

## **Chapter One**

### **Introduction**

This chapter was dedicated to introducing the research topic. The topics covered include research background, identification, problem delimitation, questions of the research, research objectives, significance of the research, and research organization. The research background discusses the rationale behind the researcher's study. Researcher also explain research gaps in recognizing and limiting problems. The research question is the focal point of this study. The researcher articulates the research's objective and elucidates its advantages. The researcher summarizes each chapter in the research chapter.

### **The Research Background**

For language learners, learning English means mastering four English language skills: speaking, listening, writing, and reading. Learners must also comprehend grammar, vocabulary, and pronunciation. Mastering a language mostly depends on vocabulary. It is required for both receptive and productive skills. According to Rashid et al. (2022), vocabulary plays a crucial role in language acquisition, influencing skills including reading comprehension, writing ability, and communication efficacy. According to research, vocabulary knowledge is fundamental to all languages and provides a solid basis for other skills. Vocabulary acquisition plays an important role in mastering a language. According to Susanto (2017), learners with inadequate vocabulary only do well in some aspects of the language. In addition, Gerovasiliou & Zafiri (2017) stated that vocabulary is a crucial component of foreign language study.

Vocabulary is one of the main keys to communication because it forms sentences that learners express to others to explain students' needs, desires, or perceptions. Learners must have a large vocabulary to produce ideas in oral form because significant speech affect the expression in English. Bai (2018) stated that vocabulary is considered the foundational element of language and a crucial factor in language acquisition. Putri (2022) stated vocabulary refers to the list of frequently used terms in one's language, which, over time, has become an important and fundamental instrument for effective communication and knowledge acquisition. From the statement it can be said, that “vocabulary plays a crucial role in understanding and mastering a language”. It is the main foundation that forms the structure and expression of the language itself. Consisting of a collection of words neatly arranged in alphabetical order, vocabulary is not just a list of words but also includes students meaning and usage in different contexts. The definitions that accompany each word help language learners to understand the nuances and subtleties that exist in the meaning of the word. Thus, vocabulary development is an important step in expanding one's understanding and language skills.

Unfortunately, mastering vocabulary knowledge is proven to be challenging for students. Vocabulary mastery is often considered difficult by students, especially at the high school level. According to Andas et al. (2020), practically all of the students struggle with vocabulary mastery, including issues with spelling, pronouncing, and understanding word meanings. Moreover, Komalasari (2022) states that among the challenges students encounter when learning vocabulary are the following: students find it difficult to pronounce words accurately; students find

it difficult to differentiate words with similar spellings and pronunciations; students struggle to comprehend grammar; and students find it difficult to comprehend the context of English.

Considering the problems previously mentioned regarding the students' problem in mastering English vocabulary, finding the right solution has become crucial. One of the ways to help students learn vocabulary is through games. Playing games is one of the interesting and interactive ways to learn vocabulary. According to Derakhshan & Khatir (2015), playing games encourages and helps many students learn the target language faster. In addition, Yudha & Mandasari (2021) also stated that Learning games are very motivating in foreign language instruction due to students' entertaining and engaging nature; learners can provide practice in all language abilities and help develop various aspects of communication. Practice in all language abilities can be utilized to enhance many areas of communication. Students support instructors in developing relevant settings for the target word, and students also make learning new words interesting for students, helping students acquire and recall faster. As students often feature friendly competition and foster a cooperative learning atmosphere, students are inspired because it gives students the opportunity to collaborate. According to Baqoyevna (2019), students can significantly improve students' English as a foreign language (EFL) proficiency and English as a second language (ESL) skills through the use of games.

One of the games that can be implemented to teach vocabulary is the Scattegories board game. Rousseau (2016) describes Scattergories as a word game in which players attempt to find as many words as possible that begin with a

particular letter and fit into a series of categories. The game can accommodate two to six players. According to Surayatika (2019), these games are widely known and popular, with the objective being to move across the board. Players can either collect most cards or discard superfluous cards initially. The cards and squares displayed on the board are utilized to encourage students to communicate. The Scattergories board game is one of the inventive defender media that can be used by teachers. Therefore, the researcher chose to use it to help students improve writing skills through vocabulary mastery. According to Yuliansah & Syafei (2018), there are multiple justifications for including the Scattergories game in vocabulary instruction. The first game, Scattergories, requires children to compete with students peers and move around a lot. The second point is that the game has rules that are easy for students to follow. Thirdly, the Scattergories game has a good effect on learning English as it makes the teaching and learning process more interesting and less stressful.

The Scattergories board game is appropriate for high school students. According to Siregar & Tanjung (2019), it works well and is enjoyable for creating related vocabulary clusters. Overall, this study demonstrates that one inventive method teachers can employ to enhance learners' vocabulary development is the Scattergories board game. This game effectively builds similar vocabulary clusters while also increasing students' enthusiasm to study the language by fusing enjoyment and education. Yuliansyah & Syafei (2018) state that the Scattergories game is a great way to balance the dynamic nature of young learners while also making learning enjoyable. Scattergories is an ideal game to use when learning a

language because it has basic rules and an easy objective. Furthermore, the Scattergories game offers an enjoyable and stress-free learning environment. As a result, teaching vocabulary using the Scattergories game can be an effective medium. According to Kordja (2023), most students' vocabulary skills were enhanced by playing the Scattergories game, leading to better word retention

Previous studies focused on Scattergories to enhance children's language skills. It has previously demonstrated the advantages Scattergories of utilizing gamified learning tools, particularly board games (Khikmah, 2017; Kordja, 2023; Yuliansyah & Syafei, 2018). Researchers has demonstrated that incorporating engaging and interactive learning opportunities can greatly improve students' learning results. Educators can accommodate diverse learning styles and preferences by integrating games like 'Scattergories' into the curriculum. This enables a more comprehensive approach to vocabulary enhancement. This highlights the usage of gamified learning to address students' varied vocabulary acquisition needs and enhance students' engagement with the content.

However, most of the studies mentioned above primarily focus on determining the quantity of words in the Scattergories game. The researcher in this study employs a unique game strategy, diverging from past studies that solely concentrate on the number of words pupils identify in the Scattergories game. Furthermore, the researcher instructed students to create a basic phrase using one of the words students have identified in this study. This enables the researcher to assess the pupils' capacity to utilize the phrases students have discovered in a practical setting. The researcher conduct this study at the high school level to

determine the effectiveness of using Scattergories media, building upon previous research completed at primary and junior high school levels. This research aims to investigate whether Scattergories media can enhance high school students' language proficiency.

### **Identification of the Problems**

Various challenges can arise when trying to achieve vocabulary proficiency. Learners may face challenges in acquiring new vocabulary and understanding its meaning due to a lack of access to high-quality learning materials or resources. Learners may lack the drive or enthusiasm to acquire a new language, thus hindering students' development and preventing them from achieving mastery.

Scattergories can enhance language development when utilized efficiently. One approach is to utilize the game as a supplementary tool for enhancing vocabulary acquisition alongside tasks like reading, writing, and listening exercises. It can assist pupils in enhancing students comprehension of unfamiliar phrases and honing students ability to use them in various situations. It can enhance engagement and motivation while also guaranteeing that pupils acquire vocabulary that is relevant and significant to them. Furthermore, the game can promote collaborative effort and friendly competition among learners, ultimately boosting motivation and engagement.

### **Delimitation of the Problems**

Based on the problem identification above, the researcher focuses this study on determining the impact of playing Scattergories games on students' ability to understand and use new words among 11th grade high school students. This study

was conducted in one high school in the Grobogan district, with the research sample limited to randomly selected 11th grade high school students. This study demonstrated the enhancement of vocabulary mastery among Grade 11 high school students in Grobogan by utilizing Scattergories media. This study examined the students' level of language comprehension before and after using Scattergories. Then, the students' level of language comprehension was assessed as there is a notable difference post-treatment using Scattergories. Therefore, the researcher used a quantitative method with an experimental approach with a single experimental group used in this research design, where the researcher conducted a pre-test before intervention and a post-test after intervention to compare.

### **Research Question**

In conducting this research, the three research questions used are presented as guidelines for this study. The following are the research questions:

1. What is the level of 11<sup>th</sup> graders' vocabulary mastery before using the Scattergories board game?
2. What is the level of 11<sup>th</sup> graders' vocabulary mastery after using the Scattergories board game?
3. Is there a significant difference between 11<sup>th</sup> graders' vocabulary mastery after using the Scattergories?

### **The Objectives of the Research**

The purpose of this study is to find out whether the use of board games can improve students' writing skills through vocabulary mastery. Specifically, the objectives of this study are:

1. Describe the level of 11<sup>th</sup> graders' vocabulary mastery before the implementation of the Scattergories board game.
2. Describe the level of 11<sup>th</sup> graders' vocabulary mastery after the implementation of the Scattergories board game.
3. Reveal whether or not there is a significant difference between 11<sup>th</sup> graders' vocabulary mastery after using the Scattergories.

### **Significance of the Research**

This research describes the impact of playing the Scattergories game on students' ability to understand and use new words among 11<sup>th</sup> grade high school students, and hopefully, this research can be useful for various parties. The benefits are presented as follows:

#### ***For students***

Through the use of board games, students are expected to be more engaged and interested in learning by using board games, leading to enhanced learning results. Board games provide pupils with the chance to improve students language abilities and achieve students educational goals through enhanced comprehension. Moreover, studying could be an enjoyable way to expand a learner's vocabulary. Research on the use of Scattergories games as a tool for language learning can provide valuable insights to assist students achieve greater success in student's language learning.

#### ***For teachers***

The results of this research are expected to integrate it into teacher's lesson plans as a dynamic and interesting tool for language acquisition. This study can



offer teachers evidence-based insights on the efficacy of utilizing games like Scattergories to enhance vocabulary acquisition, enabling them to make informed choices about including such activities in the curriculum. Research on using Scattergories games to enhance vocabulary acquisition provides significant insights for teachers to enhance teaching media, boost student engagement and motivation, and improve language teaching.

***For future researchers.***

The findings of this study can serve as a reference for other researchers who are interested in exploring similar or even more in-depth topics. As a reference, this study provides a basic framework that can help researchers to plan and design further research. Researchers can utilize the methodology, conceptual framework, and findings from this study as a useful starting point in students' efforts to better understand the effectiveness of board games in improving reading comprehension and expanding students' vocabulary.

**Organization of the Research**

This section informed how all the chapters are organized. This research consisted of five chapters:

To help readers understand this research, each chapter has several main points. This study provides an overview of the significance of vocabulary abilities for students and defines the concept of vocabulary. The chapter also explores the utilization of games as a tool for enhancing vocabulary acquisition. Researcher employ Scattergories games to enhance vocabulary proficiency. This chapter covers problem identification, problem boundaries, research questions, research aims, and

the study's value for students, teachers, and future researchers. This study intends to determine if there is a notable increase in students after receiving treatment through the use of the Scattergories game media. Studying the influence of Scattergories on vocabulary acquisition can enhance the expanding research on gamification in education, emphasizing the significance of interactive and enjoyable learning methods. This study has the potential to enhance pedagogical methods and equip educators with evidence-based tactics to enhance vocabulary mastery.

Chapter two examines the prior studies related to this study. There are multiple crucial issues delineated in this chapter. This chapter covers generic vocabulary, the significance of mastering vocabulary, media for enhancing students' vocabulary mastery and utilizing Scattergories to enhance students' vocabulary Mastery. And the procedures for utilizing Scattergories.

Chapter three details the approach that was utilized. This chapter covers the technique, instruments, participants, setting, and data-gathering processes. This study employed a quantitative and experimental research design technique. The study took place at a high school in Grobogan, with 11<sup>th</sup> grade pupils participating. This study employed random sampling to acquire data by choosing one class for the experimental group and vocabulary exam. The researcher also elucidates the data analysis process in this chapter.

Chapter four is the findings and discussion. This chapter presents the results of data analysis related to the level of students' vocabulary mastery after and before using the Scattergories boardgame, and the correlation between the two variables.

Chapter five is the conclusion and recommendations. This chapter provides a summary of the research. This chapter provides general answers to the research questions which is a summary of the research and recommendations from this study especially for teachers, students, and other researchers.