity was adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982). Content validity was intended to know whether the test terms were good reflection of what would be covered. The test items were adapted from the

material that had been taught to the students should be constructed as to content representative sample of the course (Heaton, 1975). To get the content validity, the test was adapted from the materials in the English Curriculum for Junior High School which gave priority to student centered, authentic, and meaningful context in students daily. And the test also based on the basic competence, the students were able to giving and asking information related to certain situation or activity.

b. Construct Validity

Construct validity was needed to the test which had some indicators in one aspect, for example, if the test was made to measure vocabulary mastery, the construct validity could be measured by evaluating the questions. If the questions had measured the vocabulary mastery, the test had fulfilled the construct validity. Hatch and Brown (2001) classify that English vocabulary or word into content word, functional words. The content word is divided into noun, verb, adjective, and adverb. Based on the theory above, the researcher wanted to measure students' achievement in learning vocabulary using test of vocabulary. In this case, the researcher focused on vocabulary which was dealing with content word. They are noun, verb, adjective and adverb. The distribution of the word type in the vocabulary test can be seen below.

Table 3.2. Specification of Vocabulary Test Items

Aspect	Items	Total	Percentage
Noun	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	13	26%
Adjective	14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26	13	26%
Verb	27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38,	12	24%
Adverb	39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50	12	24%
Total		50	100%

Researcher used three raters to make sure that the specification of vocabulary test were valid or not. The raters were English teachers in SMP Karya Bhakti Gadingrejo as the first and second rater and researcher as the third rater. The raters had to fill the inter-rater validity table (Appendix 1) with checklist symbol for agree and cross symbol for disagree with the test items. If the percent of agreement item was ≥66% it means that the item was valid and the item was not valid if the percent of agreement was <66%.

Table 3.3. Inter-rater Validity of Vocabulary Test

No.	Percent of Agreement	Items	Total
1	100%	1, 2, 3, 4, 5, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 21, 22, 23, 27, 28, 29, 30, 31, 32, 33, 34, 36, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48,	37
2	66%	6, 12, 20, 24, 26, 35,	6
3	33%	11, 38, 49, 50	4
4	0%	13, 25, 37	3

Table 3.3 shows that the accumulation of the rating from three raters. There are 43 vocabulary test items which is valid (≥66%-100%) and 7 vocabulary test items which is not valid because the percent of agreement under 66%.

2) Reliability

Reliability referred to the extent to which the test was consistent in its scores, and it gave an indication of how accurate the test score were. Hatch and Farhady (1982:243) stated that reliability of the test could be defined as the extent to which a test produces consistent result when administered under similar condition. To determined the reliability of the test, the researcher had used split-half method

because this formula was simple to use since it avoid troublesome correction and in addition to the number of item in the test, it involved only the test, mean and standard deviation, both of which were normally calculated anyhow as a matter of routine (Heaton, 1975: 164).

Reliability of the whole test found by using this formula:

$$r11 = \frac{N}{N-1}(1 - \frac{m(N-m)}{Nx2}$$

Where: N   : the number of items of the test

             m   : the mean score on the test for all the testes

             x   : the standard deviation of all the testes' scores, and

             r_{11} : reliability

(Heaton, J.B. 1975)

The criteria of reliability:

High   : 0.90 - 1.00

Moderate   : 0.50 - 0.89

Low   : 0.00 - 0.49

After analyzing the result of the vocabulary test using split-half method, the result of the reliability of the vocabulary test in this research was 0.97 (see appendix 2). Seeing the criteria of the test of the reliability that the researcher proposed above, the reliability of this test was high, while the criterion for high reliability was in the range 0.90 – 1.00. It could be concluded that this instrument gave consistent result when it was administered under similar condition, to the same participants but in different time (Hatch and Farhady (1982: 286). Therefore, it could be stated that the test had fulfilled the criteria of the reliability. In other words, the test was reliable.

a. Level of Difficulty

To see the level of difficulty, the researcher used the following formula:

$$LD = \frac{U + L}{N}$$

Where:

LD : Level of difficulty

U   : The number of upper students who have given correct answers

L   : The number of lower students who have given correct answers

N   : The total number of the students who have taken part in the test

The criteria were:

< 0.30   : difficult

0.30-0.70   : average

> 0.70   : easy

(Shohanny, 1985:79)

Table 3.4. The difficulty Level of the Vocabulary Test Items

No.	Computation	Criteria	Total item
1.	< 0.30	difficult	1
2.	0.30-0.70	average	42
3.	> 0.70	easy	7
Total			50

Based on the result of the try out test related to criteria, it can be inferred that there are 7 items had the result more than 0.70. It means that the items are easy and there are 1 item had the result less than 0.30. It means that the items are difficult. Meanwhile, 42 average items are administered to be reference for the pretest and the posttest. The result of the difficulty level of the vocabulary test shown on appendix.

b. Discrimination Power

To see the discrimination power, the researcher used the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Where:

DP : discrimination power

U : the proportion of the upper group students

L : the proportion of the lower group students

N : total number of the students

The criteria were:

1) If the result was positive, it meant the number of high students who had given correct answers was more than the number of low students who had given correct answers. But, if the result was zero, it meant there was no discrimination.

2) If the result was negative, it meant there were more low students who had given correct answers than high students.

3) In general, the higher the discrimination index, the better. In classroom situation most items should be higher than 0.20 indexes.

(Shohamy, 1985:81)

Table 3.5. Discrimination Power of Vocabulary test

No	Number of Item	Computation	Criteria	Decision
1.	4, 9, 12, 17, 22, 25, 28, 30, 40, 41	< 0.20	Poor	Dropped
2.	1, 2, 3, 5, 7, 8, 10, 13, 14, 15, 19, 21, 24, 29, 31, 32, 33, 35, 36, 38, 39, 42, 43, 44, 45, 46, 47, 49	0.21 ≥ 0.40	Satisfactory	Administered
3.	6, 11, 16, 18, 20, 23, 26, 27, 34, 37, 48, 50	> 0.40	Good	Administered

Based on the calculation of discrimination power, the result of Vocabulary test shows that there are 10 items have poor discrimination. It means that the items cannot fulfill the standard of discrimination power since those items have discrimination power under 0.20 which means that the items have poor discrimination power. So that, those items are dropped. Meanwhile, 40 items have satisfactory and good discrimination power; therefore, those items are administered to be the reference for pretest and posttest.

3.6 Procedure

The procedure of this research is explained as follows:

1) Selecting and determining the population and sample of the research. The researcher chose three classes of the second grade of SMP Karya Bhakti Gadingrejo which was divided into experimental classes and tries out class.

2) Administering vocabulary tests previously in order to try out the test. It was aimed to make sure that the tests in this study are valid and reliable. It was also to find out the quality of the test whether the items of the test should be revised for pre-test and post-test.

3) Constructing instrument for pre-test and post-test and materials for teaching.

4) Giving a pre-test for students in order to identity the level of vocabulary achievements.

6) Conducting a treatment. The researcher taught vocabulary for the subject of research using two techniques. One class used Scattergories Game and another used What Someone Does Game.

7) After giving a treatment, the students were given a post-test to identify whether the techniques gave an improvement for students' vocabulary achievement.

8) The last, after getting all data, the researcher analyzed the data by using SPSS to know the result.

3.7 Scoring System

In scoring the result of the test, this research used Hatch and Farhadi's formula in order to know the comparative students' vocabulary achievement by using Scattergories and What Someone Does games, score was computed by doing these activities:

1) Scoring the pretest and posttest

$$S = \frac{\sum R}{4} \text{X} \, 10$$

Where:

S   : Student' score

$\sum$R   : The total of student' right answer

2) Finding mean of pretest and posttest

The mean was calculated by applying this formula:

$$Md = \frac{\sum d}{N}$$

Where :

Md   : Mean (average score)

$\sum$d   : The total of the students' score

N : The total number of the students

(Hatch and Farhadi, 1982)

3.8 Data Analysis

The researcher analyzed the data in order to identify the difference of students' vocabulary achievement who were taught through Scattergories game and What Someone Does game. The data was examined using independent group T-Test since in this research there were two means of two different group (experimental class 1

and experimental class 2) that compared each of them. The research statistically analyzed by using Statistical Package for Social Sciences (SPSS). The steps of the data analysis of this research as follows:

1) Administering the normality of the Distribution Test

Normality test was used to find out whether the data of both classes (experimental class 1 and experimental class 2) were normally distributed. The hypothesis for the normality test was as follow:

H_0 : the distribution of the data was normal

H_1 : the distribution of the data was not normal

In this script, the criterion for the hypothesis was:

H_0 would be accepted if sign $>\alpha$. In this case, the researcher used the level of significance 0.05.

Based on the calculation of normality test, the result of vocabulary test shows that the scores more than α. It indicates that the data distribute normal. (see appendix 3)

2) Testing of Homogeneity of Variance

This test was to determine whether the data fulfill the criteria of the quality of variance. The test used T-Test to analyze the data. The hypothesis for the homogeneity of variance was as follows:

H_0 : there was no significant difference in the level of ability (equal)

H_1 : there was significant difference in the level of ability (not equal)

In this research, the criterion for the hypothesis was:

H_0 would be accepted if sign $>\alpha$. In this case, the researcher used the level of significance 0.05.

The result of the homogeneity test of pre-test in experimental class 1 and experimental class 2, showed that the sig. two tailed was 0.147 ($p>\alpha$, $p=0.147$, $\alpha=0.05$). It can be assumed that H1 was rejected and H0 was accepted, there was no significant difference in the level of ability. The result of the homogeneity test shown on appendix 4.

3.9 Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis proposed in this research was accepted or not. The hypothesis was analyzed at significance level of 0.05 in which hypothesis was approved if Sig. $< \alpha$.

This research used Independent group T-test to investigate the level of significance of the treatment.

The formulation was:

H_0 : There was no significant difference of vocabulary achievement between the students who were taught through Scattergories and those who were taught through What Someone Does game. The criteria is H_0 (null hypothesis) was accepted if alpha level was higher than 0.05 ($\alpha > 0.05$).

H_1 : There was significant difference of vocabulary achievement between the students who were taught through Scattergories and those who were taught through What Someone Does game. The criterion was H_1 (alternative hypothesis) was accepted if alpha level was lower than 0.05 ($\alpha < 0.05$).

V. CONCLUSION AND SUGGESTION

5.1 Conclusions

Based on the analysis of the result and findings, two conclusions are presented:

1) 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.

2) The students who were taught through Scattergories and What Someone Does game get highest gain in content word type noun. It happened because these games were using daily vocabulary related to the things in certain places such as in the house, classroom, forest, etc. that was dominated by concrete nouns. On the contrary, the pre-test and post-test scores of adverb in both classes become the lowest improvement because the students unfamiliar with the words that tell them the manner, place, and time that something happens.

5.2 Suggestions

Based on the result of research and conclusion stated above, the researcher would like to give some suggestions as follow:

1) Suggestions for English Teachers

a. In order to develop vocabulary that can be easily memorized by the students, the researcher suggests for the entire English teacher, the teacher should be able to find and choose an appropriate method or technique in teaching English for students in junior high school. Scattergories game and What Someone Does game are good techniques to teach vocabulary, these board games should be implemented for all students; it aims to avoid the student's boredom and to attract the students' motivation to learn more about English, especially vocabulary skill.

b. The teachers are recommended to use Scattergories game to interact students' attention during teaching learning process because the players play individually so they need to answer each categories by themselves. But, the teacher should know the ability of the students first because one of the rules of the game is that the players have to write the English words related to the list of categories in which the players are given random letters to start the words. So, it will be difficult for the students who do not have enough total numbers of words.

c. The teachers are also recommended to use What Someone Does game in certain situation especially when the students have focused learning in a long period. This game can change the situation of the class become more pleasant but the teachers must manage the situation of the class primarily in players' movement during playing the game. So, the activities are controlled by the teacher in order to make the class not getting noisy.

2) Suggestions for Further Research

a. This study was conducted in the Junior High School level. Therefore, the further researcher can try to find out the comparison study using Scattergories and What Someone Does game in different level.

b. In this study, multiple choices were employed as the media to measure the improvement of students' vocabulary achievement. Further research can try to apply those techniques with another kind of vocabulary test.

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