

**IMPLEMENTING SCATTERGORIES GAME TO IMPROVE
THE VOCABULARY OF THE SEVENTH GRADERS
AT MTS ISLAMIYAH UNGGULAN BALEN**

SKRIPSI



**Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of Sarjana in English Education**

**By
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NIM 21120048**

**ENGLISH EDUCATIONAL DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO**

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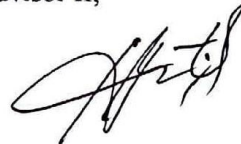
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I hereby declare that the thesis entitled:

IMPLEMENTING SCATTERGORIES GAME TO IMPROVE THE VOCABULARY OF THE SEVENTH GRADERS AT MTS ISLAMIYAH UNGGULAN BALEN

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 07 July 2025



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MOTTO

“Tidak ada ujian yang tidak bisa diselesaikan. Tidak ada kesulitan yang melebihi batas kesanggupan. Karena Allah tidak akan membebani seseorang melainkan sesuai dengan kadar kesanggupannya”

(QS. Al-Baqarah: 286)

“Jika kamu ingin sesuatu yang belum pernah kamu miliki, maka kamu harus melakukan sesuatu yang belum pernah kamu lakukan”

DEDICATION

First of all, praise to Allah SWT who has given ease, guidance, and blessings to the author so that the author can complete this thesis well. with gratitude, I dedicate this thesis to:

1. my parents, thank you for being my motivation and source of enthusiasm, thank you for the support, attention, prayers, and affection that have been given.
2. My friends, thank you for being with me, providing support, and giving happiness at every step.
3. All English education lecturers who have provided knowledge and experience during these 4 years.
4. My English education class 2021 friends who always supported and helped each other for 4 years.
5. For my self, Finally thank you for being able to survive and fight amid a life that is not always good.

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All praise to Allah SWT, the Most Compassionate and Merciful, for his blessings so that the author is given the ease to complete this thesis smoothly, so that it can go through various obstacles and challenges. The preparation of this thesis did not escape various challenges, but all of them could be overcome thanks to the sincere support and assistance from various parties. With sincere gratitude, the researcher would like to thank :

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Bojonegoro, 07 July 2025

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ABSTRACT

Muarifah, Alifatul. 2025. Implementing the Scattergories Game to Improve the Vocabulary of The Seventh Graders at Mts Islamiyah Unggulan Balen. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Meiga Ratih Tirtanawati, M.Pd., (II) Chyntia Heru Woro Prastiwi, M.Pd.

Keywords: vocabulary, classroom action research, Scattergories game

Vocabulary is a crucial part of learning a language. In learning English, students often have difficulty remembering and memorizing vocabulary well. This is due to learning methods that are less effective and interactive. This study aims to determine how the effect of application of the scattergories game affects vocabulary and learning outcomes of students of class VII MTS Islamiyah Unggulan Balen after the scattergories game is applied. This study uses a class action research method involving students of class VII-D MTS Islamiyah Unggulan Balen, with a subject of 30 students. Data collection is done with mixed methods such as observation, interviews, tests, and questionnaires. Students are required to be able to achieve a KKM score of 75, and there are at least 75% of the total number of students get scores above the specified KKM. Based on the pre-test that was applied, there was an average of 70% of the total value of students. After the application of the scattergories game there was an increase, namely the average value of students reaching 82% above the specified KKM value. The findings of this study can help students improve vocabulary skills through the Scattergories game effectively and fun. This game method is very interactive, so that students can remember and know new vocabulary.

ABSTRAK

Muarifah, Alifatul. 2025. Implementing e Scattergories Game to Improve the Vocabulary of the Seventh Graders at Mts Islamiyah Unggulan Balen. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Meiga Ratih Tirtanawati, M.Pd., (II) Chyntia Heru Woro Prastiwi, M.Pd.

Kata Kunci: kosakata, penelitian tindakan kelas, permainan scattergories

Kosakata merupakan bagian penting dalam mempelajari suatu Bahasa. Dalam pembelajaran Bahasa Inggris Siswa terkadang sering mengalami kesulitan dalam mengingat dan menghafal kosakata dengan baik. Hal tersebut dikarenakan metode pembelajaran yang kurang efektif dan interaktif. Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh penerapan permainan scattergories dalam meningkatkan kosakata serta mempengaruhi hasil belajar siswa kelas VII MTS Islamiyah Unggulan Balen setelah permainan scattergories diterapkan. Penelitian ini menggunakan metode penelitian tindakan kelas yang melibatkan siswa kelas VII-D MTS Islamiyah Unggulan Balen dengan subjek 30 siswa. Pengumpulan data dilakukan dengan metode campuran seperti observasi, wawancara, tes dan kuesioner. Siswa diharuskan dapat mencapai nilai KKM sebesar 75 dan setidaknya terdapat 75% jumlah keseluruhan siswa yang mendapatkan nilai di atas KKM yang ditentukan. Berdasarkan pre-test yang diterapkan rata-rata terdapat 70% dari nilai keseluruhan siswa, setelah penerapan permainan scattergories terjadi peningkatan yakni nilai rata-rata siswa mencapai 82% di atas nilai KKM yang ditentukan. Temuan dari penelitian ini dapat membantu siswa meningkatkan kemampuan kosakata melalui permainan scattergories dengan efektif dan menyenangkan. Metode permainan ini sangat interaktif sehingga Siswa dapat mengingat dan mengetahui kosakata baru.

TABLE OF CONTENTS

TITTLE PAGE.....	i
APPROVAL SHEET	ii
LEGITIMATION	iii
STATEMENT OF AUTHENTICITY	iii
MOTTO.....	iv
DEDICATION	vi
ACKNOWLEDGMENT	vii
ABSTRACT	viii
ABSTRAK	ix
CHAPTER I INTRODUCTION	1
A. Background of the Study.....	1
B. Research Problems	4
C. Research Objectives	4
D. Significances of the Study.....	4
E. Delimitation of the Study	5
F. Definition of Key Terms	5
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Literature Review	7
B. Theoretical Framework	9
C. Thinking Framework.....	13
CHAPTER III RESEARCH METHOD.....	16
A. Research Design.....	16
B. Research Procedures	18
C. Research Settings	21
D. Research subjects	21
E. Data Sources.....	22
F. Data Collection Techniques	22
G. Techniques of Analyzing Data.....	24
H. Validity of Data.....	26
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	28
A. Research Findings	28

B. Discussion	34
CHAPTER V CONCLUSION AND SUGGESTION	39
A. Conclusion.....	39
B. Suggestion.....	39
REFERENCES.....	41

LIST OF FIGURES

Figure 2. 1 Thinking Framework	14
Figure 3. 1 The cycle of Classroom Action Research (Kemmis and Mc Taggart, 1988)	17
Figure 3. 2 Mean Formula.....	25
Figure 3. 3 Formula to Measure the Class Percentage.....	25
Figure 3. 4 Formula to Analyze the Improvement	26
Figure 4. 1 The results of Pre test	28
Figure 4. 2 The results of Pre-Questionnaire	29
Figure 4. 3 The results of Observation.....	31
Figure 4. 4 The results of post test	32
Figure 4. 5 The results of post-Questionnaire.....	33
Figure 4. 6 The Results of test	37

LIST OF APPENDICES

Appendix 1 Observation Checklist	44
Appendix 2. a Pre-Questionnaire Sheet	47
Appendix 2. b Results of Pre-Questionnaire	48
Appendix 3. a Post-Questionnaire sheet	52
Appendix 3. b Results of Post-Questionnaire	53
Appendix 4. a Interview Sheet	57
Appendix 4. b Result of Interview	58
Appendix 5. a Pre-Test Sheet.....	60
Appendix 5. b Results of Pre-Test	63
Appendix 6. a Post-Test Sheet	69
Appendix 6. b Results of Post-Test.....	72
Appendix 7. a Vocabulary Sheet.....	78
Appendix 7. b Students worksheet.....	79

CHAPTER I INTRODUCTION

A. Background of the Study

A strong vocabulary foundation is necessary for academic success. Vocabulary is the basis used in communication, nothing can be done without sufficient vocabulary (Dakhi & Fitria, 2019). According to Derakhshan (2015) Learning vocabulary requires effort to produce, understand, and manipulate words.. Based on this, vocabulary mastery is a major aspect of learning because vocabulary can help communication and improve effective understanding, especially in foreign languages.

According to Asyiah (2017) mentioned mastery of a large vocabulary will greatly help students in mastering English language skills, especially in the four main skills which include writing, listening, reading, speaking. Kordja & Kemenkes Makassar (2023) stated that vocabulary is a crucial aspect of the language that must be mastered before introducing its grammar and pronunciation. So, it can be concluded that vocabulary is an important aspect of language that must be mastered before learning English.

Vocabulary teaching methods that often lack student engagement lead to decreased student motivation. Putri (2022) mention that students will learn vocabulary more easily when confronted directly with the context in which the word is used than by deliberately memorizing vocabulary that may later be very difficult to remember. Lack of student engagement can lead to low vocabulary acquisition and a lack of confidence in language use, which inhibits students' language skills.

The results of interviews that have been conducted with seventh-grade English teachers at MTS Islamiyah Unggulan Balen show that students often have difficulty remembering and using the right vocabulary. So, that some students get less than the predetermined KKM (Minimum Completeness Criteria), namely the KKM determined is 75. This problem is influenced by several factors; the first factor of low student learning motivation is by a lack of interest or attention to English lessons. The second factor is influenced by the dominance of traditional teaching methods, such as memorization and teacher-centered teaching. This method is often considered less effective in developing students' ability to use English because it does not provide opportunities for critical thinking or active interaction. The third factor is influenced by the absence of English subjects when they are still at the elementary school level. This leaves students with a weak foundation in English, so they experience difficulties when they start learning at the junior secondary level.

Based on the above problems, an innovative and interactive teaching strategy is needed to foster students' enthusiasm and involvement in learning vocabulary. Purba, Ridwin et al., (2023) Stated that game Language games are learning media applied in learning activities to facilitate students in learning English. Therefore, the researcher uses Scattergories games as a learning media for vocabulary acquisition to create a fun and interesting atmosphere. Fauziah (2019) stated that a Scattergories is a game that involves naming objects within a set of categories, beginning with the initial letter, and within a set time limit. The Scattergories game challenges students to think creatively and quickly, it

encourages not only word recall but also critical thinking and the application of language in a variety of contexts. Yuliansyah & Syafei (2018) explain several reasons why the Scattergories game should be applied in vocabulary teaching. First, the Scattergories game makes students more active and competitive in class. Secondly, the Scattergories game has simple rules and gameplay. So that students can follow the instructions easily. Thirdly, Scattergories games can create interactive learning that is interesting and fun, so that students will not feel afraid or stressed.

Based on the explanation above, the use of the Scattergories game media will help students to improve vocabulary acquisition in seventh grade at MTs Islamiyah Unggulan Balen. The game offers an interesting and interactive approach that encourages students to actively participate in the learning process, making vocabulary acquisition more enjoyable and effective. By integrating elements of competition and creativity, Scattergories fosters a fun learning environment where students are motivated to think critically and expand their vocabulary. Conducting Classroom Action Research, which integrates creative teaching strategies into learning, is expected to support students in achieving better results in their language skills. Therefore, in this study, the researcher intends to apply this game to improve students' vocabulary acquisition with the title: "Implementing Scattergories Game to Improve the Vocabulary of the Seventh Graders at Mts Islamiyah Unggulan Balen"

B. Research Problems

Based on the research background above, the author formulates the problem statement:

1. How Scattergories game can improve vocabulary mastery of seventh-graders at MTs Islamiyah Unggulan Balen?
2. How is the improvement of student learning outcomes after implementing of the Scattergories game to vocabulary mastery of seventh-graders at MTS Islamiyah Unggulan Balen?

C. Research Objectives

Based on the research problem described, this study's objectives are:

1. To describe how the Scattergories card game can improve the vocabulary of seventh-graders of MTs Islamiyah Unggulan Balen.
2. To determine the improvement of student learning outcomes after implementing the Scattergories game to vocabulary mastery of seventh-graders at MTs Islamiyah Unggulan Balen.

D. Significances of the Study

1. Theoretical Significances

This research is expected to support existing theories related to interactive learning approaches in the classroom. It can contribute to the effectiveness of game-based learning, especially Scattergories games in improving vocabulary mastery.

2. Practical Significances

- a. For Educators: This research can serve as a practical guide for English language educators on the use of games as an innovative teaching

method for improving vocabulary acquisition. By implementing games such as Scattergories into the learning process, educators can create a fun and interesting learning environment that can improve student learning outcomes

- b. For Future Researchers: Hopefully, this research can serve as a basis for other researchers to use Scattergories games as a game-based learning media to improve language skills in different contexts, levels of education, or subjects.

E. Delimitation of the Study

Based on the background of the problem above, this study focuses on improving students' vocabulary skills by using the Scattergories game media for seventh-graders of MTS Islamiyah Unggulan Balen

F. Definition of Key Terms

1. Vocabulary

Vocabulary is all the words that a person uses, knows, and has in communication that have a meaning (Anggraini et al., 2024). Vocabulary is a set of words that must be mastered along with their meaning in communication to become an intermediary in expressing language and information (Manda et al., 2022). Based on the definitions above, vocabulary is a set of words that need to be mastered, used, and known in a language that has a certain meaning and serves as a tool for communication. In this study, vocabulary focuses on improving mastery of adjectives and verbs.

2. Scattergories game

Scattergories game is an educational game media by identifying words from various categories with certain letter prefixes that can be applied by teachers for vocabulary learning so that it can encourage students to expand their vocabulary (Hutabarat et al., 2023). Scattergories game is a game that is done by mentioning one letter, then the players will write or a word that begins with the letter that has been determined (Anggraini et al., 2024). Based on the definitions above, a Scattergories game is a game by mentions one letter and then mentions the word that starts from the letter that has been mentioned. This game can be used as a learning medium to help students master their vocabulary in an interactive and fun way.