



**THE EFFECTIVENESS OF Pictionary GAME IN TEACHING
VOCABULARY TO THE EIGHTH GRADE STUDENTS OF SMPN
24 SEMARANG IN THE ACADEMIC YEAR 2016/2017**

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English

by

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DECLARATION OF ORIGINALITY

I Mala Rovikasari hereby declare that this final project entitled *The Effectiveness of Pictionary Game in Teaching Vocabulary to the Eighth Grade Students of SMPN 24 Semarang in the Academic Year 2016/2017* is my own work and has not been submitted in any form for another degree or diploma at any university or institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and list of references is given in the bibliography.

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MOTTO AND DEDICATION

So, verily, with every difficulty, there is relief.

Verily, with every difficulty there is relief (QS. Al Insyiraah: 5-6)



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I dedicate this final project to:

Allah SWT,

my family,

my lecturers and teachers, and

my best friends.

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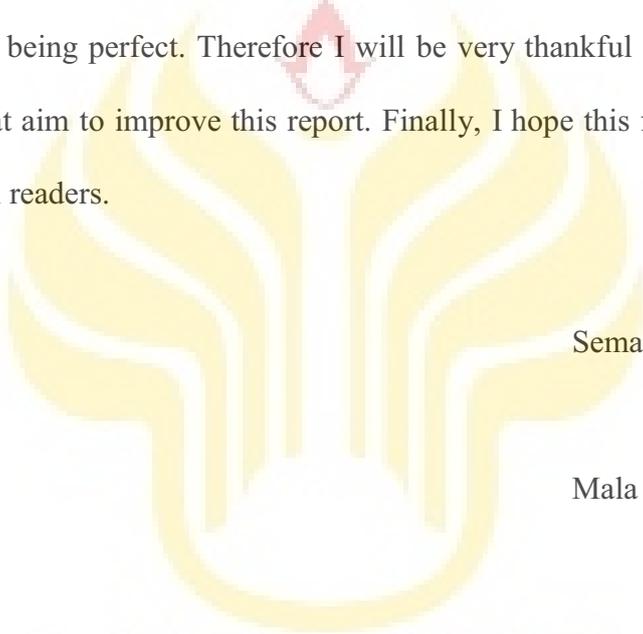
I would like to dedicate my deepest gratitude to my beloved mother, Sariyah, and father, Ramli, my grandparents, mbah Lamin and mbah Tikem, my

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Semarang, March 2017

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ABSTRACT

Rovikasari, Mala. 2017. *The Effectiveness of Pictionary Game in Teaching Vocabulary to the Eighth Grade Students of SMPN 24 Semarang in the Academic Year 2016/2017.* Final Project. English Education Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Galuh Kirana Dwi Areni, S.S., M.Pd. Second Advisor: Seful Bahri, S.Pd., M.Pd.

This study attempts to find out whether or not Pictionary Game is effective in teaching vocabulary to the eighth grade students of SMPN 24 Semarang. The design used in this research was a quasi experimental research. The subject was the eighth graders of SMPN 24 Semarang in the academic year 2016/2017. The sample was the students of 8E and 8G consisting of 31 students each class. The experimental group was those students were in 8E, whereas 8G was control group. The data were obtained by administering pre-test, treatment, and post-test to both groups. In the treatment, the experimental group was taught by using Pictionary Game. Meanwhile, the control group was taught by using traditional teaching method. After conducting the study, the researcher found that the mean of pre-test and post test of the experimental group were 63.23 and 86.06. The difference of mean score was 22.83. Another result was shown by t-test. The data showed that t_{value} (4.189) was higher than t_{table} (2.000) which can be said that there was a positive and significant difference between the experimental group and control group in learning vocabulary. In conclusion, Pictionary game is effective in teaching vocabulary.

Keywords: *pictionary game, vocabulary, quasi experimental research*



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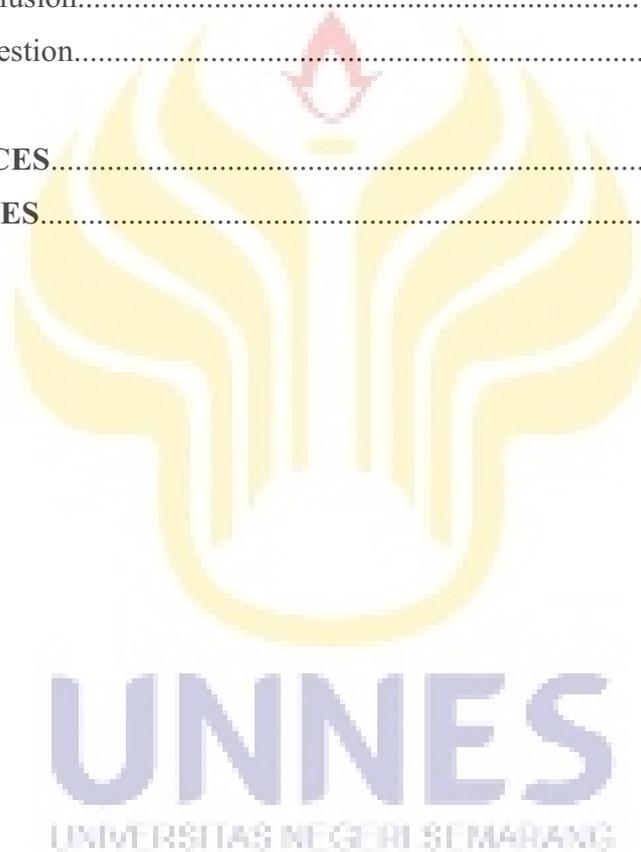
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CHAPTER I

INTRODUCTION

This chapter presents the introduction of this study. It deals with background of the study, reasons for choosing the topic, research problems, purposes of the study, significances of the study, and outline of the report.

1.1. General Background of the Study

As social being, people need to communicate with each other by using language. Moreover, vocabulary is the most important elements of language. Thornbury (2002:13) states that without grammar we convey very little, but without vocabulary we convey nothing. Furthermore, Mehta (2009) states that vocabulary is the first and foremost important step in language acquisition. In Indonesia, English is a foreign language. Students cannot write and say anything in English if they do not have any vocabularies. It means that in teaching, teachers have to teach English vocabulary first.

Based on my experiences in teaching practice or PPL, students still have a difficulty to know the meaning of words. Eventhough, students realize the importance of vocabulary in learning English. Most students learn vocabulary passively.

Teaching vocabulary to eighth grade students need an interesting activity. Because of that teachers use a game in teaching vocabulary to make them enjoy and pay attention to the lesson. In order that the students know and understand the

meaning of words in learning English, the researcher will use Pictionary Game in teaching English vocabulary.

According to www.wordsense.eu, Pictionary is the blend of picture and dictionary. Pictionary is a guessing game in which players attempt to identify words from pictures drawn by others players. In addition, Pictionary Game is a game that involves students guessing words or phrases from drawings. They work in teams, each member of the team taking turns to be the artist. If there are three teams, for example, the three artists go to the front of the class where the teacher shows them a word (or phrase) on a card. At a cue, they quickly return to their group and try to get their group to correctly guess the word by drawing it with pen and paper. The first team to guess correctly earns a point, and three new artist have a turn with another word. At the end of the game, groups can use the pictures as memory prompts in order to recall and write down the expression that came up in the game, and then to put them into a sentence to show what they mean (Thornbury, 2002:104).

For this reason, the researcher tries to use Pictionary game to teach English vocabulary to make the eighth grade students fun in following the lesson. By using Pictionary game, students learn to cooperate with each other because they are divided into some groups. In addition, students learn English vocabulary through guessing the word through picture which is drawn by one of member groups as an artist in front of class. For guessing word through picture, teacher will give a time allocation to students so they try to guess it correctly as soon as possible. In this case, if students guess the word through picture correctly, they

will get a point for their group. The rules of Pictionary Game are no letters or words may be written on the blackboard and no spoken words or sound effects may be used.

1.2 Reasons for Choosing the Topic

Reasons for choosing the topic are as the following:

- 1) Vocabulary is very important elements to learn English subject.
- 2) Most eighth grade students is still passive in learning vocabulary.
- 3) Pictionary Game is one of innovative game which is expected to teach and help students in learning English vocabulary.
- 4) SMPN 24 Semarang is geographically reachable for me.

1.3 Research Problems

In line with the background of the study, the research problems are as the following:

- 1) How is the implementation of Pictionary Game in teaching English vocabulary to the eighth grade students?
- 2) How does Pictionary Game give significant differences in teaching vocabulary to the eighth grade students?
- 3) How effective is Pictionary Game as a technique teach English vocabulary to the eighth grade students?

1.4 Purposes of the Study

Dealing with the research problems above, the purposes of this study are as follows:

- 1) to describe the implementation of Pictionary Game in teaching English vocabulary to the eighth grade students.
- 2) to find out whether or not the significant differences of Pictionary Game in teaching vocabulary to the eighth grade students.
- 3) to evaluate how effective Pictionary Game is as a medium in teaching English vocabulary to the eighth grade students.

1.5 Significances of the Study

The significances of the study can be stated as follows:

- 1) With this research we can find a fun way to teach English vocabulary to the eighth students by using Pictionary Game.
- 2) This research will help teachers to enhance their students' interest in learning English.
- 3) The researcher hopes that it will give contribution in developing English Teaching-Learning method in the future.
- 4) The researcher also hopes that the results of this study will be useful for further research and further development as a reference and a supporting material.

1.6 Outline of the Report

This final project report consists five chapters, which each one of it will discuss different focus.

The first chapter is introduction which consists of background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significances of the study, and outline of the report.

The second chapter is the review to the related literature that discusses the theories that underlies the writing of the study. This chapter reviews about some previous studies, theoretical studies of the topic and the theoretical framework.

The third chapter is the method of investigation which deals with research design, source of data and variable, method of collecting data, and instrument of the study.

The fourth chapter is the result of the study and discussion. It further reviews the general overview of the research, the result and discussion of the the test and result.

The fifth chapter is the last chapter. It consists of conclusion and suggestion of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of review of the previous studies, review of theoretical study, and framework of analysis.

2.1. Review of the Previous Study

There have been a number of researchers conducted some studies related to the effectiveness of Pictionary Game in teaching vocabulary to the eighth grade students.

The first research was conducted by Novi Setiowati (2013) entitled the Effectiveness of Pictured Bilingual Dictionary Compared to Non-Pictured Bilingual Dictionary to Improve the Vocabulary Mastery of Elementary School Students (An Experimental Study to the Fourth Graders of SDN Jatibarang 01 in the Academic Year 2012/2013) showed that vocabulary mastery of the students using pictured bilingual dictionary was significantly different with the vocabulary mastery of the students using non-pictured bilingual dictionary. It was drawn by analyzing the average scores of both experimental and control groups by using t-test formula. The result shows that pictured bilingual dictionary is more effective compared to non-pictured bilingual dictionary to improve the vocabulary mastery of elementary school students. Therefore, it answered the research problem how effective pictured bilingual dictionary is compared to non-pictured bilingual dictionary to improve the vocabulary mastery of elementary school students.

The second research was conducted by Sifti Nahdliyatul Ummah (2009) entitled Teaching Objects to Elementary School Students Using Flashcard Game (An Experimental Study to the Fifth Graders of SD Negeri 05 Warungpring Pemalang in the Academic Year 2008/2009) showed that the teaching objects after was more effective than teaching objects before using flashcard game. Based on the questionnaire that was given by the researcher, most of the students said that the use of flashcard game could help them in mastering the topics given. Moreover, the flashcard game could increase the students' motivation in learning English. In addition, teaching objects using flashcard game gave some advantages. First, the students showed a great enthusiasm during the lesson. The class was fun because teaching-learning process by using flashcard game can be enjoyed both the teacher and the students. And, using flashcard game in teaching objects to the fifth graders was good. It was supported by the higher scores gained by the students after they were taught using flashcard game.

The third research was conducted Bowo Hafiedz Soffan (2014) entitled the Use of Direct-Made Pictures to Improve Students' Vocabulary Acquisition (An Action Research to the Seventh Graders of SMP IT Al-Madani Semarang in the Academic Year of 2013/2014) showed that the use of Direct-made pictures as supporting medium in improving students' vocabulary is very effective. Based on the result of the research, students' vocabulary rapidly improved by 33.81%. The data shows that in the pre-test, students' result is 45.04 % and after being treated with Direct-made Pictures, they got 78.85 % post-test. In this research, there are many advantages of using Direct-made Pictures. First, the teacher doesn't need to

worry when students don't understand the picture; he can elaborate the picture and can still draw another picture if it is needed. Second, the teacher only needs chalks and blackboard or whiteboard. Third, teaching vocabulary using direct-made pictures is more enjoyable than teaching by explanation only.

The fourth research was conducted by Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga (2003) entitled Learning Vocabulary through Games: The effectiveness of Learning Vocabulary Through Games. In this research, Vietnamese students feel bored in learning vocabulary. As usual, they are learning vocabulary passively through the teacher's explanation and writing words on paper. Based on these problems, the researchers conducted action research to find whether games can help students learn vocabulary effectively or not. At the result, games are very effective for students in learning vocabulary.

The fifth research was conducted by Ali Sorayaie Azar (2012) entitled The Effect of Games on EFL Learners' Vocabulary Learning Strategies. This research was a one-shot case study, the researcher chose one of the classes in a language center in Maragheh, Iran. There were 23 students as participants. Based on his research, most Iranian students learn vocabulary passively due to several factors. First, they consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring. In this case, the students only listen to the teacher. Second, students only think of vocabulary learning as knowing the primary meaning of new words. Third, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. Fourth, many Iranian learners do not want to

take risks in applying what they have learnt. The research question is whether games help EFL students learn vocabulary effectively or not. The answer is games help EFL students learn vocabulary effectively. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. And third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

Based on the previous studies, it can be concluded that teacher can use a picture and card in teaching vocabulary. The picture and card can make students to be active in learning vocabulary. In learning vocabulary, playing game by using card and picture is very interesting.

In teaching vocabulary, Pictionary Game uses card and picture. In addition, students are divided into some groups. The teacher uses the card to write down words that will be given to students as an artist. After, the students see words in the cards, they will draw and present it through picture on a blackboard. One of member groups will be an artist and the others member will guess what he/she is drawing. Because of that, the researcher believes that playing game with card and picture in Pictionary Game is effective in teaching vocabulary.

2.2. Review of the Theoretical Study

2.2.1 General Concept of Vocabulary

2.2.1.1 Definition of Vocabulary

There are some experts who give definitions of vocabulary. As mentioned by Lynne Cameron (2001:95), vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learnt from participating in discourse, and is essential to participating in it. Furthermore, Mehta (2009) states that vocabulary is the first and foremost important step in language acquisition. According to John Dewey which is cited by Bintz (2011), vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses.

According to Richards and Renandya cited by Etik Setiyaningsih (2015:12), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

From the definitions above, the researcher concludes that vocabulary is the first important component in learning English language. We use vocabulary to convey meaning, and we need new vocabulary every day to enrich our vocabulary.

2.2.1.2 Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (in Alqahtani, 2015) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to

the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

According to Stuart Webb (in Alqahtani, 2015), there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. First, receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing. Second, productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

According to Nation (2000:38), there are two kinds of vocabulary, namely receptive and productive vocabulary. Receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form.

2.2.1.3 Teaching Vocabulary

There are some techniques or strategies to make students enjoyable in learning vocabulary. Nation (in Cameron 2001:85) states that teachers can explain the meanings of new words, all of which can be used in the young learner classroom:

by demonstration or pictures: using an object, using a cut-out figure, using gesture, performing an action, photographs, drawing or diagrams on the board, and pictures from books (to these we might add moving images, from TV, video or computer). In addition by verbal explanation, analytical definition, putting the new word in a defining context, and translating into another language.

As stated by Brewster, Ellis, and Girard (in Alqahtani, 2015), there are some technique of teaching vocabulary.

1) Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. Introducing a new word by showing the real object often helps learners to memorize the word through visualization.s

2) Drawing

Objects can either be drawn on the blackboard or drawn on flash cards.They can help young learners easily understand and realize the main points that they have learned in the classroom.

3) Using Illustrations and Pictures

Pictures or illustrations connect students' prior knowledge to a new story, and in the process, help them learn new words. The list of pictures includes: posters, flashcards, wall charts, magazine pictures,board drawings, stick figures and photographs.

4) Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not.

5) Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. This technique helps when any word is difficult to explain visually.

6) Mime, Expressions and Gestures

Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad", "happy"; mime and taking a hat off your head to teach hat and so on.

7) Guessing from Context

This technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. In order to activate guessing in a written or spoken text, there should be four elements available: the reader, the text, unknown words, and clues in the text including some knowledge about guessing.

8) Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn

Moreover, Thornbury (2002:144) stated that there are some methods to train good vocabulary learners. There are learning training, using mnemonics,

word cards, guessing from context, coping strategies for production, using dictionaries, spelling rules, keeping records, and motivation.

Based on theories above, teacher should make students to be active in learning vocabulary because they would be involved directly. According this study, it used drawing and guessing in teaching vocabulary. Students drew a picture what teachers asked. Through drawing, students realized and understood with what they drew. Beside that, guessing picture would help students to be more confident to present what they were thinking about.

2.2.1.4 Testing Vocabulary

Thornbury (2002:129) states that without testing, there is no reliable means of knowing how effective a teaching sequence has been. Moreover, testing has a useful, backwash effect: if learners know they are going to be tested on their vocabulary learning, they may take vocabulary learning more seriously.

According to Nation quoted by Sekli Hermanta Putra (2014:16), there are six reasons for testing vocabulary:

- 1) To find learners' total vocabulary size.
- 2) To compare vocabulary knowledge before and after the course.
- 3) To keep a continuing check on progress.
- 4) To encourage learning by setting short-term goals.
- 5) To see the effectiveness of your teaching.
- 6) To investigate learning.

2.2.2 Game

According to Nguyen and Khuat (2003) in the Asian EFL Journal entitled The Effectiveness of Learning Vocabulary Through Games, it reported that learning vocabulary has been considered a boring subject for a long time and the traditional way of learning vocabulary by mere copying and remembering have shown to be less than effective. Meanwhile, games are also seen as a time-filling activity in most English classrooms.

According to Azar (2012) in the International Journal of Basic and Applied Science entitled The Effect of Games on EFL Learners' Vocabulary Learning Strategies, it showed that a game has been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, 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. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way. Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account. To conclude, learning a new language and its vocabulary through

games is one significant and interesting way that can be applied for low level language learners.

In conclusion, a game can help teachers in delivering the material, so the students are more enthusiastic to follow the lesson.

2.2.2.1 Pictionary Game

As cited in www.wordsense.eu, Pictionary is the blend of picture and dictionary. Pictionary is a guessing game in which players attempt to identify words from pictures drawn by others players.

Pictionary Game is a game that involves students guessing words or phrases from drawings. They work in teams, each member of the team taking turns to be the artist. If there are three teams, for example, the three artists go to the front of the class where the teacher shows them a word (or phrase) on a card. At a cue, they quickly return to their group and try to get their group to correctly guess the word by drawing it with pen and paper. The first team to guess correctly earns a point, and three new artist have a turn with another word. At the end of the game, groups can use the pictures as memory prompts in order to recall and write down the expression that came up in the game, and then to put them into a sentence to show what they mean (Thornbury, 2002:104).

According to Mark Koprowski (2006) in The Internet TESL Journal, there are ten good games for recycling vocabulary. It consists of Taboo (Aka Hot Seat), Memory Challenge, Last One Standing, Pictionary, Bingo, Outburst, Concentration, Scrambled Letters, Q and A, and Categories (Aka the Alphabet Game).

2.2.2.2 The Instructions of Playing Pictionary Game

Mark Koprowski (2006) shows the way to play Pictionary Game. First, teacher divide the class into Teams A and B. Team A sits in a group on one side of the classroom and team B sits on the other side. One member from each team goes to the board. The teacher flashes them a word, phrase, or expression written on a piece of paper or card. The students have one minute to get their respective team to say the item only by drawing pictorial clues on the board. The rule of pictionary game is written words, verbal clues, or gestures are forbidden. The first team to say the word scores a point.

2.3 Framework of Analysis

In conducting research entitled The Effectiveness of Pictionary Game in Teaching Vocabulary, the researcher used a quasi-experimental design. She divided the subject of study into two groups, experimental group and control group.

First, the experimental and control group were given a pretest. After doing the pretest, the researcher gave the treatment to the experimental group. She used the Pictionary Game in teaching vocabulary. While the control group, they learned vocabulary by using dictionary.

After the researcher gave the pretest and treatment, the post test was given to the experimental and control group. She gave the post test in both groups to measure the significant differences of students' vocabulary between experimental group and control group.

After finding the result of the test, the scores between pretest and post test were compared to know whether the Pictionary Game gave the significant difference in teaching vocabulary or not and to know whether the Pictionary game was effective or not.

The theoretical framework of the present study visualized below:

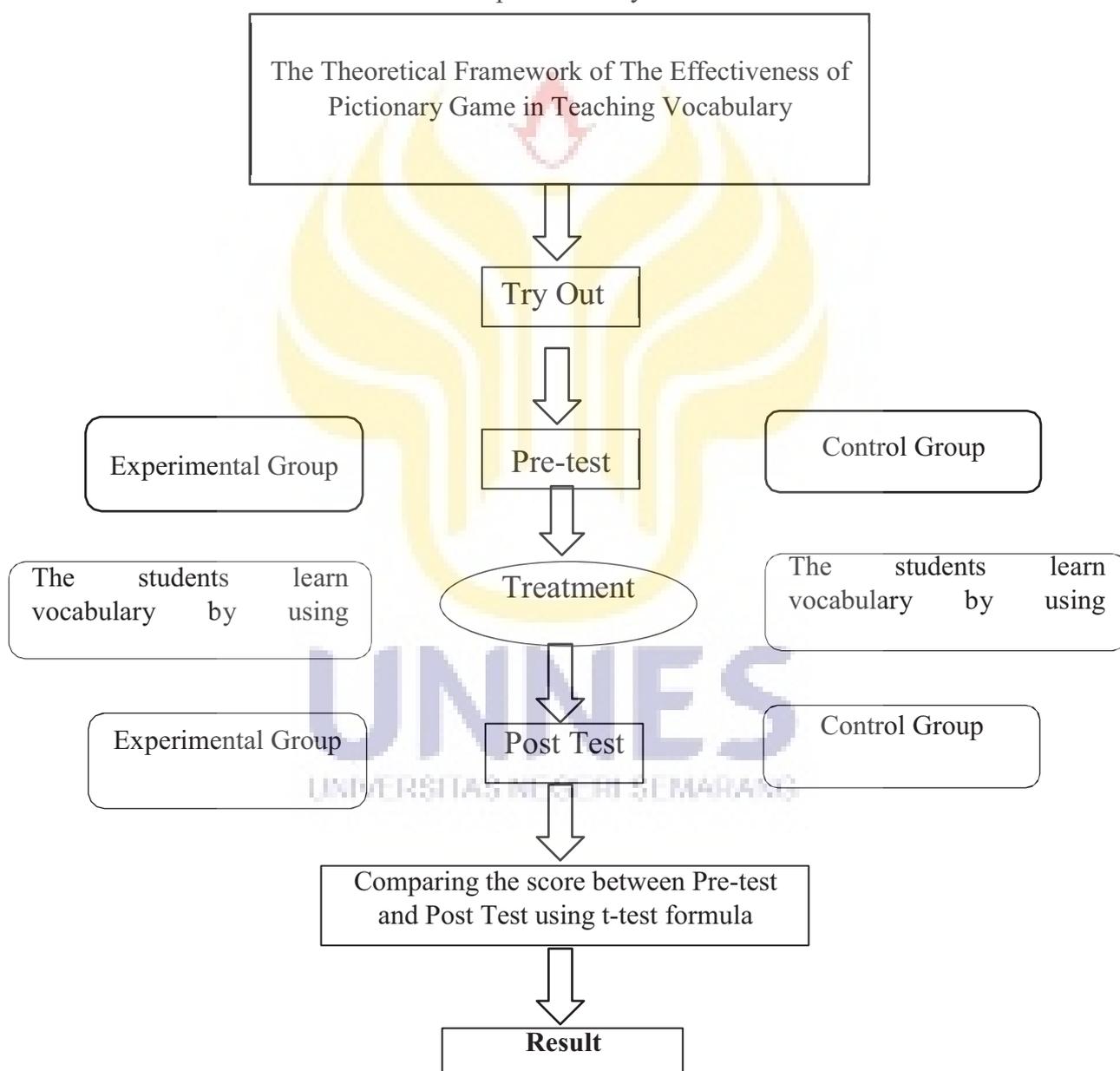


Diagram 2.1 Theoretical Framework

CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research. Then the suggestions are presented for the students, English teachers, and next researchers.

5.1 Conclusion

In this research, Pictionary game gave a significant difference to the students in learning vocabulary by calculating the t-test that t_{value} (4,189) was higher than t_{table} (2,000). Another result, it showed that experimental group was better than control group in learning vocabulary.

Playing the Pictionary game, students could gain new knowledge in learning vocabulary because the Pictionary game involved students to guess some words from pictures drawn by their member group. Because of involving students directly, it made students to be active and confident to present what they were thinking about.

Finally, the Pictionary game is more effective than conventional technique in teaching vocabulary to the eighth grade students of SMP Negeri 24 Semarang in the academic year 2016/2017.

5.2 Suggestion

Based on the conclusions above, the researcher offers some suggestions. Theoretically, this research can give the advantages for students, English teachers,

and researchers. Also, it can be a reference to conduct research in the same topic for researchers.

Practically, English teachers are expected to apply Pictionary game in teaching vocabulary. The Pictionary game is one of fun games to teachers in delivering vocabulary, so students can be more enthusiastic to follow that lesson.

Pedagogically, this study can be useful for education field. The data showed that the Pictionary game is effective in teaching vocabulary to the eighth grade students of SMPN 24 Semarang in the academic year of 2016/2017. The researcher hopes that students are expected to provide knowledge and information in the Pictionary game in learning vocabulary.

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