COMPARATIVE STUDY OF STUDENTS' VOCABULARY ACHIEVEMENT TAUGHT BY PICTIONARY GAME AND CROSSWORD PUZZLE AT THE SECOND GRADE OF SMPN 01 KALIREJO

(A Script)

By

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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

BANDAR LAMPUNG

2017

ABSTRACT

**COMPARATIVE STUDY OF STUDENTS' VOCABULARY
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This research was intended to find out the difference of students' vocabulary achievement between the students taught through Pictionary Game and through Crossword Puzzle, to find out which one gave better students' vocabulary achievement and what word type significantly improved after being taught by these two techniques.

This research is quantitatif research using two groups of pretest and post-test design to find out the difference of the students' vocabulary achievement between the students taught through Pictionary Game and through Crossword Puzzle. The population of this research were the second grade of SMPN 1 Kalirejo in the first semester of 2016/2017 academic year. The samples of this research were the students in classes VIII.D and VIII.F who were selected by using purposive sampling. The data were collected using pretest and post-test of vocabulary. Independent Group T-test was used to test the hypothesis.

The result shows that there is a significant difference between the class which is taught through Pictionary Game and Crossword Puzzle. The class which is taught using Pictionary improved its mean score from 53.8 to 68.3. It shows that the students' vocabulary achievement is 14.5. On the other hand, the class which is taught through Crossword Puzzle improves its mean score from to 59.1 to 79.8. It shows that the gain of students' achievement is 20.7. So, the students' vocabulary achievement who are taught using Crossword Puzzle is better than using Pictionary Game. The students who are taught using Pictionary Game get better improvement in class word noun and the students who are taught using Crossword Puzzle get better achievement in word class adjective.

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Amirotul Khaidar

A Script

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FACULTY OF TEACHER TRAINING AND EDUCATION
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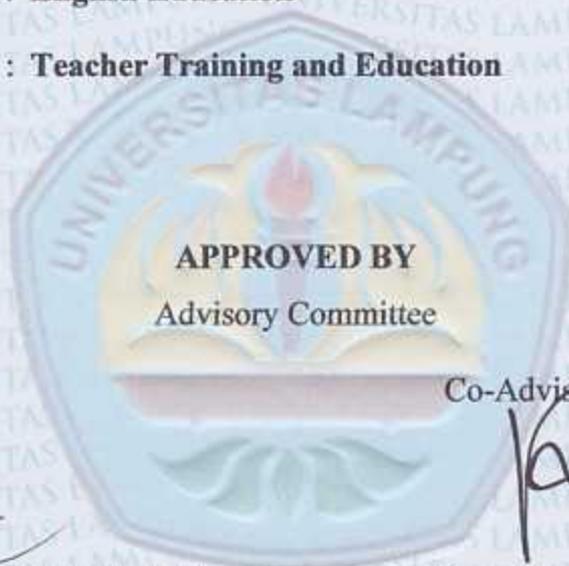
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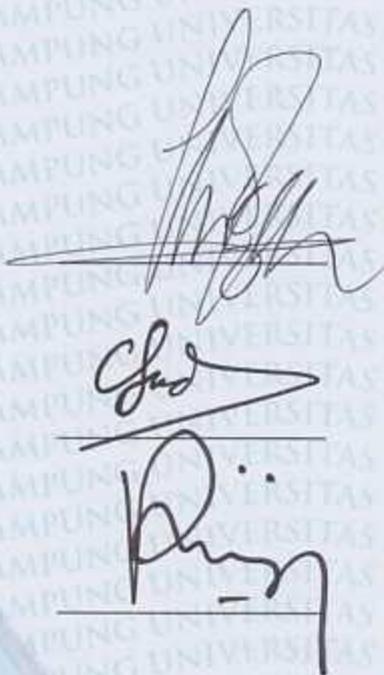
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CURRICULUM VITAE

Amirotul Khaidar was born in Srimulyo, Kalirejo, Central Lampung on May 1st, 1994. She is the second child of Kasman and Mutmainah.

At the age of six, she studied at TK Pertiwi Kalirejo, Central Lampung. After that, she studied at elementary school of SDN 3 Srimulyo and graduated in 2001. In the same year, she continued her study to SMPN 01 Kalirejo, Central Lampung. After graduating from Junior High School in 2009, she entered SMAN 01 Kalirejo and graduated in 2012. In the same year, she directly studied in English Education Study Programe, Language and Education Departement of Teacher Training and Education Faculty Lampung University.

She conducted Teaching Practice (PPL) at SMAN 01 Sukau, Lampung Barat for 2 months, from august 2015.

DEDICATION

This paper would highly be dedicated to:

My beloved parents of Kasman and Mutmainah

My family

My Lecturers

My Friends

MOTTO

"Allah lays not on us as a burden greater than we have strength to bear"

(Al-Baqarah: 286)

" Education is not preparation for life, education is life itself"

(John Dewey)

ACKNOWLEDGEMENTS

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I. INTRODUCTION

This chapter discusses introduction of the research used in this study, including background, research questions, objectives, uses, scope and definition of terms.

1.1. Background

One of the important aspects of English language is vocabulary. This is because the more words that the students know, the more they are able to understand what they hear, read, and will be easy to speak and write. Hence, It will be easy for the students to speak, read, write and listen related to the target language by mastering the vocabulary. Vocabulary is the total number of words that are needed to communiate ideas and express the speakers' meaning (Alqahtani, 2015). In order to communicate effectively, we should know such various vocabulary.

English vocabulary should be mastered by the students who will communicate with different people, environment and situation during the conversation. For example, in reading skill, in order to comprehend what message is delivered by the writer. It requires the students to learn such various vocabulary to acquire the intention of message that is conveyed. It is also necessary for the students to recognize numerous

of vocabulary to write a good and appropriate sentences. When the learners are learning a new language, they should have enough vocabulary in order to master the skills such listening, speaking, reading, and writing. This is particularly true for vocabulary teaching that occurs in the context of message-focused activities involving listening, speaking, reading, and other activities (Nation, 2005).

Deliberately teaching vocabulary is one of the least efficient ways of developing learners' vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary program (Nation, 2005). Additionally, The students who wants to master English skills should be taught vocabulary well. Teaching vocabulary is very important element in language learning, so it is better for the teacher to be creative to make the learning process effective so that the students acquire words.

Unfortunately, there are some problems in teaching vocabulary which are implemented by the teacher in schools. The researcher did pre observation before conducting this research by interviewing the teacher. The problems are using less interactive classroom in teaching and using conventional technique are the examples of an ineffective teaching vocabulary. Those only made the students unmotivated to be active participant in learning English vocabulary. For example, the teacher only gives some tasks to the students to translate English texts in order to find and learn new vocabulary by themselves without motivating them by applying various teaching techniques or fun games which help them to remember the vocabulary further.

Moreover, students' passiveness in language learning process occures because the teacher rarely holds fun activity for reviewing new English vocabulary which enhances students' success in memorizing, maintaining, and understanding the vocabulary that they have learnt in their mind for long time.

One of the effective ways to solve the problem is using game. The effective techniques in learning vocabulary is by using game. The effect of the game in learning vocabulary is better than other techniques because it is easy for the students to remember what they learned without any pressure since the students enjoy the activities. Huyen and Nga (2013) state that student's seemed to learn new vocabulary more quickly and retain it better when it is applied in a relaxed and comfortable environment such as ESL games.

Some games which are interesting to be implemented in learning vocabulary are Pictionary Game and Crossword Puzzle. Pictionary Game is one of the activities which can be used by the teacher to make the students interested in learning vocabulary. Pictionary game is a picture-based guessing game. Pictionary game is considered as a suitable technique to be implemented in the classroom for teaching vocabulary, especially in reviewing vocabulary which has been studied by the students, since the teacher allows the students to be active participants in recalling English vocabulary by describing the vocabulary through their own drawings. Pictionary Game makes it easy for the students to remember the words, understand the meaning, and produce proper vocabulary when they speak and write.

Another game of teaching vocabulary is Crossword Puzzle. Crossword Puzzle is the words puzzle that can be applied as an interesting media to improve the students' vocabulary in which students have to guess from clues and written in space of the grid. Dhand (2008) explains that there are some different kinds of benefits of using Crossword Puzzles namely, it is fun and it can raise students' motivation. It also can be easily made by the teacher and even the students themselves. It encourages the students to use dictionary and it can be used for different types of classroom activities.

Thus, from the explanation above, the researcher is interested to find out which one of both techniques between Pictionary Game and Crossword Puzzle significantly increases the students' vocabulary achievement and what type of word significantly improves after being taught by these techniques.

The researcher reviewed a previous research to find out what had been studied by the other researcher. First was research which was conducted by Rusyida 2013. In this research, there is significant increase of the students' vocabulary achievement after the implementation of Pictionary Game. On the other hand, the other games which were compared with Pictionary Game in teaching vocabulary was Crossword Puzzle in order to find out which one of those techniques between Pictionary Game and Crossword Puzzle gave higher gain in learning vocabulary. The researcher used those techniques to teach vocabulary because it makes it easy for the students to remember what they learn without any pressure since the students enjoy the activities.

1.2. Research Questions

The research problems was formulated as follows:

1. Is there any significant difference between students' vocabulary achievement taught through Pictionary Game and Crossword Puzzle?

2. Which one is better of the students' vocabulary achievement taught by using Pictionary Game and Crossword Puzzle to the students in learning vocabulary?

3. Which word type most significantly improve after being taught through Crossword Puzzle and Pictionary Game?

1.3. Objectives

Thisresearch aimed at achieving the objectives as follow:

1. To find out significant difference between students' vocabulary achievement taught through Pictionary Game and Crossword Puzzle.

2. To find out which one is better of students' vocabulary achievement taught by using Pictionary Game and Crossword Puzzle to the students in learning vocabulary.

3. To find out which word types of vocabulary increase higher after being taught through Pictionary Game and Crossword Puzzle.

1.4. Uses

The findings of this research are expected to be beneficial theoretically and practically:

1. Theoretically

The finding of this research may contribute useful information for future research regarding the implementation of Pictionary Game and Crossword Puzzles.

2. Practically

To give the teacher an overview about the students' vocabulary achievement after being taught through Pictionary Game and Crossword Puzzle, and the process of the implementation in the classroom, and to be taken into consideration to develop interactive teaching-learning process.

1.5. Scope

The research focusses on finding which technique between Pictionary Game and Crossword Puzzle gives better achievement for the students in learning vocabulary. The students' achievement in learning vocabulary was tested using pre-test and post-test to know the students' achievement before and after they were given a treatment. The vocabulary which was tested was focused on content words they are noun, adjective, adverb and verb because these words are frequently used to communicate when the students learn a language, build a sentence which had meaning, and form a word. This research was conducted at the second grade of Junior High school because

it was assumed that the game was appropriate for young learner in learning vocabulary.

1.6. Definition of Terms

In order to have the same perception about the terms used in this study, the following definitionswere presented:

Vocabulary is defined as the words of language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do.

Teaching vocabulary is one of the least efficient ways of developing learners' vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary program.

Game is form of play which has goals and structure. In every game, there should be a goal which will be achieved by players at the end of the game. The goals can be achieved if the players follow the structures of the game.

Pictionary game is a picture-based guessing game.

Crossword Puzzle is a puzzle in which words have to be written (from numbered clues) vertically and horizontally (up and down) in scales on a chequered squared or oblong.

Achievement is the competence of a person in a relation to a domain of knowledge.

II. LITERATURE REVIEW

Chapter two discusses things related to review of literature. The discussion is presented under the following sub headings: vocabulary, teaching vocabulary, Pictionary Game, Crossword Puzzle, Pictionary Game in Teaching Vocabulary, Crossword Puzzle in Teaching Vocabulary, advantages and disadvantages, theoretical assumption, and hypothesis.

2.1. Vocabulary

Kamil and Hiebert (2005) define vocabulary as the knowledge of meaning of words. According to Hanson and Padua (2011) vocabulary refers to words we use to communicate in oral and print language. Vocabulary is a list of words or words and Phrases usually alphabetically arranged and explained or defined. Therefore, in order to communicate effectively using oral and print language, we must be able to flexibly using words that we recognize and understand.

Therefore, vocabulary knowledge plays an important role in language learning. Someone who wants to learn English as a second language should has a good number of vocabulary in order to be able to use it in the social interaction. Wilkins as quoted by Thornbury (2002) states that without grammar very little

can be conveyed; without vocabulary nothing can be conveyed. It shows us that if someone wants to be able to convey meaning, they should has enough vocabulary because someone if has known sentence structure but he/she does not mastery vocabulary, he/she will remain unable to say or write anything and the grammar knowledge will be useless. Laufer as cited by behlol (2010) states that vocabulary learning is one of the important aspect of language learning and language use. Thus, without vocabulary, speakers cannot convey meaning and communicate with each other in a particular language. Therefore, the language learners must more concern in reaching more vocabulary in target language as many as possible to master language skills.

There are some types of vocabulary. Hatch and Brown (2001) classify vocabulary into two types, namely, content words and functional words.

1. Content words represent the name of subject or things that is nouns; action down by with those things, which is verbs; qualities of things, which is adjectives; and the indication such meanings as frequency, degree, manner and place, which is adverbs.

2. Functional words are those words which are used as a means of expressing relation of grammar or structure, such as conjunction, article, and auxiliaries.

According to the theory above, it can be concluded that vocabulary is all about the words or special set of words that trying to be learned. By mastering a good number of vocabulary, the students will learn foreign language easily. There are four types of English vocabulary. In this research, the vocabulary which is used in

Pictionary Game and Crossword Puzzle are content words namely, noun, adjective, adverb, and verb because content word is often use in a daily conversation.

2.2. Teaching Vocabulary

Teaching vocabulary is an important way to make the students increasing vocabulary knowledge. Nation (2005) states that deliberately, teaching vocabulary is one of the least efficient ways of developing learners' vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary program. Teaching vocabulary is very important for developing students' knowledge in order to be able to communicate. In teaching vocabulary, it is important for the teacher to find various methods and some teaching techniques which are appropriate with the condition of the students. Teacher should think about how to make students interested in learning vocabulary. In this research, the researcher used content word in teaching vocabulary.

Diamond and Gutlohn (2006) state that if we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest. In teaching vocabulary, it means that it is very important for the teacher to make the students have high curiosity in learning new vocabulary by using enjoyable teaching technique.

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.

However, 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, a talk.

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

Therefore, it will be suitable with the ages, level, and needs of the students. 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 was nouns, adjective, adverb, and verb which were taken from the descriptive text in students' handbook and textbook. 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 teach vocabulary in order to make the students getting learning process effectively.

Based on 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.

2.3. Pictionary Game

Pictionary Game is a guessing word game discovered by Robert Angel with graphic design by Gary Everson and first published in 1985 by Angel Games Inc. (Ravulur, 1997). The players have authority to make their own picture without any exact rule whether this is a good picture or not. It is free for the player to

visualize the word into a picture by using their own creativity. Pictionary game is a picture-based guessing game.

Teaching concrete nouns using Pictionary Game means the teacher and the students use picture-based guessing game to understanding the materials. The students study and remember the words from the game that they play. Pictionary game is a game that involves students guessing words or phrase from drawings. The students work in teams, each member of the team taking turns to be an artist to draw a picture of a vocabulary word given by the teacher. The first team to guess correctly earns a point and the new artists or other students have a turn with another word (Thornbury, 2002).

Thornbury (2002) states that the steps to play Pictionary Game to teach vocabulary are:

1. The teacher divides the students into teams.
2. The teacher asks each group to choose one person as an artist.
3. The teacher tells the artists to go in front of the class where the teacher shows them a word on a card.
4. At a cue, the artists quickly return to their group and try to get their group to correctly guess the word by drawing it.
5. The first team to guess the word correctly earns a point.
6. Three new "artists" have a turn with another word.

Based on the explanation above, we can conclude that pictionary game is a game that requires one participant to draw the picture based on the list of words and the other students guess what on the picture is.

2.4. Crossword Puzzle

Crossword Puzzle is game which requires to the participants to fill the grid with a letter and they should look at the clue before fill it. Dhan as cited by Utami (2014) defines a Crossword Puzzle as the puzzle with sets of squares to be filled in with words/numbers, one letter/number to each square. Synonyms or definitions of words are given with number corresponding to numbers in the squares. Letters/ words are fitted into a pattern of numbered squares in answer to clues.

If they can answer one clue of Crossword Puzzle correctly, it will be easier for the player to fill other grids which connect each other. So, the students can learn how to recognize their mistake and fix it. In teaching vocabulary by using Crossword Puzzle, there are some kinds of Crossword Puzzle which can be shown by the students namely, Classical Crossword Puzzles, Number Crossword Puzzles, Fill-In Crossword Puzzles, Line delimited Crossword Puzzles, and Solutions (Neugebauer, 2014). In this research, the researcher only used Classical Crossword Puzzles, because it was very simple to be used by the students.

2.4.1. Classical Crossword Puzzles

The "classical" type of a Crossword Puzzle words are marked with numbers andeach word is accompanied with a clue which should help (or confuse) the reader. Those clues are listed after the frame of the puzzle.

(Table 1. Classical Crossword Puzzle)

*Across 1 unit of measure 2 and 5 sectioning unit.

* down 1 and 3 unit of measure 4 non-propotional font

The "classical types" of Crossword Puzzle words are marked with number and each word is accompanied with a clue which should help (or confuse) the reader. Those clues are listed after the frame of the puzzle.

2.4.2. Number Crossword Puzzles

The "number puzzle" variant contains only numbers instead of letters. Different numbers denote different letters. There are no clues. The reader is assumed to find a complete list of letters by filling appropriate words into the grid. Sometimes a word is already entered into the grid to ease the start.

		6	1	
5	2	7		7
	4	5	3	7

(table 2. Number Crossword Puzzle)

The following letters are used: AEPRSTX

1	2	3	4	5	6	7

"The number puzzle" variant contains only number instead of letters. Different number denote different letters. There are no clues. The reader is assumed to find a complete list of letters by filling appropriate words into the grids. Sometimes a word is already entered into the grid to ease the start.

2.4.3. Fill in Crossword Puzzle

The "fill-in puzzle" variant consists of a frame containing only black and white boxes. Additionally a list of words is given which have to be put into the frame until none is left and the frame is completed.

(table 3. Fill in Crossword Puzzle)

Words of length 2: EX SP TT

Words of length 3: AST ETA

Words of length 4: PART

The "Fill in Puzzle" variant consists of a frame containing only black and white boxes. Additionally a list of words is given which have to be put into the frame until none is left and the frame is complicated.

2.4.4. Line delimited Crossword Puzzles

The Crossword Puzzles we have known before had the property that words are either delimited by the outer border or by a solid block. In addition line delimited puzzles are common. In this case a thicker line is drawn to indicate the end of a line. This crosword has the feature. This feature is that two letters are circled. This can be used to indicate letters for a solution word of the Crossword Puzzle.
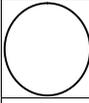
1	2	3	4	5
6		◯	7	
		8		◯

(table 4. Line delimited Crossword Puzzle)

Across 1 unit of m easure

3 math function 6 list of

tables 7 _ 8 key

Down 1 class option 2

math function 3 _ 4 all

in angle brackets 5 LATEX

place picture element

In the example above we can see another feature. The feature is that two letters are circled. This kind can be used to indicate letters for a solution word of the crossword puzzle.

2.4.5. Solutions

		E	X	
A	S	T		T
	P	A	R	T

(table 5. Solution)

Often it is not only desirable to type set the unsolved Crossword Puzzle but also the solution. This means that all the letters have to be fillled in. This should be possible with the same source as the questions to avoid typos or redundancies leading to additional work. Several variants of solutions come to mind. Primarily the solution should show the letters and suppress any clues. One major distinction is also whether or not the numbers of the words should be shown in the solution as well. Finally there are the lists of letters in numbered puzzles. In the solution they will show the letters in them as well.

		1 E	X	
2 A	3 S	T		4 T
	5 P	A	R	T

(table 5.1 solution)

Finally there the list of letters in numbered puzzles. In the solution they will show the letters in them as well.

		E	X	
A	S	T		T
	P	A	R	T

(table 5.2 solution)

This researcher used Classical Crossword puzzle, because this crossword was simple, so it was appropriate with young learners. According to the statetement above we can conclude that Crossword Puzzle is game which consists some squares to be filled by the letter with the right arrangement and look at the clues before fill the grid itself. The first part consists of some grids that learner should fill it by the right arrangement and the second is clues which the learner should look the question before fill the grids itself. The grids are arranged based on the number of the letter of each clue answers both vertically or horizontally.

2.5. Pictionary Game in Teaching Vocabulary

Pictionary Game is an interesting game for young learners. Nowadays Pictionary game has been adapted into game which can be implemented in a classroom. Ku (2004) states that Pictionary Game is a board game about communication among team members and we need at least two teams to play. Pictionary Game involves the students guessing words or phrases from drawings. The materials that are used

in Pictionary game such as a list or a card vocabulary items, white board, chalkboard, or a smart board, and markers or chalk. Thornbury (2002) states that the steps to play Pictionary Game to teach vocabulary are:

1. The teacher divides the students into teams.

2. The teacher asks each group to choose one person as an artist.

3. The teacher tells the artists to go in front of the class where the teacher shows them a word on a card.

4. At a cue, the artists quickly return to their group and try to get their group to correctly guess the word by drawing it.

5. The first team to guess the word correctly earns a point.

6. Three new artists have a turn with another word. (Thornbury,2002)

On the other hand, Pictionary game is a game that involves students guessing words or phrase from drawings. But the researcher thinks that the students who draw the picture by their own drawing are less appropriate with the language aspect, it will be wasting time. Dess (2009) states that Pictionary Game sometimes very difficult for the students to visually represent the definition that the teachers want them to represent. So the researcher decided to modify this game by preparing the picture. The artist did not draw the picture but he/she who had the picture explained the characteristic something on the picture and required the other friends to guess it. It still used picture in teaching vocabulary.

In this research, the researcher modified the technique of pictionary game from the original theory which was from Thombury (2002). In Thombury's theory, the activity requires the students to draw the picture based on the list of words and the other students guess what the picture it is. In this research, the students who had the picture described the characteristic of the thing on that picture and the other students guessed it. It tends to be more close with communicative approach by listening of describing picture than the original one. Wright and Bucky as stated by Yusri (2000) say in guessing game, some of them is the students should use English in communication or when they want to guess the things or objects in the game. However, the reason the researcher thinks the original one is more passive because in the original theory the students seems to be a passive students, they only guess what on the picture is without enclose communication activity. In modified pictionary game, the students get more communicative activity. There are some rules that the researcher in modified pictionary game. The rules explained as follow:

1. The student who gets the picture should describe the characteristic of the picture.

2. The other students require to guess the picture after they listen to their friend by describing.

On the other hand, the researcher thinks that by modifying the technique, the students can increase the communication skill..

2.6. Crossword Puzzle in Teaching Vocabulary

Crossword Puzzle is a game which takes the form of square or rectangular grid of white and shaded squares. Crossword puzzle is game comprised of a set of clues an n x n grid contains answer in the grid are interlaced; they appear horizontally (across) and vertically (down) Efron (2007). Crossword Puzzle can be fun for young learners to be played especially in introducing vocabulary. They will be easy to remember the word by giving them an experience in writing by their own effort.

The aim of this game is to fill the letters in the white squares, forming words or phrases by looking for the clues before start to fill the square. The clues are about the question of the Crossword Puzzle. However the answer will be put on the grid from left to right and from top to the bottom and there are shaded squares which are used to separate the words or phrases. If we want to answer the grid based on value, we should know how many squares which available to be filled to our own letters. Squares that will be answered always start with number. The clues are referred to by these number and a direction, for example, "4-Across" or "20-Down.

Additionally, Crossword Puzzles are a positive tool to use in the classroom, there has been little to examine and evaluate the success they provide in student learning (Davis, Shepherd and Zwiefelhofer, 2009). This show that Crossword Puzzle can be used sustain students' interest and make the students feel relax. The constructing technique arranges the words so that they cross the appropriate

points. To play this game, the students must in the grid with letters based on the clues, So they have to find out the answer of each clue. If they have answered one of the clues in the grid, it will be easy for the students to answer other clues because some letters in grids will be connected with other.

The previous study conducted by Ratnawati (2013) shows that using Crossword Puzzle affects the students' vocabulary achievement at SMP Negeri 5 Jember. It can be seen from the result of t-test analysis on the students' vocabulary achievement test scores that the statistical value of the t-test is higher than the value of t-table with significant level of 5%. On the other hand, Crossword Puzzle is a kind of word game. In order to finish a Crossword Puzzle, the player has to accurately fill in all the blank squares with letters that form words.

2.7. Advantages and Disadvantages of Pictionary Game

In playing Pictionary Game, the students have to make their own pictures or drawings based on the English vocabulary which is showed on card. Hinebaugh (2009) states that playing Pictionary Game has several advantages, such

as:

1. Pictionary Game can be used as excellent teaching tool for developing communication and creative thinking skills.

2. It is well suited for developing specific grammar and vocabulary skills.

On the other hand, Fadhilah (2011) states that the implementation of Pictionary Game has some disadvantage, such as:

1. The implementation of Pictionary Game are it might make the students become too noisy in the classroom and teaching learning activity might not give any calm atmosphere at all. So, they cannot enjoy the activity.

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

2.8. Advantages and Disadvantage of Crossword Puzzle

There are the advantages and disadvantages of using Crossword Puzzle game in learning vocabulary. Here are the advantages and disadvantages of Crossword Puzzle. Plaister as stated by reny (2005) said that there are some advantages that can be taken from use Crossword Puzzle in teaching vocabulary. There are following:

1. By solving the Crossword Puzzle the students are trained in problem solving. For the teacher, this technique can solve the problem of monotonous and boring class.

2. Working the Crossword Puzzle in group and in the relax athmosphere will make the students feel fun and enjoy in learning. This is meaningful and helpful in learning a language and it can encourage all of the students to participate in leanring process.

On the other hand, there are also disadvantage using Crossword Puzzle in teaching vocabulary. They are following:

1. It is not well suited for developing specific grammar and vocabulary skills.

2. Crossword Puzzle cannot be used as excellent teaching tool for developing communication and creative thinking skills.

2.9. Theoretical Assumption

Referring to the explanation above vocabulary can be increased by using different teaching technique. Vocabulary has many components that should be mastered such as meaning, form, and the 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 one of both Pictionary Game and Crossword Puzzle can be a great game to help the students in learning English vocabulary because in both games, the teacher allows the students to be active participants in recalling English vocabulary although both of them have a different technique in teaching. Therefore, the researcher assumes that one of these techniques will be easier to teach while other will be more complicated.

2.10. Hypothesis

In accordance with the theories and theoretical assumption above, the researcher formulates the hypothesis as follows:

H_0 : There is no significant difference of the students' vocabulary achievement taught through Pictionary Game and Crossword Puzzle.

H_1 : There is significant difference between the students' vocabulary achievement taught through Pictionary Game and Crossword Puzzle.

III. METHOD

This chapter discusses about the research method which consists of design, population and sample, instruments, validity and reliability, procedure, and hypothesis testing. These topics are explained as follow.

3.1. Design

In this research, the researcher used two groups pretest-post-test design because she wanted to know which one between Pictionary game and Crossword Puzzle are more effective for the students' achievement in learning vocabulary. This research was conducted to compare students' vocabulary achievement between Pictionary Game and Crossword Puzzle in learning vocabulary. By comparing the gain of those techniques, it was found the significant difference in students' vocabulary achievement after being taugh using Pictionary Game and Crossword Puzzle. The researcher chose two groups or classes for conducting the research. Both classes were experimental classes. Both of these classes were given some treatments. One class was taught using Pictionary game and another class taught Crossword Puzzle. After giving treatment, the students were given a post test for both classes.

The research design, that was two groups pretest–post-test design, was illustrated as follow:

G1 $\qquad$ $T_1 X_1 T_2$

G2 $\qquad$ $T_1 X_2 T_2$

In which,

T1 : pretest for students' vocabulary achievement before treatment was given

T2 : post-test for students' vocabulary achievement after treatment was given.

X1 : treatment using Pictionary game in 4 meeting

X2 : treatment using Crossword Puzzle in 4 meeting

G1 : The class which will be taught using pictionary game

G2 : The class which will be taught using Crossword Puzzle

In this research there were two variables that were dependent variable and independent variable. The independent variable was the two techniques that were used as a treatment in teaching vocabulary for the students. On the other hand, independent variable was students' score in vocabulary test. The score showed data about students' vocabulary achievement and be used to identify which one was better between Pictionary and Crossword Puzzle.

3.2. Population and Sample

The population of this research was all second grade students of SMP Negeri 1 Kalirejo in the first semester of 2016/2017 academic year. There are 8 classes of seventh grade. In relation to the design, the researcher took only two classes in this research. After choosing the two classes, the students were determined which one were be taught through Pictionary Game and which one were be taught through Crossword Puzzle and used purposive sampling in taking the sample because she tried to find the sample with equal ability between two classes conducting the research. It was considered the score of mid semester and a suggestion from English teacher who taught by looking at their assignment score to determine the samples of research. There were five classes who got the same average in mid semester score and the researcher took take sample randomly by selecting with a coin. The classes which were choosen by using a coin were class 8D and 8F.

3.3. Instruments

In this research, she used some instruments for collecting the data. Instrument is the generic term that the researcher uses for measurement device. The instrument that was used was a Test. It consisted of pretest and post-test in form of game both of Pictionary game and Crossword Puzzle. The instruments that were used by the researcher were as follows:

3.3.1. Pretest

The pretest was administered before conducting the treatment to find out students' vocabulary achievement before the implementation of Pictionary Game and Crossword Puzzlewere given to them. It consisted of 50 items, and it was conducted in 45 minutes.

3.3.2. Post-test

The posttest was administered to the students after the treatments to find out students' vocabulary achievement after the implementation of Pictionary Game and Crossword Puzzle. There were 50 items in the post-test and the questions were the same as those in pretest. Conducting this post-test needed 45 minutes.

3.4. Validity and Reliability

In accordance with get the data which was needed by research, she used an appropriate instrument to measure the result of the research. The good research is research where the instrument is valid and reliable. In validity, the researcher tried to match the test with teaching in order to fulfill the requirement of content validity and based on the theory and focussed on the content word in vocabulary test to measure the students' achievement.

3.4.1. Validity of Vocabulary test

The validity of the test is the extent to which it measures what it is supposed to measure (Heaton, 1991). There were two types of validity, namely, content validity, and construct validity. These validities were used in this research in order to measure whether or not the test had a good validity.

3.4.1.1. Content Validity

Haynes, Richard and Kubany (1995) state that content validity is the degree to which elements of an assessment instrument are relevant to an representative of the targeted construct for a particular assessment purpose. The focus of the content validity was adequacy of the sample and not simply on the appearence of the test. The researcher also tried to match the test with teaching material in order to fulfill the requirement of content validity. Meanwhile, the researcher constructed the test in line with the material which was given when the researcher conducted the treatments

The number of the words omitted for each class in the instrument was decided as follows:

$$Wo = \frac{Wc}{Wt} \; x \; Two$$

W_o : Word which is omitted for each wod class

W_c : total number of word in the same class in the text

W_t : total number of word in the text

T_{wo} : total word which is omitted in the test

3.4.1.2. 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' achivement in learning vocabulary using test of vocabulary. In this case, the researcher focussed 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 from the table of specification below.

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

(Table 6.Table of specification of test item)

Validity of the test was identified by using this formula:
.

$$r = \frac{Mp - Mt}{Sdt} \sqrt{\frac{p}{q}}$$

r   : coeffisient of point biserial correlation

M_p : the average of score of each items

M_t : the average score of the total score

Sd$_t$: standard deviation of the total score

P   : a number of students with correct answer

q   : a number of students with wrong answer

3.4.2. Reliability of Vocabulary Test

Reliability is consistency of the test. In order to be reliable, a test must be consistent in its measurement. Reliability of a test can be defined as the extent to which a test produces consistent result when administer under similar conditions.

Reliability of the whole test found by using this formula:

$$r_{11} = \frac{N}{N-1} \left(1 - \frac{m(N-m)}{Nx^2} \right)$$

where N= the number of items in the test;

m= the mean score on the test for all the testees

x= the standard deviation of all the testees' scores, and

r$_{11}$= realibility

(Heaton, J.B. 1975)

The criteria of realibility are:

1. 0.80- 1.00= high

2. 0.50-0.79= moderate

3. 0.00-0.49= low

3.5. Procedure

The procedure of this research is explained as follow:

1. Constructing instrument for pre-test and post-test and materials for teaching.

2. Selecting the population and samples of the research. The population used in this research was the students in second grade of SMP N 01 Kalirejo and the samples were two classes of second grade.

3. Trying out the instrument (test vocabulary), the try out test was done for the class

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

5. Conducting a treatment. The researcher taught vocabulary for the subject of research using two techniques. One class used Pictionary game and another used Crossword Puzzle.

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

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

3.6. Hypothesis Testing

After collecting the data, the researcher analyzed them in order to find out the significant difference students' vocabulary achievement after being taught using Pictionary Game and Crossword Puzzle and which the technique gave better vocabulary achievement. The researcher used Independent Group T-test to test the hypothesis.

The hypothesis was as follow:

H_1 : There is significant difference between the students' vocabulary achievement taught through Pictionary Game and Crossword Puzzle.

After all the data were collected, the writer used statistical analysis using Independent Group T-Test to test the hypothesis.

The hypothesis testing was used to prove whether the hypothesis proposed in this research was accepted and the null hypothesis was rejected. The hypothesis of this research was there is significant difference between the students' vocabulary achievement taught through Pictionary Game and Crossword Puzzle with the significance is determined by $p<0.5$.

The criteria for accepting the hyphotesis are as follow:

1. H_0 is accepted if the t-value is lower than T-ratio

2. H_1 is accepted if the t-value is higher than T-ratio.

V. CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the result of the analysis, the writer conluded that:

1. There is a significant difference of the students' vocabulary achievement who are taught using Pictionary Game and Crossword Puzzle.

2. The vocabulary achievement taught using Crossword Puzzle is better than using Pictionary Game. I think this technique is suitable to be used to all grades of learners starting from the beginner level until advanced level. The students who learn Crossword Puzzle can review vocabulary from the textbook with crossword puzzle sheet. Since the number of vocabulary that the students practice in learning proccess is large, they tend to gain more knowledge of Vocabulary. So, when the students often practice in learning procces using Crossword Puzzle, they will remember the word that they have written since they learn in learning proccess.

3.The students who are taught using Pictionary Game get better improvement in word type of noun and the students who are taught using Crossword Puzzle get better achievement in word type of adverb.

5.2. Suggestion

Some suggestion that the writer likes to propose based on the conclusion are as follow:

1.English teachers are recommended to use Crossword Puzzle for teaching students to develop vocabulary in each word type since the number of vocabulary that they practice is large. For example : the teacher often gives the students more Crossword Puzzles in different during learning process.

2. The researcher recommends the teacher to be creative in using Pictionary Game not only focus concrete word but also other word like adjective. Eventhough pictionry game tends to focus on concrete word but the researcher can include such other word like adjective. For example: by describing the picture, the students can construct the simple sentence. When the students try to describe a picture about rabbit, they can say "The rabbit's fur is very soft". There are so many adjective words that students can use to describe the picture

3. The researcher recommends the teacher to use multiple choice test because it will make the students easier to do the test that there is not any distractor in the options. So, it can make the result of the test valid and reliable.

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