

**TEACHING VOCABULARY THROUGH Pictionary GAME TO  
FIRST GRADE STUDENTS OF SMPN 1 WAY TUBA**

**(A Script)**

**By**

**Rilly Yaumil Akrimah**



**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2017**

## **ABSTRACT**

### **TEACHING VOCABULARY THROUGH PICTONARY GAME TO THE FIRST GRADE STUDENTS OF SMPN 1 WAY TUBA**

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The purpose of this research is to find out students' vocabulary achievement after being taught through Pictionary Game. The quantitative research with pretest and posttest was implemented as the design of the research. The population of this research was the first grade students of SMPN 1 Way Tuba in the academic year 2016/2017. The sample of this research was class VII B which consisted of 17 students. In order to collect the data, vocabulary pretest and posttest was administered. The test was in form of multiple choice items covering noun and adjective. The data were analyzed by using Repeated Measure T-test in SPSS 16.0.

The mean score of posttest (74.88) was higher than the pretest (56.588) with the gain was 18.29 and it was significant at the level 0.05. It means that there was an improvement in the students' vocabulary achievement of noun and adjective after being taught through pictionary game. Briefly, referring to the result above, it can be said that pictionary game can be applied to improve students' achievement in vocabulary.

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FIRST GRADE STUDENTS OF SMPN 1 WAY TUBA**

**By**

**RILLY YAUMIL AKRIMAH**

**A Script**

**Submitted in a Partial Fulfillment of  
the Requirements for S-1 Degree**

**in**

**The Language and Art Education Department of  
Teacher Training and Education Faculty**



**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ART DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
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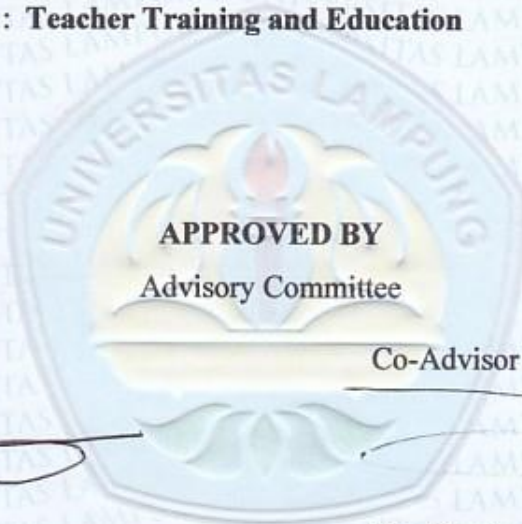
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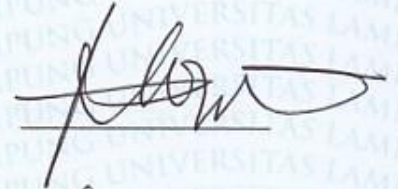
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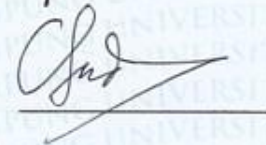
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## **CURRICULUM VITAE**

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## **DEDICATIONS**

This script would proudly be dedicated to:

My beloved father and mother

Paryoto and Sumiyatun

My beloved siblings

Anggi and Richard

My big Family

My friends in English Education 2013 of Lampung University

And

My almamater, University of Lampung



## **MOTTO**

A person who never made a mistake never tried anything new.

(Albert Einstein)

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Finally, may Allah SWT receive all their works and kindness. Amin

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Rilly Yaumil Akrimah

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## **I. INTRODUCTION**

This chapter discusses the background of the problem, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

### **1. 1. Background of the Problem**

Vocabulary is an important aspect of language in which the students should learn and acquire in order to master a foreign language, such as English. By having a great amount of English vocabulary, it is easier for the students to be able to listen, to speak, to read, and to write the words which are related to the target language.

By mastering English vocabulary, the students may be able to choose proper words to be spoken during a conversation with different people, in different environment, and situation. In reading skill, the students require to learn various vocabularies to be able to comprehend what message is delivered by the author in the written material. It is also essential for the students to have numerous vocabularies to write sentences which are good, appropriate, and highly varied. Additionally, in order to be a good listener who can understand what someone or the teacher says, the students are also required to learn various vocabularies.

However, many students who have learnt English for several years in school still face some difficulties when they have to memorize and understand English words. For example the students have learnt some words about thing around us but when the teacher asked them to mention the name of the thing in the classroom they forget and difficult to pronounce it. The students' problems in learning and memorizing vocabulary may also happen because most of English teachers in Indonesia still teach the vocabulary conventionally. For another example, based on the writer's experiences during her study in junior high school, she found that the teacher only gave assignment to the students to translate English texts in order to find and learn new vocabularies by themselves without motivating them by applying various teaching techniques or fun games which can help them in remembering the vocabularies further.

During her pre-observation in SMPN 1 Way Tuba, the researcher found that the classroom activity in teaching learning English was mostly teacher-centered. For example the teacher only explained a lesson from their textbook without training the students to develop their vocabulary and then the students should do the exercises from the book. The teacher was not creative to teach them by using fun technique to make the students interested in the teaching learning process. The teacher only taught them by using students' textbook given by the school. It caused the students feel boring. Based on the information given by the teacher there were only 50% of students passed the target of KKM in the semester test. While the target of KKM is

75 and the other of the students could not reach it, because most of students in that class have the lowest ability in vocabulary achievement.

Less interactive classroom and the use of conventional teaching technique only make the students become uninterested in becoming active participants in learning process. At last, it may become the biggest obstacle for the students' to learn English vocabulary. The teacher may also face a difficulty to know whether the students have fully understood the vocabulary or not. Moreover, students' passiveness in language learning process may also occur because the teacher rarely holds fun activity for reviewing new English vocabulary which obstructs students' success in memorizing, maintaining, and understanding the vocabulary that they have learnt in their mind for a long time.

Cedder (1987: 136) as quoted by Sri Puswanti (2012:3) states that learning vocabulary is not only a matter of memorizing a number of words, but how to present them in various communication activities. It is difficult for the students to keep in mind and reproduce the English words they actually have learnt from a list of words, they will forget them soon. In memorizing words list, students can not remember the words immediately, but it needs a process, perhaps after remembering the words from the list of words, students are able to remember them. It is because learning word list does not pass through some steps or strategies that make the meaning of target words will stick in students' mind. Lack of students' vocabulary is also caused by the lack

of strategy to arouse their attention and motivation to study, so they are bored in learning English.

According to Napa (1991), there are many ways which can be used to develop students' vocabulary achievement, such as flashcard, game, picture, text, translation, etc. A suitable technique should be chosen to make the material interesting, challenging and enjoyable so that the teacher can motivate the students to study and help them to lessen their boredom and laziness. Game is chosen in this research because through games students experiment, discover, and interact with their environment. Game also adds variation to a lesson and increase motivation.

Pictionary game is one of fun activities which can be used by the teacher to make the students interested in learning English vocabulary. Pictionary Game is considered as a suitable technique to be implemented in the classroom for teaching vocabulary, especially in reviewing vocabularies which are 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. So, based on the explanation above, the research will try to apply pictionary game to develop students' vocabulary achievement. Further, the researcher is interested in investigating the study to apply pictionary game as a technique of teaching vocabulary with aim at improving students' achievement in vocabulary at the first grade of Junior High School.



### **1. 2. Research Question**

Based on the explaining stated above, the research problem can be formulated as follows:

1. Is there any improvement of junior high school students' vocabulary achievement after being taught through Pictionary Game?

### **1. 3. Objective of the Research**

The objective of this research is:

1. To find out whether there is improvement of junior high school students' vocabulary achievement after being taught through pictionary game.

### **1. 4. Uses of the Research**

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

1. Theoretically

The findings of this research may confirm information for future research regarding the implementation of Pictionary Game in teaching vocabulary.

2. Practically

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

### **1. 5. Scope of the Research**

This research was conducted at the seventh grade of SMPN 1 Way Tuba in the second semester of academic year 2016/2017. This research was limited to the implementation of Pictionary Game. This research focused on things around us. The vocabulary test was content words that consist of noun (22 items) and adjective (5 items).

### **1. 6. Definition of Terms**

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

- 1. Vocabulary** is a number of words containing information about the meaning and the use of word in language.
- 2. Teaching Vocabulary** is an activity to improve the students' interest through playing with words and language, so that they acquire words.
- 3. Game** is a form of fun play with goals and structure. In every game, there should be a goal which will be achieved by the players at the end of the game. The goals can be achieved if the players follow the structures of the game.
- 4. Pictionary Game** is a guessing word game by drawing the things that we want to know.

## **II. FRAME OF THEORIES**

In this chapter, the researcher discusses the terms related to the study, they are: definition of vocabulary, teaching vocabulary, definition of game, teaching vocabulary through game, picture game, teaching vocabulary through Picture game, advantages and disadvantages of Picture game, theoretical assumption, and hypothesis.

### **2. 1. Definition of Vocabulary**

Vocabulary is one of important aspects of English that should be taught in teaching learning process. By learning vocabulary the students will be able to master English. Hornby (1995), vocabulary is a total number of words that makes up the language. It would be impossible to learn a language without words or vocabularies support. Rivers (1981) it shows that people can do nothing in communication if they do not know the word or vocabulary.

According to Webster (1961), vocabulary is a sum or stock of words used in language by class, individual, or field of language. Meanwhile, Fries (1970) says that it would be impossible to learn a language without vocabulary, learning a language means

learning vocabulary. It means that vocabulary take an important part in language in which the vocabulary would make a language meaningful.

According to Lessard-Clouston (2013:3), the concept of a word can be defined in various ways, but three significant aspects that the teachers need to be aware of and focus on are form, meaning, and use. Nation (2001) as quoted by Lessard-Clouston (2013:3) states that the *form* of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). The word *unacceptable* is an example of word parts. Prefix *un-* means 'not' or 'reverse action', *accept* is the root, and *-able* is the suffix which means 'ability' or 'worth'. Thus, the word *unacceptable* means something wrong which cannot be accepted. The example of spelling is the spelling of the base in the following pairs of words is spelled consistently even though the sounds that the letters represent change: define/definition; local/locality; sign/signature.

Moreover, *meaning* encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression (Nation, 2001 as noted by Lessard-Clouston, 2013:3). For example, when the word *love* is thought, we can imagine about color pink, shape of heart, boyfriend, girlfriend, and other things which is associated with the word *love*.

Nation (2001) as quoted by Lessard-Clouston (2013:3) states that *use* involves the grammatical functions of the word or phrase, collocation that normally go with, and

finally any constraints on its use, in terms of frequency, level, and so forth. For example, the word *kids* in grammar can be used as a subject in a sentence, the word *study* is used as verb, and the word *hardis* used as an adjective in a sentence. So, in a sentence these words can be arranged into *The kids study hard*.

Based on the statement above, it can be inferred that in learning vocabulary, the students should know how to form the words, understand the meaning of the words, and how to use them. Understanding the meaning of English vocabulary is essential for the students to be able to form and use the word properly. It is also useful for the students to help them in doing assignment in the textbook or when they have to explain about something to other people.

Furthermore, for acquiring a foreign language, the students should learn vocabulary well. By mastering a great number of vocabularies, the students will learn foreign language easily. It means that the more vocabulary that the students master, the better result in learning process they will get. Brett and Mckay (2012) states that by building vocabulary, we can get the ability to say what we mean; help us in understanding other people, in understanding what we read, in becoming a more informed and involved citizen, in communicating effectively; can bolster the ability to grasp ideas and think more logically and incisively; boosts powers of persuasion; and help us in making a good impression on others. Therefore, the learners of foreign language should think more about building vocabulary as many as possible before starting to master language skills.

There are some types of vocabulary in English. Fries (1974) as cited in Aslianty (2012:9), classifies English words into four groups, namely:

1. Content words represent the names of object or things that is concrete nouns (guitar, piano, drum, etc) for example *I want to buy a Guitar*; action done by or with these things, that is verbs (drink, eat, sleep, etc) for example *Ajeng drinks her coffee*; and qualities of these things, that is adjectives (noisy, fast, big, long, small, tall, etc) for example *The children are very noisy*.
2. Function words are those words which are used as a means of expressing relation of grammatical structure, such as conjunction (and, but, however, etc) for example: *The cheerleaders cheer and dance energetically*; articles (a, an, the) for example: *A book is on the table*; auxiliaries (do, does, did) for example: *I do not know*.
3. Substitute words are those which represent to individual things or specific action as substitutes for whole from-classes of word, that is indefinite article (anybody, anyone, somebody, and someone) for example: *Someone is watching you from behind*.
4. Distributed words are those distributed in use according to grammatical matter as the presence or absence of a negative, such as any, either, too, or yet. For example: *A climbing is too dangerous sport for children*.

Based on the explanation above, there are four types of English vocabulary. In this research, the vocabularies which were used in Pictionary Game were content words. Content words, such as nouns and adjective were used due to their capability to stand by themselves and could be associated with other words. Since the syllabus of the



first grade of junior high school should master vocabulary especially on noun and adjective.

## **2. 2. Teaching Vocabulary**

In teaching vocabulary, the teacher should be able to find various methods and some teaching techniques which are suitable according to the situation of the students. It is really important to make the students become interested in learning vocabulary. Sutarjo (1988; 24) maintains that there are five possible ways of teaching vocabulary, they are:

1. Teaching vocabulary through creativity. It is done by the following way: The teacher should provide many choices to the students as they want to learn. The teacher can apply some techniques which enable the students to be creative in producing vocabulary, such as by using game or picture. Example, matching the statement with the picture or the students should tell the creativity in the picture.
2. Teaching vocabulary through context clues which is done like the following. The teacher uses the key word or the clues to help the students to produce the word. Example: Who is she? He leads a sport competition. (Referee)
3. Teaching vocabulary through guessing. It is done like the following. The students should guess the word form the first letter given and the clue. Example: Y ... What is given by referee for booking the player's fault?  
S ... We need them as motivator to improve the moral team. The answer is Yellow card and Supporter.

4. Teaching vocabulary through derivation which is done like the following: The teacher can use the noun, verb, adjective, and adverb then asks the students to mention the derivation of the words. For example: to play (V), player (N), playing (N).
  1. He plays badminton every Sunday
  2. David Beckham is a football player.
  3. Playing makes him happy.
5. Teaching vocabulary through translation, considered as a conventional technique. Because the teacher teaches the meaning directly for example: Need in Indonesian means memerlukan, warning means peringatan, etc.

According to those five possible ways of teaching vocabulary, Pictionary game is applied as a technique to teach English vocabulary. One of techniques in teaching vocabulary through creativity is game, so Pictionary game is included in learning vocabulary through creativity.

Graves (2000) in Diamond and Gutlohn (2006) states 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. This means that it is very important for the teacher to make the students eager in learning new vocabularies by using enjoyable teaching technique.

The teacher should select the learning material based on the curriculum. 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 will be very hard for the students to be successful in evolving their vocabulary. In this research, the vocabularies that the researcher use, is nouns and verbs which is taken from the descriptive texts in students' handbook and textbook. There will be 20 words in every meeting that should be learnt.

### **2. 3. Definition of Game**

Maroney (2001) defines a game as a form of play with goals and structure. In every game, there should be a goal which will be achieved by the players at the end of the game. The goals can be achieved if the players follow the structures of the game. According to Maroney (2001) these structures consist of define actions that the players take, method for resolving the consequences of each action, and usually the sequence and timing of actions. It means that playing games is not about playing something endlessly without getting anything and without going through some steps. Every game is created with different purposes and ways to achieve it.

Simpson (2011) states that teacher should be encouraged to use games to help practice new language in the classroom. He also states that games can indeed teach the students, and they offer a way to practice new structures and add genuine enjoyment to a lesson. In addition, Shaposhvili (2002:36-37) states that games can be important and enjoyable ways of practicing vocabulary for learners. This means that using games in the teaching learning process, especially in teaching English vocabulary, will help the students learn English vocabulary in a less stressing way. Khan (1996) in Hong (2002) states that teachers need to consider which games to use,

when to use them, how to link them up with the syllabus, textbook or program and how, more specifically, different games will benefit students in different ways. It means that before deciding to implement some games in the classroom, the teacher should do some preparations in order to create fine teaching learning process and create positive atmosphere. The teacher should also use learning materials which are derived from the syllabus for the game, thus the implementation of the game will be beneficial for the students.

Kim (1995) states that there are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening, and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

Based on the statement above, it can be inferred that game is a great solution for the teacher to emerge the positive atmosphere during the teaching learning process and it can help the students to be active, creative, and communicative learners in the classroom.

## **2. 4. Teaching Vocabulary through Game**

In teaching vocabulary, the teacher can use various methods to make the students become attracted in the learning process; one of them is through game. Neyadi (2007) found in her research that using games and activities to practice vocabulary enhances students' ability to memorize words, encourages student interaction, and enhances student motivation. This means that game can be a great solution for the teacher who wants to make the students become more active in the classroom.

In addition, games can make the students to be more focus in learning, because they do not feel that they are forced to learn (Azar, 2012:253). Learning vocabulary can be tough for the students to do. The students have to acknowledge many English words and remember them in a limited time; consequently, they may feel a great pressure in studying English at school. By using games to teach vocabulary, the pressure which the students feel may decrease during teaching learning process.

Furthermore, Azar (2012:255-256) found in his research that teaching vocabulary through games can bring relaxation and fun for the students, thus help them learn, and retain new words more easily; games create motivation for the learners to get involved and participate actively in learning activities; and vocabulary games bring real context in the classroom, and enhance students use of English in flexible, communicative way. The games may help the teacher to create interactive classroom, and the students can be helped to remember English vocabulary without feeling any

pressure. In simple words, it can be explained that teaching vocabulary by using games are really helpful for both of teacher and students.

## **2. 5. Pictionary Game**

Pictionary Game is a guessing word game invented by Robert Angel with graphic design by Gary Everson and first published in 1985 by Angel Games Inc. (Ravulur, 1997). For a long time, Pictionary Game has been an enjoyable family game because it can be played anywhere with nearly any set of words (Zeiger, 2006-2013). She states that excelling at Pictionary Game is not about artistic talent but it is about thinking outside the box and coming up with unique ways to get a point across without speaking or using written word. This means that in playing Pictionary Game, the player who is chosen as an artist does not have to be someone who likes drawing or a master in art. It is free for the artists to visualize the word into a picture by using their own creativity. However, there are some rules which should be obeyed during the implementation of Pictionary Game. The rules are explained as follows:

1. An X can only be used to cross something out, or to indicate an area (like on a map). Never use an X as a letter, like *brand-X*.
2. Players cannot use secret or pre-arranged clues-like drawing an ear for “sounds like,” or dashes for the number of letter in each word.
3. The students can draw *mail* for *male*, or *blew* for *blue*, etc.
4. The sketches may not include letters or numbers.

(Hasbro, 1993)



## **2. 6. Teaching Vocabulary through Pictionary Game**

Pictionary Game nowadays has been adapted into game which can be applied 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. Thornbury (2002:104) 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.

Research findings on teaching vocabulary through Pictionary game have been positive. First is a research which was conducted by Fadhilah in 2011. In this research, experimental design was used by the researcher to find out the effectiveness of Pictionary Game to facilitate students in learning English concrete nouns. The data was collected through test which was given to the experimental and control class after the treatment. The researcher used two classes as the experimental and control class. Each class consisted of twenty students. Documentation, pre-test, post-test, and

observation check list were used as the instruments to collect the data by the researcher. From the data analysis, the researcher found that the mean value pre-test from experimental class was 53.6 and post-test was 80.70. On the other hand, the mean value pre-test from control class was 53.0 and post-test was 73.75. Furthermore, the test of hypothesis using t-test formula was 3.142 while the critical value on t was 1.68. The result showed that the value of t-test was higher than the critical value. Thus, it can be concluded that using Pictionary Game is more effective than without using Pictionary Game in teaching concrete nouns.

In 2013, Rhahima also did research about Educational Pictionary Guessing Game. The samples were 82 seventh grade students of SMP Negeri 8 Palembang in the 2012/2013 Academic Year which were divided into two groups, experimental and control group. The experimental group was consisted of 41 students and the control group was also consisted of 41 students. The researcher collected the data by using vocabulary test (pre-test and post-test), and also by giving questionnaire to the samples at the end of the meeting. EPGG was implemented to the experimental group whereas the control group did not use EPGG. The results of vocabulary test were analyzed by using independent and paired samples t-test SPSS program. The first results of the analysis showed that EPGG was an effective medium to improve the students' vocabulary achievement. In the second results of the analysis, she found that there was also a significant improvement in vocabulary achievement between the students who were taught by using EPGG and those who were not. The questionnaire also showed that EPGG was really helpful for the students in learning English

vocabulary since the result of questionnaire showed that EPGG could motivate them in learning vocabulary.

## **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 word which is showed on card. Hinebaugh (2009:188-193) 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 suited to reinforce ideas in other subject matters for those students who are visual learners.
3. It can develop and reinforce any number of facts, figures, or concepts.
4. Pictionary rules will focus the development of creativity and corollary thinking. Players not only must be creative but also must choose sketches that will effectively communicate the association to the rest of their team.
5. It is well suited for developing specific grammar and vocabulary skills.

On the other hand, Fadhilah (2011:16) states that the disadvantages of 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 conducive atmosphere at all. Before starting to play Pictionary Game, the teacher should remind the students that the team which makes loud noises or being rude during the game will get minus one point. This reminder will help the teacher in making less noisy classroom.

## **2. 8. Theoretical Assumption**

Vocabulary is an important aspect of language that should be learned by the students. The students who do not have various vocabularies will be difficult to use and understand the language during listening, reading, speaking, and writing. It is important for the teacher to help the students in learning new vocabulary and recalling it. By using pictorial game, the students will be drilled to be more familiar with the kind of words as they concern to know the meaning of it. The researcher believes that Pictionary Game can be a great technique to help the students in learning English vocabulary because the teacher allows the students to be active participants in recalling English vocabulary by describing the vocabulary through their own drawings. Therefore the researcher assumes that Pictionary Game will make the students easier to memorize and understand the English vocabulary, thus the students will get better achievement in vocabulary.

## **2. 9. Hypothesis**

In reference to the theoretical assumption above, the researcher proposed the hypothesis as “Pictionary game can improve students’ vocabulary achievement”.

### III. RESEARCH METHOD

This chapter discusses about research design, population and sample, data collecting techniques, research instruments, data collecting procedure, try out test, data analysis, and hypothesis testing.

#### 3. 1. Research Design

This research was administered through quantitative design because it was about analyzing students' score. The quantitative design was used to find out students' vocabulary achievement after the implementation of Pictionary Game. In this research, the writer used *one group pretest-posttest design* to calculate students' vocabulary achievement before and after the treatment. The research design is as follows:

T1 X T2

T1 : Pre-test

X : Treatment

T2 : Post-test

(Hatch and Farhady, 1982:20)

The pretest was administered to the students in order to know the students' vocabulary achievement before the treatment. After that, the treatment of teaching vocabulary through Pictionary Game was given to the students. The posttest was administered in order to find out the students' vocabulary achievement after the treatment.

### **3. 2. Population and Sample**

The population of this research was seventh grade students of SMPN 1 Way Tuba in the second semester of 2016/2017. There are four classes of the seventh grade students. Each class consisted of 17 students. The researcher took only one class as the tryout class, it was class 7A and one class as the experimental class, it was class 7B. Both classes were chosen randomly and lottery drawing was used to take the sample intended.

The following were the steps of applying lottery:

- 1) Writing the seven classes' code in seven pieces of paper and to be rolled.
- 2) The rolled paper was put into the box and shuffled.
- 3) The researcher asked the teacher to take two rolled papers that become the experimental and try out classes for the research.

### 3.3 Setting

This research was conducted at SMPN1 Way Tuba. The research was conducted from 23<sup>th</sup> January to 7<sup>th</sup> February, 2017. The schedules are described as follows:

<b>Activity</b>	<b>Time</b>
Conducting pre-observation	January 21 <sup>st</sup> , 2017
Administering tryout test	January 23 <sup>rd</sup> , 2017
Administering pretest	January 24 <sup>th</sup> , 2017
Conducting first treatment	January 30 <sup>th</sup> , 2017
Conducting second treatment	January 31 <sup>st</sup> , 2017
Conducting third treatment	February 6 <sup>th</sup> , 2017
Administering posttest	February 7 <sup>th</sup> , 2017

### 3.4. Data Collecting Techniques

The researcher used vocabulary test for collecting the data. It was used to measure students' vocabulary achievement. The test consisted of pretest and posttest. The pretest was given to find out students' vocabulary achievement before the treatment. Meanwhile, the posttest was given to know students' vocabulary achievement after the treatment. Before administering the pretest, the researcher gave tryout test which consisted of 40 multiple choices questions in another class. The result of tryout test was analyzed to find out which items that should be eliminated and which should not for pretest and posttest.

### **3. 5. Research Instruments**

In this research, the instruments were used by the researcher as follows:

#### **1. Pretest**

The pretest was administered before conducting the treatment to find out students' vocabulary achievement before the implementation of Pictionary. It consisted of 27 items, and was conducted in 45 minutes.

#### **2. Posttest**

The posttest was administered to the students after the treatments to find out students' vocabulary achievement after the implementation of Pictionary Game. There were 27 items in the posttest and the questions were the same as those in pretest but the order of the questions was changed.

### **3. 6. Research Procedure**

In collecting the data, the researcher conducted the following procedures:

#### **1. Determining the research problems**

The problems of the research were intended to find out whether students' vocabulary achievement can significantly increase after being taught by using Pictionary Game.

#### **2. Preparing the instruments for collecting the data**

The researcher prepared vocabulary test, which consisted of tryout test, pretest, and posttest.



### 3. Determining the class for the sample

The population of this research was all seventh grade students of SMPN 1 Way Tuba in the second semester of 2016/1017.

### 4. Administering tryout test

The tryout test was administered to choose which items that should be presented in the pretest and posttest. The tryout test consisted of 40 multiple choice items with four alternative answers (A, B, C, and D) for each, one was the right answer and the others were the distracters. The test was conducted in 45 minutes.

### 5. Administering the pretest

The pretest was given to find out students' vocabulary achievement before being taught through Pictionary Game. The test consisted of 27 multiple choice items. It had four alternative answers (A, B, C, and D); one was the right answer, and the others were the distracters. The test was conducted in 45 minutes.

### 6. Conducting the treatment

After giving the pretest to the students, the researcher conducted the treatment for three times by using Pictionary Game. The treatment was conducted in 45 minutes.

### 7. Administering the post-test

The posttest was given to find out students' vocabulary achievement after being taught through Pictionary Game. The test consisted of 27 multiple choice items which are similar to the items in pretest. It had four alternative answers (A, B, C, and D); one was the right answer, and the others were the distracters. However, the formation of the items was distinguished from the pretest. The test was conducted in 40 minutes.

### 8. Analyzing the data

The data from pretest and posttest were analyzed by using SPSS (Statistical Package for Social Sciences) 16.0 for Windows to find out whether students' vocabulary achievement can significantly increase after being taught by using Pictionary Game or not.

### 9. Reporting the result of data analysis

After analyzing the data, the result was reported in the script.

## **3. 7 Tryout Test**

Tryout test was used to find out the quality of the test that is used as the instrument of the research. The researcher could determine which items in tryout test that should be revised for pretest and posttest.

### **3. 7. 1. Data Validity**

#### **Vocabulary Test**

The validity of the test is the extent to which it measures what it is supposed to measure (Heaton, 1991: 159). There are two types of validity based on Hatch and Farhady (1982:281), they are content validity, and construct validity. These validities were used in this research in order to measure whether or not the test has a good validity.

#### a. Content Validity

Content validity is the extent to which a test measures a representative sample of the subject matter content (Hatch and Farhady, 1982: 251). In content validity, the

material given is based on the curriculum. In this research, the test was based on KTSP curriculum, and the syllabus for first grade of junior high school students. The material that was learnt by the students at that time was procedure text, thus the researcher used vocabularies which were based on the material that had been taught by the teacher. The material was content words (noun and verb).

**Table 1. Table Specification (Try Out)**

No	Word Classes	Number of Items	Percentage
1	Noun	1, 2, 3, 4, 5, 6, 7, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35,40.	17.5%
2	Adjective	8, 9, 10, 36, 37, 38, 39.	82.5%
	Total	40 items	100%

In order to make sure the validity of the content, the researcher also use inter-rater in which she ask several colleagues to be the evaluators of the content of the test before administering it to the students.

#### b. Construct Validity

Construct validity refers to test whether it is in line with the theory of language is being measured. According to Setiyadi (2006), if the instrument measures one aspect, for example vocabulary; the construct validity can be measured by evaluating all items in the test. If all items have measured students' vocabulary achievement, then the instrument has fulfilled the construct validity. In order to make sure the construct validity of the test, the researcher also asked the colleagues to evaluate the test before it was administered to the students.

### 3. 7. 2. Reliability

According to Hatch and Farhady (1982: 243), reliability of a test can be defined as the extent to which a test produces consistent result when administered under similar conditions. To estimate the reliability of the test, this research will use split half technique which requires the researcher to split the test in two similar parts, first and second half (Hatch and Farhady, 1982:246). To measure the coefficient of the reliability between odd and even group, this research used *Spearman Brown Formula* as follows:

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N \Sigma X^2 - (\Sigma X)^2)(N \Sigma Y^2 - (\Sigma Y)^2)}}$$

Where:

$r_{xy}$  : coefficient of reliability between odd and even groups

N : number of Students

$X^2$  : square of x

$y^2$  : square of y

X : total score of odd group

Y : total score of even group

(Hatch and Farhady, 1982:245)

Then, this research used *Spearman Brown's Prophecy Formula* to know the coefficient correlation of whole items. The formula is as follows::

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

$r_k$  : *The reliability of the whole test*

$r_{xy}$  : *The reliability of half test*

The criteria of the reliability are:

0.90-1.00 :High

0.50-0.89 :Moderate

0.0-.49 :Low

### 3. 7. 3. Level of Difficulty

To see the level difficulty, the researcher will use the following formula:

$$LD = \frac{R}{N}$$

LD : Level of difficulty

R : the number of students who answer correctly

N : the number of students who join the test

The Criteria are:

<0.30 : Difficult

0.30-0.70 : Average

>0.70 : Easy

(Shohamy, 1985)

### 3. 7. 4. Discrimination Power

The discrimination power is used to discriminate between weak and strong examinees in the ability being tested. The students of try out class divided into two group upper and lower students. The upper students are students answer the question correctly and the lower students are students. To determine the discrimination power, the researcher will use the following formula:

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

Where:

DP :discrimination power

U :the proportion of upper group students

L :the proportion of lower group students

N :total number of students

The criteria of discrimination power are:

1. If the value is positive discrimination, there are larger numbers of more knowledgeable students than poor students who get the item correct. If the value is zero, it means that there is no discrimination.
2. If the value is negative, it means that there are more low level students than the high level students who get the correct item.
3. In general, the higher the discrimination index, the better. In classroom situation, most items should be higher than 0.20 indexes.

(Shohamy, 1985: 81)

### **3. 7. 5. Scoring System**

In scoring the students result of the test, the researcher conducted these following steps:

1. Counting each student's correct answer and false answer
2. Calculating the score of students' work by using below formula. The ideal higher score was 100.

$$S = \frac{r}{n} 100$$

Where:

S: The score of the test

r: The total of right answer

n: the total.

That is the formula of scoring system that was used in this research.

(Tayler-Powell's, 1996)

### 3. 8 Data Analysis

After conducting pretest and posttest, the data were analyzed to find out whether there is an increase of students' vocabulary achievement after being taught by using Pictionary Game or not. The following steps were used to examine students' score:

1. Scoring pretest and posttest.
2. Tabulating the score of the student's vocabulary test result using *Repeated Measures t-test* The formula is as follows:

$$\frac{X_1 - X_2}{SD} \quad \text{In which} \quad \frac{SN}{D} = \frac{SD}{\sqrt{n}}$$

Where:

X<sub>1</sub> = Mean of the pretest

X<sub>2</sub> = Mean of the posttest

s = Standard error of differences between two means (denominator)

SD = Standard deviation



n = number of students

(Hatch and Farhady, 1982:116)

3. Making conclusion from the tabulated result of test given that were statistically analyzed by using SPSS (Statistical Program for Social Sciences) 16.0 for windows to test whether or not the increase of students' vocabulary achievement is significant.

### **3.9 Hypothesis Testing**

The hypotheses of this research are:

- a.  $H_0$  : There is no improvement of the students' vocabulary achievement after being taught through Pictionary Game. The criteria is  $H_0$  (null hypothesis) is accepted if alpha level is higher than 0.05 (  $>0.05$ ).
- b.  $H_1$  : There is an improvement of the students' vocabulary achievement after being taught through Pictionary Game. The criteria  $H_1$  is accepted if alpha level is lower than 0.05 (  $<0.05$ ).

In order to test the hypothesis, *Repeated Measure t-test* was used through Statistical Package for Social Sciences (SPSS) 16.0.

## **V. CONCLUSIONS AND SUGGESTIONS**

This chapter describes the conclusions of the research and also the suggestions to other researchers and teachers who want to apply Pictionary Game in teaching vocabulary.

### **5. 1. Conclusions**

Based on the result of data analysis and discussion, there is significant improvement of students' vocabulary achievement noun and adjective after the implementation of pictionary game. It improves the students' vocabulary achievement since it is helpful for both teacher and students. By using pictionary game, it will be easy for the students to express the words because this technique provides opportunities for the students to use their creative critical thinking in guessing the words from drawings. It helps them to catch the words easily. The students' score improve significantly after being taught through pictionary game. It could be seen from the mean score of the students in the pretest and posttest (56.68 to 74.88).

## **5. 2. Suggestions**

Based on the conclusions above, the researcher suggested the following things:

### **1. To the English Teachers**

- a. It is suggested that the English teachers implement Pictionary Game for teaching vocabulary, since it is more enjoyable for the students. The students could learn about vocabulary without any pressure.
- b. It is suggested that the English teachers have to show some picture that will be learnt to activate their students' schemata. The teachers may show the picture that represent "noun" which will be learnt by the students.
- c. It is suggested that the English teachers use whiteboard rather than paper in Pictionary Game. This will prevent any group to cheat with their teammates during picturing the vocabulary.

### **2. To Further Researchers**

- a. It is suggested that other researchers implement Pictionary Game in different level of students such as Elementary School and more, since this research was already done in Junior High School.
- b. The other researchers can try to implement Pictionary Game in reviewing the vocabularies which have been learnt in listening or speaking activity.

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