THE EFFECTIVENESS OF *PICTIONARY GAME* IN IMPROVING STUDENTS' VOCABULARY MASTERY
A Quasi-Experimental Research of Fifth Grade Students of SD N 2 Ukir Rembang

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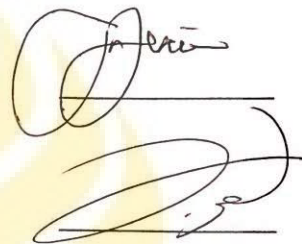in English

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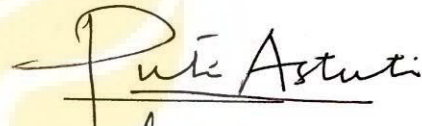   Dr. Sri Rejeki Urip, M.Hum.
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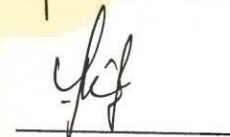
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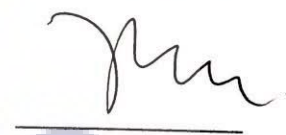
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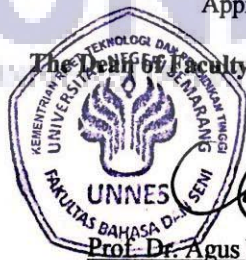   NIP. 198208142014042001

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ii

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THE EFFECTIVENESS OF PICTIONARY GAME IN IMPROVING STUDENTS' VOCABULARY MASTERY

A Quasi-Experimental Research of Fifth Grade Students of SD N 2 Ukir Rembang

Saya tulis dalam rangka untuk memenuhi salah satu syarat untuk memeroleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi, pemaparan, atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan menegenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan pelanggaran terhadap konveni tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya. Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, 20 Oktober 2017
Yang membuat pernyataan

Rina Dyah Iswandari

iii

MOTTO AND DEDICATION

The best revenge is to improve yourself (Ali bin Abi Thalib).

Do not walk proudly on Earth, your feet cannot tear the Earth apart nor are you as

tall as the Mountains (Qur'an 17:37)

This final project is dedicated to:

My beloved father and mother

iv

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Finally, I hope this final project can be useful for many people or other researchers who are going to conduct other kinds of research.

ABSTRACT

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Key words: Pictionary game, Vocabulary, Quasi Experimental Research

This present study was aimed to find out whether or not pictionary game can improve students' vocabulary mastery and to find out the effectiveness of pictionary game in improving students' vocabulary mastery of fifth grade students of SD N 2 Ukir Rembang.

To gain the objectives, the writer did a quasi-experimental research. The population was the fifth grade students of SD N 2 Ukir Rembang in the academic year 2016/2017. The samples consisted of 40 students which is V-A class was as the control group and V-B was as the experimental group. Each of group consisted of 20 students. The study was started by giving pre-test, treatments and post-test to both groups. In giving the treatments, the control group was taught by using conventional method, whereas the experimental group was taught by using pictionary game. The result of the test was analyzed by using *t-test* formula to know the difference of the students' achievement in vocabulary mastery between two groups.

In the pre-test result, the mean score of experimental group was 65 and the control group was 64, 25. It means that the two groups had equal level vocabulary mastery before getting the treatments. However, in the post-test result, the mean score of experimental group was 84 while the control group was 73, 25. It showed that the students' vocabulary improvement of experimental group was higher than the control group. The improvement of the mean score of experimental group which had increase percentage 29, 23% proves that pictionary can improve students' vocabulary mastery. Furthermore, the result of the analysis using *t-test* showed that the *t-value* was 2, 97 and *t-table* was 2, 03. It means that the *t-value* was higher than *t-table* (2, 97 > 2, 03). It could be concluded that there was significant difference between the experimental and control group. It means that pictionary game is effective to improve students' vocabulary mastery in the fifth grade students of SD N 2 Ukir Rembang.

Since the t-value was higher than the t-table, H_0 is rejected and H_a which is pictionary game is effetive to improve students' vocabulary mastery is accepted. In conculsion, pictionary game is effective to improve students' vocabulary mastery in the fifth grade students of SD N 2 Ukir Rembang.

TABLE OF CONTENTS

Page

CHAPTER III METHODS OF INVESTIGATION

CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, hypotheses of the study, and outline of the report.

1.1 Background of the Study

English is one of important things in the world. Sharifian (2009:1) states that "English rapidly develops more complex relationships within and between communities of speakers around the world, the dialogue addressing its role as a global language needs to continue to expand". English has become universal language that is used in the world of technology, education, trade, politics, etc. Every people need English as a tool to communicate with people from other countries, because English is international language. As mentioned by Harmer (2007:11),

> "Many people learn English because they think it will be useful in some way for international communication and travel. Such students of general English often do not have a particular reason for going to English class, but simply wish to learn to speak (and read and write) the language effectively for wherever and whenever this might be useful for them."

In Indonesia, English is generally taught as a foreign language which means that it is a language which is not used as a communication tool in Indonesia. However, English has been given more attention in Indonesia by bringing it as

one of subjects in every school level started from elementary school, junior high school, senior high school, even in the colleges.

There are four skills that should be mastered by students in learning English. They are listening, speaking, reading and writing. Before they master the four skills, they have to know some vocabularies to support them in learning English. Most learners are still confused when they want to use words to express their ideas and feelings. Therefore, it is necessary for learners to learn vocabulary.

Vocabulary is very important in language, as stated by Thornbury (2002:13) that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" and Richard (2001:4) also states that "Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to." Then, Richard (2005) states that vocabulary is core components of listening, speaking, reading and writing. "A large vocabulary improves achievement and students with larger vocabulary often score higher on achievement tests than students with smaller vocabularies" Webber (2012). Webber adds that a large vocabulary improves thinking and communication by allowing students to communicate in precise, powerful, persuasive and interesting ways. From those statements, vocabulary is the first thing that we have to emphasize in learning language. Knowing that vocabulary is one of the language components which have to be mastered, it would be better to learn vocabulary from the early age. By learning vocabulary from the early age, young learners may be able to communicate in English easily.

Teaching English vocabulary to the early age, especially at the elementary school is not easy and it is different from teaching vocabulary to adults. As a subject, English is still considered a difficult subject by most of the elementary school students because we know that the students of elementary school use their first native language in the society since they speak using it for the first time. On the other hand, they do not use foreign language as a means of communication, so that they got difficulties in learning foreign languages. Based on my observation in an elementary school, it was found that the classroom activity was mostly teacher-centered. The teacher explained the learning material to the students. Moreover, in reviewing new words which had been found, the teacher ordered the students to make a note. Therefore, most of students are not motivated to learn and memorize English vocabulary. They looked bored in taking notes and memorizing new words. Therefore, teaching vocabulary is not an easy job to do especially for young learners. Cameron (2001:1) states that

> Children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult.

As teachers, it is necessary to be able to teach and remain engaging. It puts a greater level of responsibility in presenting their lesson material by using appropriate teaching techniques or using interesting media as stated by Faridi (2012:9) "A teacher is able to motivate students by using creative and inspirational teaching methods." Therefore, teachers need to concern to create a

good and effective vocabulary teaching, so that elementary school students, especially fifth graders can actively involve in learning process.

Simpson (2011) states that teacher should be encouraged to use games to help practice new language in the classroom. In addition, Shaptoshvili (2002:36-37) states that games can be important and enjoyable ways of practicing vocabulary for learners. To be short, games can be considered useful and effective tools that may be applied in vocabulary classes. The use of games in teaching vocabulary is a way to make the lessons more interesting, enjoyable and effective. Therefore, the writer conducted this research by using pictionary game to improve students' vocabulary mastery in the elementary school because the classroom activity before was still mostly teacher-centered and the students were more passive. The writer assumed that pictionary game could be effective to improve students' vocabulary mastery.

1.2 Reasons for Choosing the Topic

In this study, the writer chooses the topic "The Effectiveness of Using Pictionary Game in Improving Students' Vocabulary Mastery", with following reasons:

Vocabulary is a crucial element that must be mastered in written and spoken communication for the students. Vocabulary mastery determines the mastery of four language skills as it is impossible to use language skillfully when the students have limited vocabulary in their minds as stated by Cameron (2001) that

"vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language".

Based on my observation, the students claimed that the most difficult part in learning English is to memorize new vocabulary. Moreover, the elementary school students are very enthusiastic in learning by using games. Useful games encourage learners to recall words and preferably (Thorbury, 2002:102). Wijayanti (2015) conducted a research about improving students' vocabulary by using pictionary game. The result concluded that the pictionary game was effective to improve students' vocabuary mastery. Moreover, the writer used pictionary game to improve students' vocabulary mastery because most of young learners like drawing. It could be implemented to make the students interested in learning vocabulary. By guessing word through their own drawing, it allowed the students to be active in recalling English vocabulary. Therefore, the writer conducted this research entitled: "The Effectiveness of Pictionary Game in Improving Students' Vocabulary Mastery (A Quasi Experimental Research of Fifth Grade Students of SD N 2 Ukir Rembang).

1.3 Research Problems

Based on the background presented above, the writer wants to find out the answer of the following questions:

1) Can pictionary game improve students' vocabulary mastery at the fifth grade students of SD N Ukir 2 Rembang?

2) How effective is the use of pictionary game in improving students'
vocabulary mastery at the fifth grade students of SD N Ukir 2 Rembang?

1.4 Objectives of the Study

Based on the problems stated above, the purposes of this study are:

1) To determine whether or not pictionary game can improve the fifth grade
students of SD N 2 Ukir Rembang in vocabulary mastery.

2) To find out the effectiveness of using pictionary game in improving
students' vocabulary mastery at the fifth grade students of SD N 2 Ukir
Rembang.

1.5 Significance of the Study

This study is supposed to have significance contribution in the quality
improvement of the language teaching, either theoretically, practically, or
pedagogically.

a. Theoretically

For the students, using pictionary game in learning vocabulary hopefully will
be able to motivate them to improve their motivation to master English
vocabulary. In addition, this study can give the teachers an overview in
teaching vocabulary using a game as a teaching medium. Moreover, this study
will give point of view about how pictionary game influences language

learning, so it can be a reference for the next researcher to conduct such similar research.

b. Practically

This study is expected to make students more active and enjoy in learning English. Moreover, it is expected to enrich the teacher's strategy in teaching vocabulary. Teachers can develop the teaching aids for teaching English.

c. Pedagogically

It is hoped that the result of the study will be useful for the teacher and the writer to improve the knowledge about teaching vocabulary.

1.6 Hypotheses of the Study

Hypothesis 1 (Ha): Pictionary game is effective to improve students' vocabulary mastery to the fifth grade students of SD N 2 Ukir Rembang.

Hypothesis 2 (Ho): Pictionary game is not effective to improve students' vocabulary mastery to fifth grade students of SD N 2 Ukir Rembang.

1.7 Outline of the Report

This final project consists of five chapters:

Chapter I consists of background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, hypotheses of the study, and outline of the report.

Chapter II discusses about review of related literature that consists of review of previous study, theoretical studies, and framework of the present study.

Chapter III deals with the method of investigation which discusses subject of the study, instrument of the study, procedures of collecting data, method of collecting data and method of analyzing data.

Chapter IV discusses the result of the data analysis.

Chapter V consists of conclusion and suggestion.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents some theories related to the study, which consists of Review of Previous Studies, Review of Theoretical Study, and Theoretical Framework.

2.1 Review of Previous Studies

There are some researchers that conduct research about strategy, technique and method to teach vocabulary. Then, the writer would present some previous studies related to this research.

Game can be a good strategy when teaching languages because they are likely to spark interest amongst students. Chirandon and Laohawiriyanaon (2010) investigated the effects of teaching English through games to Thai students who study in grade six at Tessaban 4 Banlamsai School. Thirty students were selected by purposive sampling as an experimetal group. The research instruments consisted of a test and aquestionnaire. The findings revealed that students had significantly improved in vocabulary knowledge and ability to communicate. Moreover, they tended to have more positive attitudes towards learning English through games.

In line with the study above, another study also believed that games improve language skills, such as speaking skills. Leon and Cely (2010) proved that games can improve students' speaking skills. They carried out this project at Federico Garcia Lorca School, Colombia. They used some games such as caring-

sharing and story game. There were 20 girls and 20 boys from 14 to 18 years old in this group. The students who did not like to speak or participate during the English classes lowered their tension and anxiety and thus took part in the games. They were enthusiastic with the activity and used some short sentence in order to introduce the character and dramatization. All in all, most of the students, including those who were usually shy and apathetic, participated happily in the activity. In short, it can improve students' speaking ability.

Instead of the speaking skills improvement stated above, game is often used as a technique that improves students' vocabulary mastery. Azar (2012) conducted a research about the effect of games on English as foreign learners' vocabulary learning strategy in a language center in Maragheh, Iran. There were 23 students between the ages of 10 and 13 all in beginner level in the class. This study aimed to find out whether games help EFL students learn vocabulary effectively. After collecting data by observing the teachers' classes, interviewing teachers and students, and from the reflections of applying games in the classes, the result showed that most of the learners were interested in joining the game in group and they tried their best to be the winners. Students collaborated quite actively in games that required group work, even the shy student. Then, through the post-game interview of one teacher's class, most of students said that they could learn lots of new words. In other words, games have been shown to have advantages and effectiveness in learning vocabulary in various ways.

It also has been proven by some studies that games are effective in improving students' vocabulary mastery. Nurdianita (2015) conducted a research

about teaching vocabulary by using texttwist game in tenth grade students of SMA Islam Ta'allumul Huda Bumiayu. The objective of the study was to find out whether the use of texttwist game improves the students' vocabulary or not. The result of the study showed that texttwist game was effective to improve students' vocabulary mastery. Based on the questionnaire analysis, texttwist game could be used in teaching vocabulary. It was proved by students' answers in the questionnaire. They liked the texttwist game because it was fun and interesting. By playing the game, the students could understand and remember new vocabulary easily. Based on the data analysis, the writer was found that there was a significant difference in the mean scores of both groups. It means that there was improvement in students' vocabulary mastery.

In addition, the study conducted by Afniati (2015) about the use of word mapping strategy to improve vocabulary mastery proved that game is effective to improve students' vocabulary mastery. This study was aimed to investigate the significant difference of vocabulary achievement between two groups who were taught by using word mapping strategy and those who taught by using wordlist strategy. This study was conducted at the seventh grade students of SMP Negeri 1 Pagedongan Banjarnegara. Generally, the use of word mapping strategy is more effective than wordlist strategy (conventional method) to improve students' vocabulary mastery. It is proven by the mean scores differences of post-test and t-test results. After getting the treatment, the mean scores between the experimental group and control group were gradually increased. There was significant

improvement in vocabulary achievement between experimental group and control group.

Furthermore, it also proven by Jayanti (2015). She studied about the effectiveness of subtitled English songs to improve vocabulary mastery in eight grader of SMPN 39 Semarang. The objective of the study was to find out whether subtitled English songs effectively improve students' vocabulary. The result of the study showed that before doing the treatment, the average scores of students in the experimental group and control group were almost same. The pre-test scores average of students' in experimental group and control group indicated that there was no significant different in students grade of achievement before the treatment given. After the treatments given, the posttest result showed that the average score of the students improved higher than the posttest score of the control group. From the result it can be concluded that the three treatments which was given to experimental group achieved the better result. It meant that subtitled English songs had better learning result than those who were taught using Grammar Translation Method.

Then, Abasi (2012) also conducted a research about improving students' English vocabulary through storytelling in a private kindergarten in Kerman, Iran. This research aimed to investigate the effectiveness of storytelling in improving English vocabulary learning among children in kindergarten. The statistical data of this research obtained from the vocabulary test indicates that storytelling is an effective way to improve the abilities of vocabulary learning for children in kindergarten. There was one group of five-year-old children and a vocabulary test

was administered as pre-test and post-test. Then, the results of pre-test and post-test were compared. The results revealed that the children in the post-test performed better in the vocabulary test. Moreover, in comparison to the pre-test, the mean of the group in the post-test showed a significant increase. This indicated that storytelling is effective in improving the children's vocabulary learning.

In addition, Prasarntong and Dennis (2016) studied about the use of Pop-up Dictionary for learning English vocabulary. The subjects for this study composed of 20, grade 5 students who study the first semester of the academic year 2014 at Saowanit School in Phosai district, Ubon Ratchathani province. The purpose of this study was to study students' opinions toward using Pop-up Dictionary to enhance English vocabulary learning. The result showed that the use of Pop-up Dictionary in English vocabulary learning helped learners attend to their studies and complete their assignment. It could be concluded that the use of Pop-up Dictionary technique was effective in improving the students' vocabulary.

Moreover, Setyaningsih (2015) studied about the use of word clap game to improve vocabulary mastery. The study aimed to find out whether word clap game can be used as a strategy in teaching vocabulary at the eighth grade students of SMP N 3 Ungaran and to find out whether the use of world clap game can improve the students' vocabulary achievement in learning vocabulary. The result showed that word clap game can be used as a strategy to improve the students' vocabulary mastery. The game was well-accepted by the participants. During the activities, they looked active and enthusiastic.

Furthermore, a research was about the use of crossword puzzles as a vocabulary learning strategy in Ngorano Secondary School, an institution, in Nyeri Country, Kenya conducted by Njoroge, Ndung'u and Gathigia (2013). The purpose of this study was to analyze the effectiveness of the cross word approach. The findings has shown that the class that used crossword puzzles as a method of vocabulary instruction did better in the post test than the one exposed to the traditional lexical pedagogy. This called for the teachers of language to apply this method of teaching vocabulary. Despite the fact that crossword puzzles required a lot of time to prepare, the benefits accrued from the method are profound. The finding in this study implied that teachers classrooms for maximum fun and effective acquisition of vocabulary. This would create a good learning atmosphere for learners and this in turn will help in the improvement of learners' performance in English.

This research is different from those previous studies because the writer used pictionary game to improve students' vocabulary mastery. It is supported by the results of those previous studies showed that the use of interesting media successfully improved students' vocabulary mastery. Therefore, the writer chose pictionary game as the media to improve students' vocabulary mastery. However, using pictionary game for teaching vocabulary had not been discussed yet. Hence, the writer would find out how pictionary game was used in teaching vocabulary.

2.2 Review of Theoretical Studies

The following section presented some theoretical studies which support the research. They are mentioned as follows:

2.2.1 The Position of English Instruction at Elementary Schools in Indonesia

According to Permendiknas No 23 / 2006, the standard of graduation in the learning English: the students of elementary school, who are able to show their listening, reading, writing, and speaking ability. Moreover, the English subject in the elementary school had several purposes, they are:

a) To develop communication ability in the form of limited oral to accompany action within the school context.

b) To have awarness of the nature and the importance of English to enhance the nation's competiveness in a global society while the scope of English subject in the elementary school includes limited oral communication skills within the school context, including the following aspects; listening, speaking, reading, and writing. Writing and reading skills are directed to support oral communication learning.

2.2.2 General Concepts of Vocabulary

In this part, the writer would like to present some explanation about vocabulary including the definition of vocabulary, teaching vocabulary, and the importance of mastering vocabulary.

2.2.2.1 Definition of Vocabulary

According to The American Heritage Dictionary in Pikulski and Templeton (2004), vocabulary is "the sum of words used by, understood by, or at the command of a particular person or group."

Another definition stated by Linse (2006:121), that "vocabulary is the collection of words that an individual knows." It can be defined that vocabulary is list of words or phrases that can be used to describe everything in communication, so we can communicate with other people. In addition, Hornby (2005) stated that vocabulary is all the words that a person knows or uses; all the words in a particular language; the words that people used when they are talking about a particular subject.

Based on the definition above, it can be assumed that vocabulary has a big role in communication. One of the ways to have a good capability in language learning is by mastering the vocabulary because it makes people to deliver their thoughts and ideas easier.

2.2.2.2 Teaching Vocabulary

Teaching vocabulary is necessary for teacher in all content areas. The main problem of vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time (Nation, 2005). He also added that the positive effects of vocabulary teaching were that it could provide help when learners felt it was most needed.

Teaching vocabulary should be given in appropriate and interesting ways. Strategy to teach vocabulary can influence the improvement of students'

vocabulary because it gives main effect in language learning process. Therefore, it is essential for English teachers to pay attention in teaching vocabulary effectively in order to help their students to get input as much as possible.

In teaching vocabulary, Nation (1997) listed six principles that teachers must have, they are:

1) Keeping the teaching simple and clear. Teachers are not allowed to give complicated explanations;

2) Relating the present teaching to past knowledge by showing a pattern or analogies;

3) Using both oral and written presentation – writing it on the blackboard as explaining;

4) Giving most attention to words that are already partly known;

5) Telling the learners if it is a high frequency word that is worth nothing for future attention;

6) Not bringing in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.

Considering those six principals, teachers can give an effective teaching vocabulary to students.

2.2.2.3 The Importance of Mastering Vocabulary

Vocabulary is a list of words and often phrase, usually arranged alphabetically. Vocabulary is important in case it could help students to enjoy their clauses. Ones who master enough vocabulary will face fewer difficulties than those who have

less vocabulary. Moreover, vocabulary has an important role in teaching learning process. According to Scrivener (1994: 75), there are five roles of vocabulary, they are:

1) Vocabulary is very important and needed to be dealt with systematically its own right.

2) We need to distinguish between vocabularies for productive use receptive recognition.

3) The learner will be difficult to finish the work, if they have first met some new vocabularies.

4) We need to deal not only with a single word lexical item, but also with longer, multi word items.

5) Training in the use of English-English dictionaries provides learners with a vital tool for self-study.

From the explanation above, it could be concluded that vocabulary is very important in learning a language, so it must be mastered by the learners.

2.2.3 Media

Definition of media based on Murcia (2001:461) states that "media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex". Media will help to establish the conditions for the learners to identify or describe someone or something. It is used to motivate students in learning (Hammalik, Oemar. 1989:18). It is important for teachers while teaching the students use communicative media. Media can be supporting

tools for teachers in delivering material in the classroom. Media also have a role engage the students' motivation in learning process. The teacher should select media which used in teaching and learning process properly. Selective media properly will be useful to build students' interest and motivation in learning process.

According to Kimtafsirah (1998:4), media for teaching language can be classified into:

a) Games and simulation,

b) Visual media are the aids which can be seen. Some of the examples are an OHP (Overhead Projector), a blackboard and picture,

c) Audio media, what is meant by audio here is media that are useful because its sound. The example are radios which are turning on and then producing sound and recording cassettes which is being played,

d) Audio-visual media, which are useful because their sound and picture. The example is TV which is being turned on then producing sound and pictures as well.

According to the explanation above, the writer chooses game to teach vocabulary because game is one of the good media to be used in teaching and learning English, especially for young learners. Games can be successful media to bring an interesting atmosphere to the language class. Azar (2012:256) states that "Games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities".

In conclusion, teaching vocabulary by using game will make students to be active and enthusiastic. So, the writer will use pictionary game as the media in teaching vocabulary.

2.2.4 Pictionary Game

According to Hinebaugh (2009; 188-193), Pictionary game can be used as excellent teaching tool for developing communication and creative thinking skills; it is suited to reinforce ideas in other subject matters for those students who are visual learners; it can develop and reinforce any number of facts, figures, or concepts; 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; and it is well suited for developing specific grammar and vocabulary skills.

In addition, 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 the 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, 2002:104). From the definitions above, it can be concluded that Pictionary game is a word guessing game done in teams which makes the words more memorable.

Pictionary game has several rules and steps, but it can be modified based on students' needs. According to Genesisd (2017) in the *Fluentu English Educator Blog*, the rules and the steps are as follows:

1. Devide the class into two teams and create a small coloumn for each team on one side of the board. You'll record their points here. have one person from team A comes up to the front. You can write words on slips of paper for students to choose.

2. The students must convey the word to his or her team using only drawings. Students cannot use words, symbols or hand gestures. Limit the time to three minutes maximum. Each correct word is a point and the first team to get 10 points is the winning team.

2.3 Theoretical Framework

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┌─────────────────────────────────────────────┐
│                 Vocabulary                   │
└─────────────────────────────────────────────┘
        │                            │
        ▼                            │
┌─────────────────┐                  │
│    Teaching     │                  │
│   Vocabulary    │                  │
└─────────────────┘                  │
        │                            ▼
        ▼              ┌─────────────────────────┐
┌─────────────────┐    │                         │
│     Media       │    │                         │
└─────────────────┘    │   Mastering Vocabulary  │
        │              │                         │
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┌─────────────────┐                  ▲
│     Games       │                  │
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│ Pictionary Game │──────────────────┘
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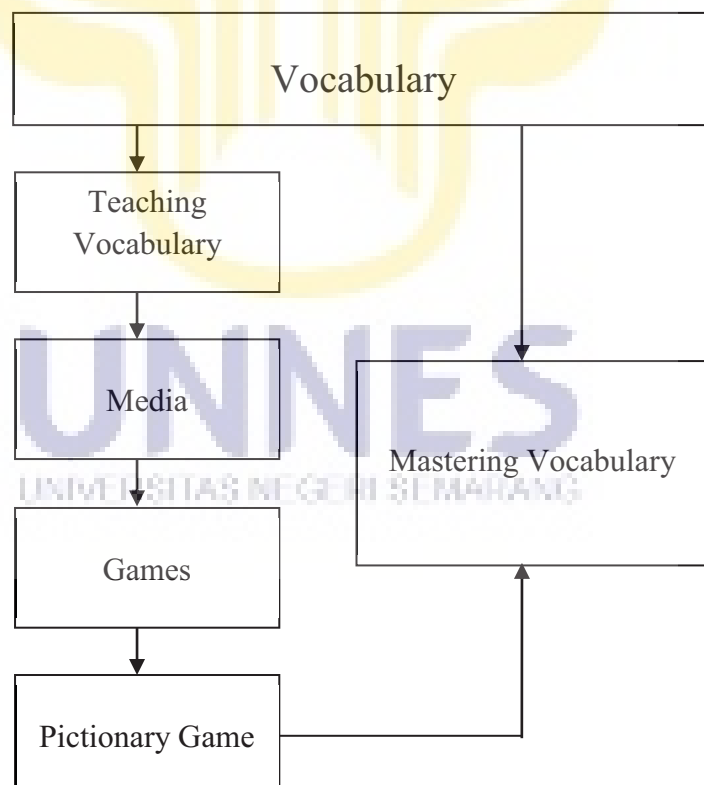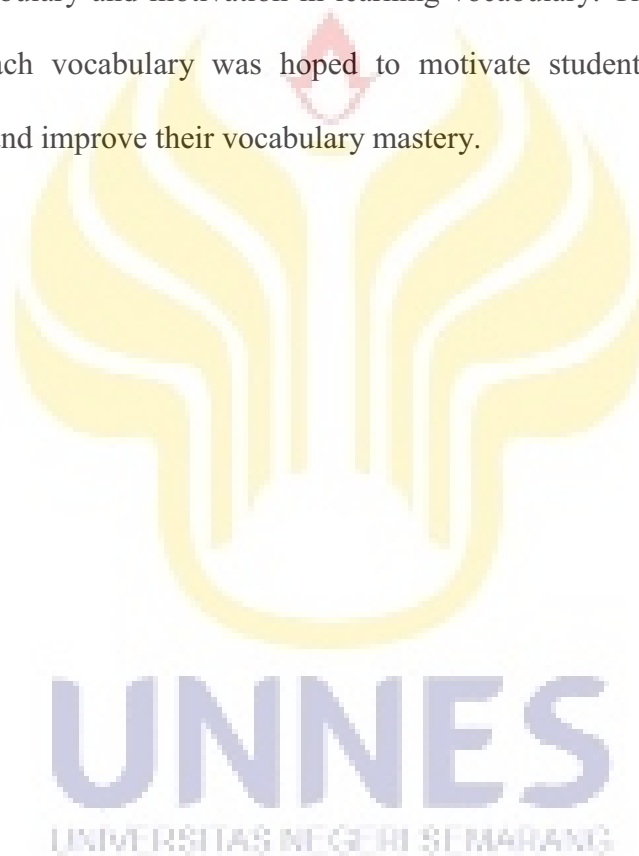
Figure 2.1 Theoretical Framework

The theoretical framework of this research starts from the theory of Linse (2016:121) as the reference about vocabulary, "vocabulary is the collection of words that an individual knows." It can be defined that vocabulary is list of words or phrases that can be used to describe everything in communication, so we can communicate with other people. To communicate with other people, everyone needs to know vocabulary. Without vocabulary, people cannot express their ideas or feelings. Ones who master enough vocabulary will face fewer difficulties than those who have less vocabulary.

Moreover, vocabulary has an important role in teaching learning process. Teaching vocabulary is necessary for teacher in all content areas. The main problem of vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time (Nation, 2005). Teaching vocabulary should be given in appropriate and interesting ways. The use of media could help teacher in delivering material in the classroom. Selective media properly will be useful to build students' interest and motivation in learning process. One of media that most students like is games.

In this study, the writer also used the theory from Hinebaugh (2009; 188-193), Pictionary game can be used as excellent teaching tool for developing communication and creative thinking skills; it is suited to reinforce ideas in other subject matters for those students who are visual learners; it can develop and reinforce any number of facts, figures, or concepts; 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; and it is well suited for developing specific grammar and vocabulary skills.

From the theoretical framework presented above, the writer assumed that vocabulary is the most important component in learning a language, so that students need to master vocabulary. Unfortunately, most of students were still lack of vocabulary and motivation in learning vocabulary. The use of pictionary game in teach vocabulary was hoped to motivate students to learn English vocabulary and improve their vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter consists of two subchapters. They are conclusions and suggestions. The conclusions were drawn from the result of research findings and discussion. The suggestions are given for every reader so that they will be able to take benefit of this research.

5.1 Conclusions

The objectives of this study were to determine whether pictionary game can improve students' vocabulary mastery and to find out the effectiveness of pictionary game to improve students' vocabulary mastery in the fifth grade of SD N 2 Ukir Rembang. After conducting the research, there are some points which could be taken as the conclusion, they were:

Firstly, based on the data analysis, the writer concluded that pictionary game can improve students' vocabulary mastery. It was proven by calculating the mean scores of experimental group. The mean score of the pre-test of experimental group was 65. However, after being treated using pictionary game, the mean score of post-test was 84. The result showed that there was an improvement of the students' vocabulary mastery which had increase persentage 29, 23%. It means that pictionary can improve students' vocabulary mastery in the fifth grade of SD N 2 Ukir Rembang.

Secondly, the use of pictionary game was more effective than conventional teaching in improving students' vocabulary mastery. It was proven by the mean scores differences of post-test result and t-test result. After getting the treatment, the mean scores between the experimental group and the control group were gradually increased. The experimental group got 84 and the control group got 73, 25. The result of t-value obtained 2, 94 and t-table was 2, 03. It means that t-value was higher than t-table (2, 94 > 2, 03). Hence, it can be concluded that there was a significant improvement in vocabulary achievement between experimental and control group.

5.2 Suggestions

Based on the findings and discussions of this study, some suggestions are offered as follows:

1) Theoretically

   For the students, it is expected that the use of pictionary game in learning vocabulary hopefully will be able to motivate them to improve their motivation to master English vocabulary. In addition, this study can give the teachers an overview in teaching vocabulary using a game as a teaching medium. Moreover, it is hoped the result can be a reference for the next researcher to conduct such similar research.

2) Practically

   Learning vocabulary is very important when learning a language. Therefore, students have to increase their vocabulary if they want to master their

English. They can learn many vocabulary from dictionary, read many texts, or engage in an activity which provides interesting technique, method, or media that can effectively buil their vocabularies.

3) Pedagogically

It is hoped that the result of the study will be useful for the teacher and the writer to improve the knowledge about teaching vocabulary.

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