

## The Effect of Odd One Out Game on Primary Students' Vocabulary Retention

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### Abstract

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This study examines the effect of using the Odd One Out game to improve students' knowledge of clothing-related English vocabulary. The research includes introducing the Odd One Out game to students, explaining its concepts, planning and designing lessons using this game, evaluating and measuring learning outcomes. The study was conducted at SDN 6 Menteng, Central Kalimantan, involving 26 fifth-grade students from class 5B. This game incorporates in-depth material exploration, development of learning activities, and group discussions in the classroom. Implementing the Odd One Out game has demonstrated that students in the school significantly improved their knowledge of clothing-related English vocabulary. The learning process also fostered a competitive and engaging classroom environment. The implementation of the learning process through the Odd One Out game was conducted successfully and efficiently. Game-based learning methods can serve as an effective solution to address the low interest of elementary school students in learning English vocabulary.

#### Kata Kunci:

*Odd-one-out, siswa, kosakata*

#### Abstrak

Penelitian ini bertujuan untuk mencari pengaruh permainan *Odd One Out* pada pengetahuan siswa terhadap kosa kata Bahasa Inggris yang berhubungan dengan pakaian. Permainan *Odd One Out* ini bertujuan untuk meningkatkan ketertarikan peserta didik terhadap pembelajaran Bahasa Inggris, khususnya dalam hal menghafal kosa kata. Penelitian ini mencakup pengenalan permainan *Odd One Out* kepada siswa, penjelasan konsep permainannya, perencanaan dan pengembangan desain pembelajaran, evaluasi dan pengukuran hasil belajar siswa. Penelitian ini

dilaksanakan di SDN 6 Menteng, Kalimantan Tengah, dengan melibatkan siswa kelas 5B yang berjumlah 26 orang. Penerapan permainan ini mencakup pendalaman materi, pengembangan aktivitas belajar, dan diskusi kelompok di kelas. Penerapan permainan *Odd One Out* menunjukkan bahwa siswa di sekolah tersebut telah mampu meningkatkan pengetahuan kosakata tentang pakaian dalam Bahasa Inggris. Kegiatan pembelajaran juga menumbuhkan suasana belajar yang kompetitif dan menarik. Pelaksanaan proses pembelajaran melalui permainan *Odd One Out* terlaksana dengan baik dan efisien. Metode pembelajaran berbasis permainan dapat menjadi solusi efektif untuk mengatasi rendahnya minat siswa sekolah dasar dalam mempelajari kosakata bahasa Inggris.

## INTRODUCTION

One of the most important components of learning a language is expanding one's vocabulary, which is also vital for communicating ideas both in writing and verbally. Vocabulary is essential for students learning English because it helps them develop the four primary language skills of listening, speaking, reading, and writing. Students are supposed to master these four skills during the learning process, and in order to do so, they must first build up a large enough vocabulary. Accordingly, students with a limited vocabulary may find it difficult to comprehend spoken messages, comprehend texts, and effectively communicate their ideas both written and spoken.

The success of acquiring English language skills is measured by students' proficiency in the target language, both in both spoken and written form (Permana, 2020). Vocabulary is a fundamental skill significantly affecting students' proficiency in the four language skills. Students with a firm grasp of vocabulary can easily comprehend instructions and complete tasks effectively. Understanding the meaning of words or texts also enhances their engagement and motivation in learning English. As their interest grows, students tend to expand their vocabulary further, supporting the development of other language skills. Therefore, building a solid vocabulary foundation is essential for overall language mastery.

Vocabulary mastery constitutes a fundamental aspect of second language acquisition, reflecting the learners' comprehension and proficiency in the target language. Despite being regarded as the core component of language, vocabulary has not always been acknowledged as a crucial element in English language instruction within formal educational settings (Susanto, 2017). In contemporary language assessment, grammar is frequently employed as a primary criterion for measuring students' English proficiency. This preference may stem from the notion that grammatical structures facilitate communication and the systematic evaluation of student performance. However, students' conceptual understanding of unfamiliar lexicon, their efforts to enhance their vocabulary repertoire, and their ability to employ words effectively in communicative contexts remain significantly below the expected standards.

A study conducted at Politeknik Bengkalis, Riau, Indonesia, revealed that 26.67% of students possessed a vocabulary size of fewer than 1,000 words, 40% had a vocabulary of approximately 1,000 words, and only 33.3% reached the 2,000-word level. Notably, none of the students attained a vocabulary size of 4,000 words (Rionaldi, et al., 2013). Similarly, a study conducted on Jiangsu students revealed that the highest proficiency was only at the 2,000-word level, with none of the participants achieving vocabulary mastery at 3,000, 5,000, or academic vocabulary levels (Liu, 2016). Following these results, Rionaldi, et al., (2013) and Liu (2016) stressed that in order to improve their autonomy in language learning, language learners must investigate a variety of vocabulary acquisition methods, such as putting vocabulary learning strategies into practice. One of the most important components of effectively using a second language is vocabulary. Without vocabulary, the structures and functions cannot be used for comprehensive communication (Gultom, et al., 2022). Students must acquire a thorough understanding of vocabulary when studying a language. Knowledge of vocabulary is pivotal in gaining proficiency in a foreign language and is vital to language learning (Fauziningrum, et al., 2023).

To communicate effectively, students must acquire vocabulary in a second or foreign language. Without a sufficient vocabulary, it is impossible to utilize a

language successfully and to become proficient in other areas of English (Aprilani, 2021). Vocabulary encompasses all aspects of the English language, and possessing a rich vocabulary enables students to become better listeners, writers, speakers, and readers while also allowing them to provide constructive feedback during the learning process.

The primary goal of vocabulary learning is to develop a deep understanding of words. Therefore, it is unsurprising that approaches encouraging students to engage more deeply and critically with word meanings are essential in fostering effective vocabulary acquisition. As learning is an interactive activity between teachers and students (Ryan, et al., 2024), then strategies are needed when teaching English to young learners to ensure the efficient operation of the learning process (Safitri, 2023). Teaching vocabulary must be straightforward, essential, and focused on introducing a new language to students (Putri, et al., 2023). Thus, students will be able to speak more effectively if they comprehend vocabulary well (Putri & Zuhri, 2023).

To guarantee that learning continues smoothly in the classroom and that the atmosphere is conducive to learning, excellent teaching approaches and strategies are essential. An English as foreign language teacher should recognize the situation of his class and the characteristic of the students (Dina, 2018). Teachers as educators and instructors must know the needs and abilities of students in the learning process so that they can find ways to make learning English easier (Dahir, 2018). Using games to teach English is an effective approach. Students' interest in studying English can be piqued through the use of different games (Dharmayasa, 2022). Both teachers and students may gain many benefits from using games (Yudha & Mandasari, 2021). Drilling and other benefits are included in enjoyable games that let students learn the language in real time. Playing entertaining games can make language practice meaningful and intense (Kohnke & Moorhouse, 2022). Previous studies have demonstrated the effectiveness of the Odd One Out method in English language learning, particularly in improving pronunciation skills (Susanti, 2019) and in comparison with traditional teaching methods (Abimanyu, 2018). However, the specific application of this method in the context of vocabulary acquisition has

not been extensively explored. Moreover, prior research has provided limited discussion regarding the modification of activity formats or the characteristics of learners in detail. Therefore, this study aims to fill that gap by analyzing the effectiveness of the Odd One Out method in enhancing vocabulary mastery through an interactive approach tailored to the needs of the learners. The novelty of this research lies in its specific focus on vocabulary learning, the contextual design of instructional activities, and its contribution to improving student motivation and engagement in the learning process.

## **METHOD**

This study employed a quantitative research approach using a Pre-Experimental Design, specifically the One-Group Pretest-Posttest Design. This study adopts a pre-experimental design due to the contextual limitations of the research setting, where only one group of participants was available and random assignment or control groups could not be implemented. This design allows the researcher to evaluate the effectiveness of the Odd One Out method on students' vocabulary mastery by comparing the results of a pretest and a post-test within the same group. Although the internal validity is lower than that of true experimental designs, pre-experimental studies are still valuable for providing initial insights into the potential effectiveness of instructional methods. In this design, a single experimental group was given a pretest to evaluate their initial performance before receiving the treatment, which was the application of the Odd One Out game. After the treatment, a post-test was conducted to measure the outcomes.

This study's participants were fifth-grade students (Class 5B) at SDN 6 Menteng, Palangka Raya, Central Kalimantan. The population consisted of 26 fifth-grade students, comprising 16 female and 10 male students.

The game was implemented by writing up on the board three words related to clothing. Among the three words, there was one word that did not belong to the group. The students should guess which word that was different, and it becomes the odd one out. There were more than ten rounds of word guessing which allowed students to move actively and remember all the words.

To measure students' retention of the vocabulary, tests were used. The research instruments were in the form of multiple-choice questions and WH-questions. There were 25 items for the multiple-choice questions and 5 items for the WH-questions. These test items were measuring students' knowledge of the vocabulary introduced through the game, which are related to clothing.

The test results were then analyzed and processed to determine the treatment effect. Using the Kolmogorov-Smirnov formula, a normality test was performed to determine if the data were normally distributed before the analysis started. The Paired Sample t-test, a statistical test used to compare the means of two related samples and determine whether the difference between them was statistically significant, was performed to further evaluate the data following the normality test.

## FINDINGS

The following table presents the research findings on the implementation of the Odd One Out game and its impact on students' learning outcomes in the English subject.

**Table 1: Pretest and post-test student learning outcomes**

	N	Minimum Score	Maximum Score	Average Score
Pretest	26	20	88	49,69
Post-test	26	52	100	80

Prior to the introduction of Odd One Out, students' average score was 49.69, with a minimum score of 20 and a maximum score of 88. Following the implementation of Odd One Out game, the post-test results revealed an average mark of 80, with a minimum grade of 52 and a highest score of 100. These findings demonstrate a mean score improvement of 30.31 points between the pretest and post-test, suggesting a positive impact of the Odd One Out game on students' vocabulary acquisition and retention. The results of the normality test, which was conducted prior to evaluating the hypotheses, are shown in the table below.

**Table 2: Normality test calculation results**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.127	26	.200*	.942	26	.153
Post-test	.120	26	.200*	.933	26	.092

Based on the normality test calculation results, the data meet the normality assumption that the Sig. value is more than 0.05, which is 0.200, and it indicates that the data distribution within the dataset or research variable follows a normal distribution. As the normality test results confirmed, the next step was to use SPSS version 25 to conduct a hypotheses test, specifically the paired sample t-test, as shown in the table below.

**Table 3: Paired sample t-test**

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest – Post-test	-30.462	13.246	2.598	-35.812	-25.111	-11.726	25	.000

Based on the results of the paired sample t-test calculation using SPSS Version 25, the Sig. value is 0.000 which is smaller than  $\alpha$  (0.05), then  $H_0$  is rejected and  $H_1$  is accepted. Therefore, there is effect of Odd One Out game on students' vocabulary retention.

## DISCUSSION

According to the calculation, the use of the Odd One Out game has had a significant effect on vocabulary learning results of SDN 6 Menteng's Grade 5B students. Additionally, this outcome is consistent with earlier studies on English vocabulary learning techniques.

Similar results were obtained as those found in Susanti's (2019) study that the Odd One Out method significantly improved students' pronunciation skills. With an average score of 53.3 on the pre-assessment exam, second-year students at SMPN 14 Seluma were classified as having "Poor" pronunciation proficiency. However, their final test scores improved to the "Excellent" category, with an average score of 80. This shows that the Odd One Out game can increase students' engagement and ability to learn English.



The results were identical to those of Abimanyu's (2018) study, which examined the efficacy of traditional and Odd One Out approaches in teaching junior high school English vocabulary. According to the study, the experimental class's average final test score was 81, whereas the control class was 65. These results show that the Odd One Out method is more successful than traditional teaching methods since students in the experimental class did better than those in the control group.

The Odd One Out method shares several similarities with other vocabulary learning techniques, particularly those based on analysis and interaction. This method closely resembles Semantic Mapping, in which students are required to group words based on their semantic relationships. Both approaches aim to help students recognize word associations and strengthen vocabulary comprehension by analyzing semantic connections.

Semantic mapping is also an effective strategy that can be introduced to learners at any level of proficiency. It involves constructing a visual diagram that illustrates the relationships between words based on their usage within a specific text (Zahedi & Abdi, 2012). By mapping semantic connections within a text, learners can deepen their understanding and develop a network of word associations, ultimately enhancing their overall vocabulary acquisition.

The Odd One Out method also aligns with Collaborative Learning, where students work in groups to discuss and analyze the word that differs from the others in a given set. Collaborative learning facilitates a shift from traditional lecture-based instruction toward interactive, small-group discussions between teachers and learners (Kouhsarian, et al., 2023).

Both Odd One Out and Collaborative Learning emphasize social interaction as an integral part of the learning process, aligning with Vygotsky's Constructivist Theory, which posits that knowledge is constructed through collaboration and social interaction. This theory, also known as Social Constructivism, suggests that meaningful learning occurs when students engage with peers in knowledge-building activities, making these methods effective in fostering deeper vocabulary comprehension



In terms of effectiveness, previous research (Susanti, 2019) has demonstrated that the Odd One Out method significantly enhances students' pronunciation skills. The Contextual Teaching and Learning (CTL) approach, which prioritizes comprehending word meanings in authentic contexts over memorization of discrete vocabulary, is comparable to this result. Manangkari (2018) asserts that contextual learning helps students become self-regulated learners by involving them in worthwhile, interactive, and cooperative activities. Odd One Out and CTL foster deeper vocabulary acquisition by encouraging students to connect words with meaningful contexts, facilitating long-term retention and practical application of language skills.

Although the Odd One Out method shares similarities with other vocabulary learning strategies, it also has fundamental differences. Unlike Semantic Mapping, which requires students to associate words based on shared meanings, Odd One Out challenges students to identify words that do not fit within a group. This approach encourages critical thinking by prompting students to distinguish word meanings rather than merely linking similar words.

Additionally, compared to the Drilling method, which focuses on repetition and rote memorization, Odd One Out emphasizes deep comprehension and vocabulary analysis. While Drilling is effective for quickly memorizing large numbers of words, it does not necessarily help students grasp word usage and meaning within a broader context. These distinctions suggest that Odd One Out offers a unique approach to vocabulary learning by prioritizing critical thinking and semantic analysis. However, its effectiveness may vary depending on the complexity of the vocabulary being taught and the characteristics of the learners using the method.

## **CONCLUSION**

Based on the findings of this study, the following conclusions can be drawn that the implementation of the learning process through the Odd One Out game was conducted successfully and efficiently. Game-based learning methods can serve as an effective solution to address the low interest of elementary school students in

learning English vocabulary. Games can enhance students' motivation, foster competitiveness, and create an engaging classroom environment. As a result, students become more enthusiastic, motivated, and actively involved in the learning process, leading to a positive classroom atmosphere.

The average scores of the students significantly improved. The average score on the pretest was 49.69, and on the post-test, it rose to 80. This result is higher than the Minimum Competency Criteria (KKM), suggesting that the Odd One Out game improves Grade 5B students' vocabulary knowledge at SDN 6 Menteng, Palangka Raya. Teachers should extensively read references on teaching methodologies to develop creative and practical learning approaches for their students. As educators, teachers must understand students' needs and abilities in the learning process, enabling them to design engaging and accessible methods for learning English without causing boredom. By implementing such strategies, students' motivation to learn English is expected to increase, and they will be more actively engaged in practice.

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