

II. FRAME OF THEORIES

Chapter two discusses things related to review of previous research and review of related literature. This frame of theories is presented in the following points:

2. 1. Review of Previous Research

This part describes some works which are relevant to this research. The researcher reviews some previous researches to find out what have been studied by the other researchers. 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, and the questionnaire were analyzed by using percentage formula. 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.

From the results of research reviewed above, it can be inferred that Pictionary Game is a good game to be used in teaching vocabulary, especially in helping the

students in memorizing previous English vocabulary and improving their vocabulary achievement. In this research, the researcher decided to not only focus on finding out students' vocabulary achievement after they were taught by using Pictionary Game, but also on the process of the implementation of Pictionary Game to teach vocabulary in the classroom.

2. 2. Review of Related Literature

Review of related literature is used by the researcher to support her in composing the research theoretically. It contains definition of terms and theories which are related to the topic of this research.

2. 2. 1. Vocabulary

Lessard-Clouston (2013:2) defines vocabulary as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. It means vocabulary is not limited only for single words, but also phrases which contain more than two or more words. It is necessary for someone who wants to learn English as a second language to have a great amount of vocabulary in order to be able to use it in the social interaction. Wilkins as quoted by Thornbury (2002:13) states that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. This idea shows us how vocabulary has such a vital role in the process of learning a new language. It will be difficult for us to present our ideas in written or oral form clearly in a society if we do not have a great amount of vocabulary.

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.

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 *play* is used as verb, and the word *handsome* is used as an adjective in a sentence.

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.

Fries (1974) as cited in Asliaty (2012:9) classifies vocabulary into four types:

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.

For examples:

- *I want to buy a guitar.*

Noun

- *Ajeng drinks her coffee.*

Verb

- *Sonia has a cute puppy.*

Adjective

- *Heru did his job carefully.*

Adverb

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

For examples:

- *Jimmy and Neutron are best friends.*

Conjunction

- *Selvie is a smart girl.*

Article

- *I don't know you.*

Auxiliary

3. Substitution words are those which represent the individual things or specific action as substitutes for whole form classes of words, that is, indefinites.

For examples:

- *Someone is watching you from behind.*

- *There is nobody at home.*

4. Distributed words, those are distributed in use according to grammatical matter as the presence or absence of a negative.

For example:

- *Neither you nor I should be here.*
- *Either the girls or the boys are planning to leave.*

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 verbs, were used due to their capability to stand by themselves and could be associated with other words.

2. 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. 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.

In preparing the vocabularies that will be used as the learning materials during teaching learning process, the teacher should select the vocabulary considerately.

According to Nation (1990:5), 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.

It is also essential for the teacher to 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 used were nouns and verbs which were taken from the procedure texts in students' handbook and textbook.

2. 2. 3. 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, Shaptoshvili (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. 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. 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. 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.

2. 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 (2009:188-193) 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. 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. The researcher assumes that Pictionary Game can be a great game 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. By using Pictionary Game, it will be easier for the students to memorize and understand the English vocabulary, thus the students will get better achievement in vocabulary.

2. 2. 9. Hypothesis

Based on the theories and theoretical assumption above, the researcher formulates the hypothesis as follows: there is a significant difference of the students' vocabulary achievement after being taught through Pictionary Game.