THE EFFECT OF PICTIONARY GAME IN TEACHING VOCABULARY AT MTS MA'ARIF KLEGO PONOROGO
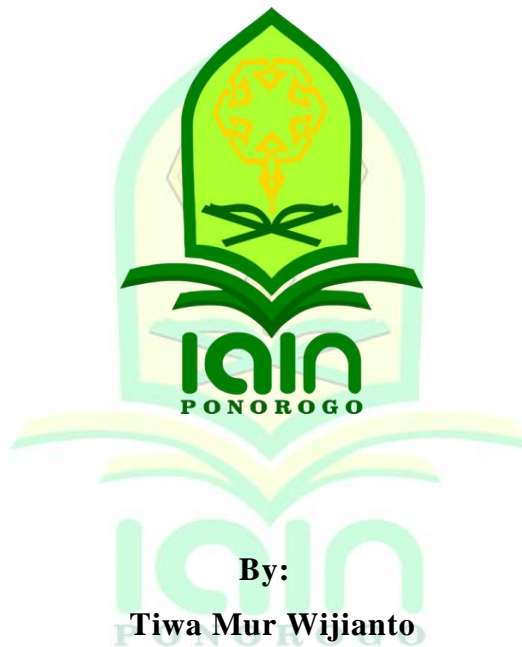
(Quasi Experimental Research at the seven Grade Students of MTS Ma'arif Klego Ponorogo in Academic Year 2021/2022)

THESIS

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ENGLISH EDUCATION DEPARTMENT FACULTY OF EDUCATION AND TEACHER TRAINING STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO 2021

THE EFFECT OF PICTIONARY GAME IN TEACHING VOCABULARY AT MTS MA'ARIF KLEGO PONOROGO

THESIS

Presented to

State Institute of Islamic Studies Ponorogo
in Partial Fulfillment of the Requirement
for the degree of Sarjana in English Education

Arranged by:

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ENGLISH EDUCATION DEPARTMENT
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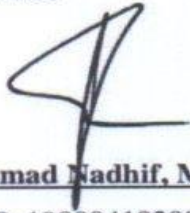**STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO 2021**

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iii

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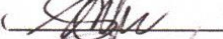
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Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri; bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya aku sebagai tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 6 October 2021

Yang membuat pernyataan

Tiwa Mur Wijianto

210916076

DEDICATION

This thesis is proudly dedicated to:

1. Researcher's beloved parents, Bapak Murba Setiyo and Ibu Winingsih who never stop praying to Allah SWT for the best in life and always be patient to educate, manage, and guide the researcher from the lower to the higher level of education. They give affection and love to the researcher. Besides, they also give knowledge to guide the researcher to become someone who has good morals to everyone and support in everything to be success.

2. Researcher's relative who always support and give him positive guidance to get the bright future from all of their experience.

3. All researcher's friends who never stop supporting and giving the researcher a wonderful motivation.

4. People who always pray, support, and help the researcher in every single on hardness.
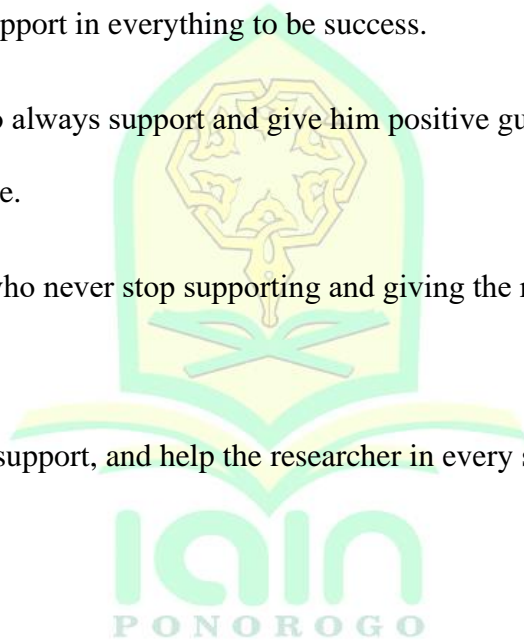
MOTTO

"Without grammar very little can be conveyed,

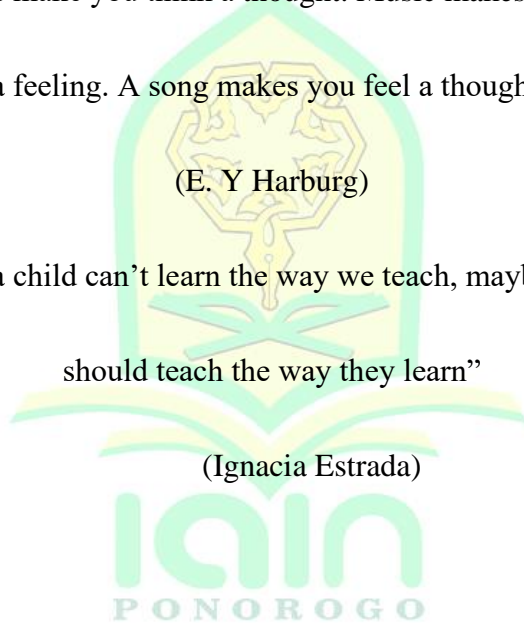without vocabulary, nothing can be conveyed"

(David Wilkins)

"The great aim of education is not knowledge, but action"

"Words make you think a thought. Music makes you feel

a feeling. A song makes you feel a thought"

(E. Y Harburg)

"If a child can't learn the way we teach, maybe we

should teach the way they learn"

(Ignacia Estrada)

ABSTRACT

WIJIANTO, TIWA MUR. 2021. The effect of Pictionary game in teaching vocabulary at MTS Ma'arif klego Ponorogo. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo, Advisor Ahmad Nadhif, M.Pd.

Key Words: Pictionary Game, Vocabulary Mastery and Teaching Technique

A vocabulary is a group of words of a language that conveys the meaning when language is used. Vocabulary very important for students, it is more important than grammar for communicative purposes. In the modern era, English has functioned as a communicate on means in which people from different nations interact. We all do communicate all the time, all the place and all the time. Anybody can communicate, but they can't always communicate well. Good communication is how to get the message across without ambiguity. Therefore, students should be able to have enough vocabulary. Pictionary game is a way to help students remembering vocabulary and understand lots of the words. Students can be learn the vocabulary fun and easier. Those are the reason why the researcher uses the Pictionary game.

The purpose of this research was to examine there was a significant difference between the students' who were taught by Pictionary technique and those students who were not taught by Pictionary game technique at MTS Ma'arif Klego in academic year 2021/2022.

This research applied a quantitative approach and used the quasi-experimental design. In This research used two classes as an experimental group and a control group. The population was taken from the seven-grade students of MTS Ma'arif Klego Ponorogo in the academic year 2021/2022. The number of the sample in this research was 19 students of the control group and 20 students of the experimental group. The procedure of data collection was tests and documentation to analyze, it, used a t-test formula to know whether there was a significant difference in students' vocabulary mastery who taught by Pictionary game technique and students who are not taught by the Pictionary game.

The result of the research showed that the T-test was 1.094 and the value of T-table of dB = 37 is 1.70. It means that the value of T-test was higher than T-table (> 2.00). Therefore Ho was rejected and Ha was accepted. It is also can be concluded that there was a significant difference score in vocabulary mastery for the students who are taught by a Pictionary technique using Pictionary game and who are not taught by using Pictionary game.

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Alhamdulillahirobbil'alamin, all of the praises and thanks must be recited to Allah SWT whose mercies and blessing me to complete the thesis entitled "The effect of Pictionary game in teaching vocabulary at MTS Ma'arif klego Ponorogo" as partial fulfillment of requirements for the degree of teaching English can be finished smoothly.

The researcher would like to express her deepest gratitude to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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6. All lecturers in English Education Departement .

7. All student of TBI A of IAIN Ponorogo.

8. Everyone who the author and always give support and motivation that can not be mentioned one by one.

Finally, The Researcher realizes that this thesis is still far from being perfect. The Researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Ponorogo, 6 October 2021

The Researcher

TIWA MUR WIJIANTO
210916076

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

NO.	Appendix
1.	Lesson Plan
2.	Pernyataan Keaslian Tulisan
3.	Surat keterangan TOAFL
4.	Plagiarism Statemen
5.	Curriculum Vitae
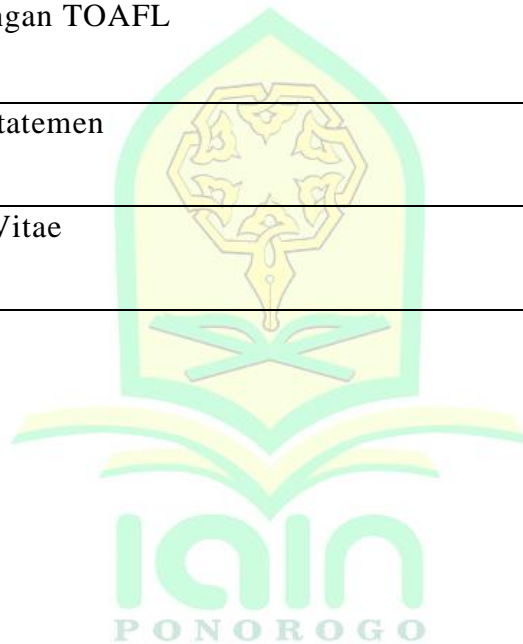
CHAPTER I

INTRODUCTION

This chapter consists the background of the study, scope and limitation of the study, statement of the problems, research objective, research questions, significances of the study, and organization of the thesis.

A. Background of the Study

There are four skills in teaching of language, namely listening, speaking, reading, and writing. Those skills will be difficult to achieve if vocabulary can't be mastered because vocabulary is supporting elements to the mastery of the four skills learning.[1]

The learning of vocabulary is an important part in foreign language learning. The meanings of new words are very frequently emphasized, whether in books or in verbal communication. Vocabulary is considered as central in language teaching and is of paramount importance to a language learner. Vocabulary is a basic of one learns a foreign language. Few researchs indicate that teaching vocabulary can be considered as problematic, as some teachers are not really sure about the best practice in the teaching and sometimes not really aware how to start forming an instructional emphasis on the vocabulary learning.[2] Vocabulary is basic important component in language teaching. All activity need vocabulary because people or even English language learners can speak and have conversation using some vocabulary. Without vocabularies language would not exist and people can't communicate without language. Having

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[1]Rini Susanti and Zainuddin, "Improving the Students' Vocabulary Achievement", *Journal*, (2013), 1.

[2] Poppy Dwi Lestari, "The effect of Read, Cover, Remember, Retell (RCRR) Strategy on Students' Reading Recount Text Achievement", Submitted In Partial Fullfilment of the Requirements for the Degree of S1 English Educational Program University of Muhammadiyah Sumatra Utara, 2018, hal 4-19.

a lot of vocabulary is a must. Students must have many vocabularies to help them in English language learning.[3]

Vocabulary plays an important role in mastering a language because it is one of the language components. Harmer illustrated it as vital organs of a language while language structure is just a skeleton of a language.[4] Knowing the importance of vocabulary, the first thing language learners should do in mastering a language is learning vocabulary first before they learn grammar. Making second language learners able to grasp spoken and written words, one of the main components that they need to learn is vocabulary.[5]

Pictionary is a game that represents the pictures of the word that should be guessed. Pictionary game is one of the most popular games. It can be used to teach vocabulary.[6] Pictionary was invented by a man named Rob Angel at the age of 24 years. In 1986, Pictionary was introduced by him.[7] This game became so popular since then. As a meaningful tool that can be used to teach vocabulary Pictionary game has a goal that needs to be achieved. According to Spangler and Mazzante, Pictionary's goal is to give students pictures as the media in learning new vocabularies and provide the opportunity for the students to produce the vocabularies, not in the linguistic context.[8] Game is also appropriate to be used in teaching vocabulary. Applying game in classroom can be one of effective strategy in teaching vocabulary.[9]

In modern era, English has functions as a communication means in which people from different nations interact. We all do communicate all the time, all the place and all the time.

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[3]Horby, *Oxford Advanced Learner's or Current English*, (New York: Oxford University Press, 1995), 1331.

[4] Jeremy Harmer, The Practice of English Language Teaching, (New York: Longman, 1991), p. 153.

[5] Aleidine K. Moeller, Olha Ketsman, and Leyla Masmaliyeva, "The Essentials of Vocabulary Teaching: From Theory to Practice", Diverse by Design, Nebraska: University of Nebraska, 2009, p. 1.

[6] Melanie Napthine and Michael Daniel, ESL English for Year 12, (Victoria: Insight Publications, 2011), p. 102

[7] Brian Tinsman, Game Inventor's Guidebook, (Iola: Krause publications, 2002), p. 58.

[8] Donna Spangler and John Alex Mazzante, Using Reading to Teach World Language: Strategies and Activities, (New York: Routledge, 2015), p. 105.

[9] Huyen, N. T. T., & Nga, K. T. T. (2003). LEARNING VOCABULARY THROUGH GAMES: The Effectiveness of Learning Vocabulary Through Games | Asian EFL Journal. The Asian EFL Journal, Retrived http://asian-elf- jurnal.com /1493/Quartery Jurnal /2003/12/learning-vocabulary trough game the effectiveness-of-learning-*vocabulary* trough game/

Anybody's can communicate, but they can't always communicate well. Good communication is how to get the message across without ambiguity. Therefore, students should able to have enough vocabulary. To get it, students must know vocabulary from the word that can be express their ideas.

Mastering English means that people have to mastering vocabulary. Mastering vocabulary can become a key to learn English better. Vocabulary achievement of students could also be seen from the number of vocabularies that they mastered. According to Anderson & Nagy, the junior high school students should acquire approximately 2.000-3.000 words per year, or about 6 to 8 new words per day.[10]

But in fact, the problem that usually students did is a lack of vocabulary when they are using foreign language. Class conditions do not support the learning, for example crowded classrooms and students are not ready to learn. In addition, the part of the teaching and learning technique is still monotonous (the teacher only explains the subject matter and then gives students some assignments). Besides that, there are many problems in teaching vocabulary. First, students had difficulty on vocabulary mastery. They also felt that vocabulary is very difficult and bored to learn. In addition, they did not pay attention to the teacher's explanation because the teaching technique did not encourage students' interests. Second, Students are bored to learn in a monotonous class. They need fun activities in the learning process.

Based on the pre-research, the researcher identified that the students at Mts Ma"arif Klego Ponorogo were hard in mastering English because of some factors for instances teaching strategy, uninteresting teaching media and less of motivation. The common problem faced by the students in English learning class is lack of vocabularies. The teachers only write the vocabulary in the whiteboard and write the meaning then they read together. In addition, they did not pay

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[10]*Ibid*, 3.

attention to the teacher's explanation because the learning strategy did not encourage students' interests.

By seeing the problems, it is important for the teachers to find an appropriate strategy in teaching learning process and interesting technique for students to make fun on learning process. Learning strategies are steps taken by learners to enhance their learning. Teachers are encouraged to choose appropriate teaching technique and learning strategies for students.[11]

Based on the problem above, the use of English material by Pictionary Game method in teaching and learning process will help the teachers and students to get the main goal much better. It is mean that this media brings positive change in learning. Therefore, the researcher tried to measure *"The effect of Pictionary game in teaching vocabulary at MTS Ma'arif klego Ponorogo"*.

B. Scope and Limitation of the Study

The scope of this research is the effectiveness of teaching Pictionary game technique in teaching vocabulary. The limitation of this research is the seven grade at Mts Ma'arif Klego Ponorogo in academic year 2021/2022 which consists of two classes they are seven A and seven B class.

C. Research Questions

Based on the research background, the writer formulates some problem statements as follow:

1. How is the effect of Pictionary Game technique to students who taught by using Pictionary game technique have significant different score with who students did not taught by using

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[11]Hong Shi, "Learning Strategies and Classification in Education", *Institute for Learning Styles Journal*, Vol. 1, (2007), 24.

Pictionary game technique at the seven grade students Mts Ma'arif Klego Ponorogo in Academic Year 2021/2022?

2. To what extent does Pictionary Game technique improve students' vocabulary at the seven grade students of Mts Ma'arif Klego Ponorogo in Academic Year 2021/2022?

D. Research Objectives

This study has some objectives which include:

1. To describe the implementation of Pictionary Game to memorize new words at the seven grade students of Mts Ma'arif Klego Ponorogo in Academic Year 2021/2022.

2. To measure how far is the improvement of vocabulary mastery at the seven grade students of Mts Ma'arif Klego Ponorogo through Pictionary Game.

E. Significances of the Study

1. Theoretically

After research, it hopes give contribution of the knowledge to develop in teaching learning process. It can help to involve the students in teaching learning process directly. In addition, it also supposed to give additional perspective nowadays.

2. Practically

The result of this study is expected to be useful for:

a. Teachers

This study is expected to give teachers, particularly English teacher, an input concerned with the implementation of teaching vocabulary. Pictionary Game is one of the learning method applied in teaching vocabulary mastery.

b. Students

This study is expected to give students, particularly the Seven grade students of Mts Ma'arif Klego Ponorogo, knowledge of increasing vocabulary mastery using Pictionary Game.

c. For the Institution

The Pictionary Game can be applied for all purposes English learning to increase students' skill. It is not only for improving students' vocabulary skills but also, it can be applied in writing learning, even though for increasing students' in reading skill relate to translate of difficult words.

For the institution Pictionary game can help students in general to develop their English capabilities so the school (the institution) gets the achievements and prestige among the education institution.

d. For the Public (the readers in general)

The implementation of Pictionary Game for improving students' ability in increasing their vocabulary, hoped, it can be followed by another teacher in teaching learning English activity. For improving students' vocabulary skill and capabilities in reading comprehension, writing skill and so on.

F. Organization of the Thesis

The researcher wrote this thesis systematically to easy the readers to understand it. This thesis consists of five chapter. Every chapter are related one to another. The organizations of the thesis are:

CHAPTER I, the first chapter is introduction. It presents the research foundation including background of the study, scope and limitation of the study, research questions, research objectives, significance of the study, and organization of the thesis.

CHAPTER II, the second chapter is previous related study, literature review, conceptual framework and hypothesis. It presents the research explains previous related study, literature review, conceptual framework, and hypothesis.

CHAPTER III, next is discuss about research method. In this chapter consists of research design, population and sample, instrument data collection, data collection technique, and data analysis technique.

CHAPTER IV, then tells the research result of this study. In this chapter consists of data description, data analysis, discussion and interpretation.

CHAPTER V, the last chapter is closing. This chapter explains conclusion and also suggestion.
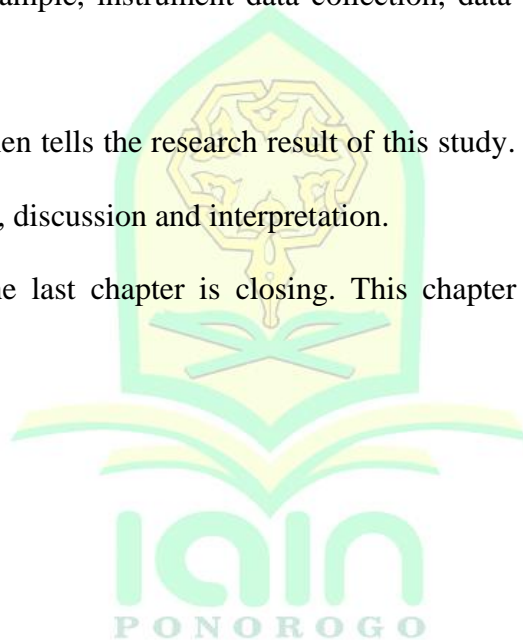
CHAPTER II

REVIEW OF RELATED STUDY, LITERATURE REVIEW

In this chapter, the researcher gives an overview of the previous studies, the theoretical background, the theoretical framework, and the hypothesis.

A. Previous Related Study

Before the researcher conducted the study, the researcher found other studies to find whether there are some similar studies or not. The researcher took reviews from the following research findings:

First is Siti Fadhilah research, based on the result of the study, it could be concluded that the use of Pictionary game as technique in teaching concrete nouns was effective. There was a significant difference in the achievement between students in class IV A who were taught concrete nouns using Pictionary game as technique and students in class IV B who were taught concrete nouns without using Pictionary game as technique. The average score of experimental group was 80.70 and the average score of control group was 73.35.

Second is Lidya Efiza Dwi, to the result of the investigation done in this action research and after observing the implementation of the using Pictionary board game Technique, it can be concluded that the technique can improve students' vocabulary mastery. The improvement of the students can be seen from the result of pre-test, test in cycle one and cycle two and process of teaching and learning which were collected from the data observation checklist. Based on the findings, it can be summarized that 1). The vocabulary mastery can be improved by using Pictionary Board Game at grade IV of Elementary School 36 Pekanbaru. There were significant improvement to the students' score of vocabulary

mastery test from pre-test, cycle I and II. The average score of students' score in the pre-test was only 66.66, in cycle I the average of the students' score increased become 72.73, and in cycle II increased become 79.33. It means that the students' average score in cycle II can reach the minimum criteria of achievement of English subject at SDN 036 Pekanbaru that is 75.

Last is Rianda dita ayu data analysis result, that the use of pictionary game is significant to teaching vocabulary in seventh grade students of Kemala Bhayangkari Pontianak in academic year 2017/2018.It could be proven by computation of t-ratio was 9.58(using t-test) and t-critical was 2.080. By comparing the data above the writer concluded that t-ratio was bigger than Pre-test - Post-test 55.91-84.09 t-table. So that, there are the differences between students score before and after the treatment being given by the writer.

From the previous studies, the researcher concluded that this study tried to retest some variable of previous studies. This study had specific rule rather than previous studies variables. As a result, the researcher's study is different to the previous studies.

B. Theoretical Background

In this section, the researcher will discuss vocabulary and Pictionary game techniques. The explanation is as follows.

1. Vocabulary

in this section gives an overview of definition of vocabulary, vocabulary mastery and kind of vocabulary.

a. Definition of Vocabulary

Vocabulary is important across the curriculum from language arts and social studies to mathematics and science. If you have studied a foreign language, it is may recall how basic your early sentences were and how limited they were in texture and depth. With enhanced vocabulary, students grow in skills of verbal fluency, writing, and comprehension. The more adept they are at understanding text (National Reading Panel, 2000). When students build vocabulary mastery, they can more effectively communicate their ideas, knowledge, and voice.[12]

Vocabulary is the basic unit in learning a language. Knowing more vocabulary has big influence in teaching and learning English. There are some definitions of vocabulary. In Oxford dictionary, vocabulary is all the words in a language.[13]

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television. Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simplified and simplified materials and to process different kinds of oral and written texts, as well as the kinds of strategies learners use in understanding, using, and remembering words.[14]

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[12]Judy Willis, *Teaching the Brain to READ: Strategies for improving fluency, vocabulary and comprehension,* (Virginia: ASCD Alexandria, 2008), 80.

[13]Hornby, *Oxford: Basic English Dictionary,* (United Kingdom: Oxford University Press, 2012), 432.

[14]Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching,* (New York: Cambridge University Press, 2002), 255-256.

Vocabulary is all words in a language which is used by people to convey ideas or feeling. It refers to word which is used to communicate in oral and written language. In order that, students must be able to be flexible in using words that they recognize and understand. The purpose students can be reached in learning vocabulary process is primarily their ability to recall word at will and to recognize it in its spoken and written form. Vocabulary is knowledge of how the words fit into the world.

b. Vocabulary Mastery

According to Cameron, vocabulary skill included: pronunciation, spelling, grammar and meaning:

1) Pronunciation

Pronunciation is one of the aspects that have a great influence of vocabulary. "Pronunciation is the way in which a particular person pronounces the word of a language".

2) Spelling

Children also need to know the letters and syllables that make up the word that is called spelling. "Spelling is the act of forming words correctly from individual letter or the way that a word is spelt".

3) Grammar

Grammatical information is tied into words, and learning words can take students along the way into grammar. This suggests that if we give a high priority to vocabulary, we are not thereby abandoning grammar.

c. Kinds of Vocabulary

According to Tarigan, there are seven classifications of basic vocabulary. Basic vocabulary deals with words which have small possibility adopt from other languages.[15] They are:

1). Word Classes

Word classes are classified as a different part of speech. They are nouns, pronouns, verbs, adjectives and adverbs, prepositions, and conjunctions.

a) Noun

The noun is the most important part of speech. Its arrangement with the verb helps to form the sentence. He classified nouns as follows:

(1) Proper Noun

A proper noun begins with a capital letter in writing. It concludes personal name; the name of geographic units such as countries, cities, rivers, etc.; the name of nationalities and religions; the name of the holiday; the name of time units.

(2) Common Noun

A common noun is a noun referring to a person, place, or thing in a general sense, and usually should write with a capital letter when it begins a sentence. For example *book, soldier, stone, etc*.

(3) Concrete Noun

A concrete noun is a word for a physical object that can be perceived by the sense. For example: *tree, glass, book,* etc.

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[15]Fuad Mas'ud, *Essential of English Grammar a Practical Guide* (Yogyakarta, 2005), 44.

(4) Abstract Noun

An abstract noun is a word for a concept. It is an idea that exists in our minds only. For example: bravery, belief, etc.

(5) Countable Noun

A countable noun can usually be made plural by the addition of –s, for example: one *boy, two cats, etc.*

(6) Uncountable Noun

An uncountable noun is not used in the plural, for example is *sugar, water, etc.*

(7) Collective Noun

A collective noun is a word for a group of people, animals, or objects considered as a single unit. For examples of the collective noun are audience, faculty, family, group, public, team, etc.

b) Pronouns

Pronouns make up a small class of words of very high frequency. The pronoun is a word that takes the place of a noun. There are types of pronouns as follows:

(1) Personal Pronoun

(a) The speaker called the first person

Singular – *I* (spelled with a capital letter).

Plural – *we* (includes the speaker and one or more others).

(b) The person spoke to called the second person.

You – singular and plural

(c) The person or thing being spoken of called the third person.

Singular – *he* (for male), she (for female), *it* (for things)

Plural – *they* (for all live beings and all things)

(2) Relative Pronoun

Relative pronouns refer to noun antecedents which immediately precede them.

The example: *The woman **who** calls me is my aunt*

(3) Demonstrative Pronoun

Demonstrative Pronouns point out someone or something. The most common demonstrative pronouns are **this** (plural these) and **that** (plural those).

The example: **This** *flower* (over here) *is more beautiful than* **that** *one* (over there).

(4) Reflective Pronoun

The reflective pronoun is a combination of –self with one of the personal pronouns or with the impersonal pronoun one.

The example: *The **child** hurt **himself*** (**child** and **himself** are identical).

(5) Indefinite Pronoun

Such pronouns refer to indefinite persons or things, or indefinite quantities. Indefinite pronouns conclude *all, another, any, both, each, few, least, less, little, a lot (of), many, more, most, much, etc.*

c) Verbs

The verb is the most complex part of speech. The verb is a word or group of words that are used in describing in action, experience, or state. There are several kinds of the verb as follow:

(1) Action Verb

An action verb expressed by a verb may be physical action or mental action. Besides, it exists with: is, are was, and were.

For example:

Jack **paints** the home with his father

She **was** late to go to her school

(2) Auxiliary Verb

An auxiliary verb is a verb that accompanies the lexical verb phrase and express grammatical distinctions not carried by the lexical verb, there are: *be, do*, and *have*. They didn't have meaning if they stand themselves.

(a) To be : an auxiliary verb that usually used is *be, is, am, are, was, were, being,* and *been.*

(b) To do : an auxiliary verb that usually used *is do, does*, and *did*.

(c) To have: an auxiliary verb that usually used is *have, has*, and *had.*

(3) Phrasal Verb

There are formed by adding an adverb or a preposition to a verb to create new meaning. The example: *ask around, calm down, give up, put off,* etc.

(4) Transitive and Intransitive Verb

(a) A transitive verb needs a direct object to complete its meaning or it can't stand alone.

For example: My car **needs** fuel.

A cat **wants** some meat to eat 17.

(b) An intransitive verb can stand alone in the predicate because its meaning is complete.

For example:

The plant **grows**

The baby **crying**

(5) Regular and Irregular Verb

(a) A regular verb is formed by adding –ed.

For example *call-called called, visit-visited-visited, etc.*

(b) Irregular verb change completely in the past tense.

For example *go went-gone, take-took-taken, drink-drank-drunk, etc.*

d. Adjective

The adjective is a modifier that has the grammatical property of comparison. There are types of adjective as follow:

(1) Determiner

Determiner consists of a small group of structured words without characteristic form.

(a) Articles – *the, a, an.*

(b) Demonstrative adjectives- This (plural these), That (plural those)

(c) Possessive adjectives from pronouns – my, your, one's, etc. From nouns – John's, the girl's, etc.

(d) Numeral adjectives - Cardinal – *four, twenty-five, one hundred, etc.* - Ordinal – *fourth, twenty-fifth, one hundredth, etc.*

(e) Adjectives of indefinite quantity – *some, few, all, more, etc*.

(f) Relative and interrogative adjectives – *whose, what, which.*

(2) Descriptive Adjectives

Descriptive adjectives usually indicate an inherent quality or a physical state such as *age, size, etc*.

e) Adverb

An adverb is a group of words that describe or add to the meaning of adverb, adjective, another adverb, or a whole sentence. An adverb indicates manner, time, place, frequency, and purpose.

(1) Adverb of manner: *slowly, quietly, quickly, neatly,* etc.

(2) Adverb of time is divided into two kinds of indefinite time, for instance: *yesterday, now, today, tomorrow*, etc.

(3) Adverb of place: *here, there, everywhere, abroad*, etc.

(4) Adverb of frequency: *usually, always, often, sometimes, never, rarely*, etc.

(5) Adverb of quantity, it is used to describe quantity or how often an event that is happened.

For example : *She studied English **little***.

: *He has won the price **twice***.

(6) Relative adverb: *therefore, moreover, why, although*, etc.

(7) Adverb of degree, divide into two kinds:

(a) To show how much related to adjective or adverb, such as: *too, quite, rather, extremely,* etc.

(b) To show how complete, such as: *nearly, entirely, partially*, etc.

(8) Interrogative adverbs, that is used to create questions such as: *why, where, how, when*, etc.

f) Prepositions

A preposition is a word used to show the relationship of a noun or a pronoun to some other word. A preposition usually indicates the temporal, spatial, or logical relationship of its. It is divided into two kinds as follow:

(1) The preposition that consists of one word, such as: *at, in, under, over, on, behind, below,* etc.

(2) The preposition that consists of two words or more, such as: *according to, instead of, despite of, next to,* etc.

g) Conjunction

A conjunction is a group of words that connects sentences, phrases, or clauses. There are three types of conjunction as follow:

(1) Coordinating Conjunction Coordinating conjunction is used to joins words with other words, phrases, or sentences with other sentences. There are several kinds of coordinating conjunction, such as: *for, and, nor, but, or, yet, and so.*

(2) Correlative Conjunction Correlative conjunction used to join elements of sentences, for instance: *both ... and, not only ... but also, neither ... or, neither ... nor.*

(3) Subordinating Conjunction Subordinating conjunction is a word that can use to form an adverbial clause form the main sentence. There are five types of subordinating conjunction as follow:

(a) Conjunction which use to explain about time: *before, after, since, as long as, as soon as, by the time, etc.*

(b) Conjunction which use to explain the opposition*: although, even though, whereas, while, etc.*

(c) Conjunction which use to explain cause-effect*: because, now that, such ... that, as in, etc.*

(d) Conjunction which use to explain about conditional: *if, unless, only, whether or not, even if, etc.*

(e) Conjunction which use to explain purpose: *in order to, in order that, so that, etc.*

2) word families

Word family is a group of word that share the same base or root but take different endings so that words have own meaning. A word that results from the addition of an affix to root, and which has a different meaning from the root, it is called derivative. Inflections and derivatives are both formed by the process of affixation. Affixes consist of suffixes which are end of word and prefixes at the beginning of the word.

3) Word formations

A word formation is the creation of a new word. The types of word formation as follow:

a) Affixation

Affixation is the act of adding something else, so it will be formed new words. There are three type affixes based on a place like:

(1) Prefixes, Prefixes are affixes that are added at the beginning of the root word. The prefixes can add by re-, dis-, un-, non-, etc. For example limit-unlimited, connect-disconnect, etc.

(2) Suffixes, Suffixes are affixes that are added at the end of the root. The suffixes can add by –ful, -ish, -ist, -s. For example beauty-beautiful, use-useful, etc.

(3) Infixes, Infixes are affixes that are added in the middle of the root.

(a) Compound Word

A compound word is combining two or more independent words. It consists of two patterns.

(1) *Noun + verb + -er, E.g: hairdryer, bus driver, record player, etc.*

(2) Noun + noun. E.g: handbook, classroom, toothpaste, etc.

(b) Blending

Blending is the fusion of two words into one, usually the first part of one word with the last part of another, so that the resultant blend consists of both original meanings.

For example   : *Breakfast + lunch = brunch*

                   : *Information + entertainment = infotainment*

(c) Clipping

Clipping is a process in which a word is formed by shortening a lot of one. Clipping occurs when the longer word has very common use and a short from the result because it is simple and easily understood.

For example   *: Choc – chocolate*

                   : Phone – telephone

(d) Acronym

The acronym is the result of forming a word the first letter or letters of each word in a phrase.

For example   : *VIP – Very Important Person*

                 :*WHO –World Health Organization*

                 :*NASA – National Aeronautics and Space Administration*

(e) Coining

Coinage is pure creations of writers, investors, scientists, and others who need a term to express a given meaning or to name an item or product.

For example: *Kodak, aspirin, Vaseline, Tipp-ex, etc*.

4) Word meaning

a) Synonym

A synonym is linguistic forms that have the same conceptual meaning and it shares a similar meaning.

For example   *: Sadness = unhappiness*

                 : Chance = possibility

                 : Admit = confess

b) Antonym

an antonym is a word expressing an idea directly opposite to that of another word in the same language.

For example   *: Small >< big*

                       : Thick >< thin

                       : Short >< long

c) Homonym

A homonym is words that share the same form but have unrelated meaning.

For example:

Like: I like looking at the sunset. It looks like new.

2. **Pictionary Game Technique**

in this section of Pictionary game technique includes a definition, procedure, advanced and implication of Pictionary game.

a. **Definition of Pictionary Technique**

Pictionary Game is a guessing word game invented by Robert Angel with graphic design by Gary Everson and first published by Angel Games Inc.[16]In playing Pictionary Game, the students have to make their own pictures or drawings based on the English vocabulary shown on card. According to Hinebaugh, 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

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[16] Ravulur, N. 1997. Game boys. Puget sound business journal. http://www. bizjournals.com/seattle/stories/1997/10/13/smallb1.html Retrieved on January 20 th , 2016.

communicate the association to the rest of their team; and it is well suited for developing specific grammar and vocabulary skills.[17]

b. Procedures of Pictionary game

As other games in common, a Pictionary game has a set of procedure:

a. The students are divided into group of five or six.

b. Each member of each group consecutively comes to the front.

c. The teacher flashes a word to the representative of each group.

d. The representative has to draw pictorial clues of the word on the blackboard. Written words, verbal clues and gestures are forbidden.

e. The group members make guesses of the word in English in a certain amount of time.

The variation of this game is that the teacher can ask each team to review their notes from prior lessons, and collectively come up with a list of items the other team will have to draw. In this way, students will find it more interesting and challenging. Teacher also needs to integrate learning vocabulary through this game with one or two of the four language skills, for instance, writing skill, so that vocabulary will not be assumed as a free component. The outcome of the learning is not a mere vocabulary but also expression which they produce in writing.[18]

c. The Advantages Pictionary Game

Pictionary game as a technique in teaching common noun is one of many interesting vocabulary games. The advantages of using this game in language learning are as follow:

a. Pictionary game is very effective for visual learners or individuals with greater artistic ability who will enjoy turning complex vocabulary words into detailed pictures.

b. It encourages cooperation in the teamwork.

c. It creates a meaningful context of language use.

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[17] Hinebaugh, J. P. 2009. A board game education. Lanham: R&L Education.

[18] http://www.kayedstudio.com/1/post/2012/04/using-pictionary-toreview-vocabulary-words.html, retrieved on january 22th 2020 at 09:01 a.m.

d. It encourages students to interact and communicate.

e. It provides language practice in the various skills- speaking, writing, listening and reading, depending on the variation of the game.

f. It is motivating and challenging.

d. Implication of Pictionary Game Technique

In this research, the writer uses Pictionary game technique to increase students' vocabulary mastery. Because of memorizing is very important to enlarge vocabulary, the writer found this technique to help students in mastering it. Pictionary game technique is a method to enhance the student's ability in memorize. In the beginning introduction of this technique may students feel confused, but after they adapt they will be familiar with Pictionary game technique and can apply it well.

C. Conceptual Framework

Vocabulary support the mastery of four basic language skills: listening, speaking, reading and writing. As mentioned above the students should master the vocabulary in order to master the four major skills that are speaking, writing, reading, and listening.

In order to achieve the objective of learning vocabulary, it needs a strategy in teaching vocabulary in order to make an effective vocabulary teaching. Nevertheless, there are some obstacles related to the teaching and learning vocabulary in the class. In the class that uses teaching conventional method, students often bored if they have to follow English vocabulary lesson. In this class, vocabulary is taught in monotonous and uninteresting technique. As a result, the students are low in the vocabulary mastery and they are lazy to follow this lesson in the classroom. The use of interactive media can give a stimulus to students to learn.

D. Hypothesis

Hypothesis in the research can be stated based on the theoretical analysis and conceptual framework. The hypothesis as follow:

- Ha: There are significance different in vocabulary mastery of the students who taught by Pictionary Game technique.

- Ho: There are not significance different in vocabulary mastery of the students who taught by Pictionary game technique.

The hypothesis criterion states that; if t0 > tt = Ha is accepted and Ho is rejected, and if t0 < tt = Ha is rejected and Ho is accepted t0 is t observation, and tt is t test.
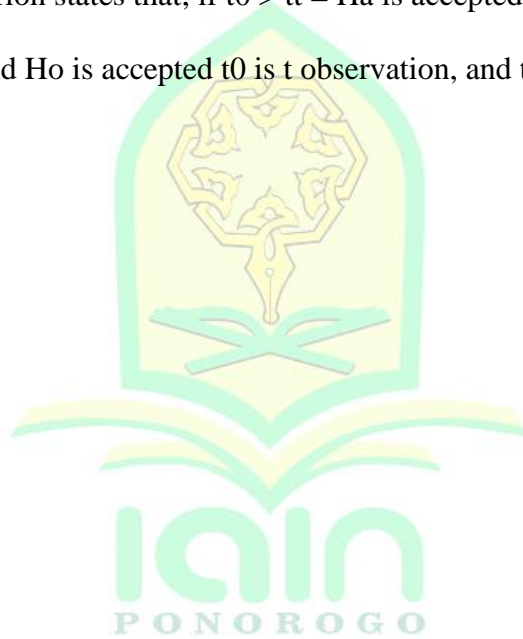
CHAPTER III
RESEARCH METHOD

In this chapter, the researcher discussed the research design, population and sample, the instrument of data collection, and the technique of data analysis.

A. Research Design

This research used quasi experimental. Quasi-experimental design are similar to randomized experimental design that involves manipulation of an independent variable but differ in that subject are not randomly assigned to treatment group.[19] According to Johnson and Christensen, A quasi-experimental research design is an experimental research design that does not provide for full control of potential confounding variables.[20] There are three types of quasi-experimental include quasi-experimental design: non-equivalent (pre-test and post-test) control group design, single-group interrupted time series design, and control-group interrupted time series design.

The researcher was use Nonequivalent (Pre-Test and Post Test) control group design. In this design, the experimental group A and the control group B are selected without random assignment. Both groups take a pre-test and post-test. Only the experimental group receives the treatment.[21]

One of the most commonly used quasi experimental designs in educational research can be represented as:[22]

Experimental	*O1*	*X*	*O2*

Control	*O3*		*O4*

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19 Donal Ary, Lucy Cheser Jacobs, Introduction to Research in Education, 8th edition (Canada: Wadsworth, Cengage Learning, 2010), 316.

20 Johnson, R, Burkhe, and Christensen Larry, Educational Research: Quantitative, qualitative and mixed approach, (USA: SAGE Publications, 2014).

21 John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE, 2009), 160-161.

22 Louis Cohen, Lawrence Manion, and Keith Morrion, *Research Methods in Education*, (London and New York: Routledge, 2007), 283.

Notes:

X : Treatment by using game Pictionary teaching strategies

O1 : Pre-test for the experimental class

O3 : Pre-test for the control class

O2 : Post-test for the experimental class

O4 : Post-test for the control class

There are two types class in this research. The class of 7B is control class. Where the class was given the strategy appropriate with their teacher apply with them in every lesson. Then, the class of 7A is experimental class. Where the class was given experiment by using Pictionary game teaching technique to improve vocabulary mastery of student of students.

In this research, the researcher was conducted into three steps, they are:

1. Pre research step

The first step is preparation. The researcher is determined the experimental class and control class, prepare of lesson plan and instrument to get the data.

2. Research step

The second step is acting. The researcher was applied the treatment in experimental class. The researcher taught the class by using Pictionary game teaching technique. So, in this treatment to get data from two tests, the tests are pre-test and post-test.

3. Data analysis step

The third step is collecting data. The data which were collected was be analyzed by researcher. The steps were as follows:

a. Collect the post-test score from experimental class and control class.

b. Test the data using T-test

T-test is one of statistical test that used to test the correctness or error of null hypothesis which declare that between two samples mean which randomly taken from same population there is no significant difference.[23]

B. Population and Sample

In this section, the researcher discussed a population and the sample

1. Population

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[23] Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2015), 151.

The population of this research is all of the seven Grade students of Mts Ma'arif Klego Ponorogo Academic year 2021/2022. The total number of the seven Grade students of Mts Ma'arif Klego Ponorogo is 39 students, and the total number of the total of population is 39. The seven grade students were chosen because they were in the transition from the Junior high school and considered that they had already recognized the whole of Senior high school subjects and their thinking did not seem as when they were in Junior high school level.

Table 3.1

population of the research

No.	Classes	Students' Quantity
1.	VIII A	20
2.	VIII B	19

2. Sample

Sampling is for the purpose of determining parameters or characteristics of the whole population.[24]The research use probably sampling by using **Saturation** sampling. Saturation sampling signifies that instead of selecting all population units from the population of student seven grade (7A 20 students and 7B 19 students). It means all it can be concluded that all seven-grade students of MTS Ma'arif Klego Ponorogo by a total of 39 students are the sample in this research.

C. The Instrument of Data Collection

The data collection instrument is the selected equipment and the use of the researcher to gather data to make systematic study and easier. Data means observations or evidence. The scientific-educational researcher requires the data utilizing some standardized research tools or self-designed instruments.[25] In this research, the instrument to collect data is a test. The test is constructed by the researcher based on the standardized procedure of making the test. The test is divided into two parts, pre-test, and post-test. The pre-test is directed at the beginning study before the treatment and the post-test is given after the treatment. The pre-

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[24] Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage Publications Inc, 2007), 102.

[25] Yogesh Kumar Singh,Fundamental of Research Methodology and Statistic (New Delhi: New Age International,2006), 213.

test was to gain information about student achievement before the treatment as the teaching process. The post-test is to gain information about student achievement after the teaching process finish.

1. **Preparation**

   a. Before conducting the test. Firstly, the writer consulted to the headmaster of MTS Ma'arif Klego Ponorogo and asked the permission to conduct the test on the selected students of the seven grades.

   b. The implementation of instrument test was conducted by the help of other teacher to get the data.

   c. Before the test, the respondents were given the instruction and explanation related with the test.

2. **Implementation**

   The implementation of instrument test was conducted during 21 days. It began on the 8th of Aug 2021 and lasted on 29th of Aug 2021. The postest of students learning achievement started on 8th of Aug 2021.

Table 3.2

Schedule research of experiment class and control class

Date	Activities
Agustus, 8th 2021	Pre test
Agustus, 15th 2021	First treatment
Agustus, 22th 2021	Second treatment
Agustus, 29th 2021	Post-test

Date	Activities
Agustus, 8th 2021	Pre test
Agustus, 15th 2021	First treatment
Agustus, 22th 2021	Second treatment
Agustus, 29th 2021	Post-test

D. Data Collection Technique

In the technique of data collection, the researcher use test to collect the data. The test is used to get the primary data of this research.

Test

The other instrument of data collecting is the research test. Test technique is a data collection technique that is done with provides a series of questions or tasks and other tools to the subject the required data.[26] In this study, the test is used to measure students' vocabulary achievement. A test is simple terms that can be defined as is a method of measuring a person's ability, knowledge, and performance in a given domain.[27]

The test is used to collect the data by researchers. The tests are given to the students, both experimental and control groups, in two times. First, students are given a pre-test. It is given before the researcher gives material and treatment is applied to the experimental group. The pre-test is given to know the level of the students' vocabulary skills before the treatment. The second is a post-test. It is given to the students after the material is taught and treatment is given to the experimental group.

E. Data Analysis Technique

Test is a method of measuring a person's ability, knowledge, or performance in a given domain. It is an instrument a set of techniques, procedures, or items that requires performance on the part of the test-taker. To qualify as a test, the method must be explicit and structured: multiple-choice questions with prescribed correct answers; a writing prompt with a scoring rubric an oral interview based on a question script and a checklist of expected responses to be filled in by the administrator.[28]

The statistical method was used to find a significant difference in the students' scores before and after being taught by using the mnemonic technique. To know the effectiveness of the mnemonic technique in the students' vocabulary mastery, the data was collected from students' scores in pre-test and post-test. Then the data, which was gained from those two tests, are analyzed by using a t-test for dependent sample, this test is also known as the correlated, non-independent, or Paired-Sample t-test.

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[26] Kuntojoyo, Metodologi Penelitian (Kediri, 2009), 35

[27] H. Douglas Brown, Language Assessment Principles and Classroom Practice (New York: Longman, 2002), 3.

[28] Kultar Singh, Quantitative Social Research Methods, (New Delhi: Sage Publications Inc, 2007), 3.

The measure to be analyzed by the dependent t-test was the mean difference between the paired scores. Pre-test and post-test scores of the same individuals are an example of the paired score .[29] Paired Sample t-test was used when the sample was pair or correlate where each results in two data. In other words, the scores for pre-test and post-test were correlated because those scores were resulted by the same individuals. To know the significant differences researcher used SPSS 23.0 version.

The research conducted the test to collect data. The kind of test multiple choices which consists of twenty questions. The form of text in the test is recount text. The good instrument must meet two requirements, they are:

a) Validity

By far the most complex criterion of an effective test and arguably the most important principle is validity, the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.[30] The researcher counted the validity of the vocabulary test with SPSS 23 to measure the validity this research used product moment. With df or dB was n-r 20-2=20 in 5% significance the r index was 0.444. When the index of r result (coefficient of correlation) was below the r index it could be concluded that the items were not valid instruments. Thus, the item said to be a valid instrument if the coefficient of correlation was more than 0.444.

To measure the validity of the instrument of research, the researcher put the total sample 20 respondents. The researcher gave 20 multiple choice questions for this class. So, the researcher calculated the validity test from the result of multiple-choice questions. From the result calculation item validity instrument, could be shown in table.

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[29] Donald Ary .et.al, Introduction the Research in Education, (Canada: Nelson Education Ltd, 2010).
[30] H. Douglas Brown, Language Assessment Principle and Classroom Practices (New York: Longman, 2000), 22.

Table 3.3

The Result of Validity Calculation

item	"r" Calculated	"r" Index	Criteria
1.	0.570	0.444	Valid
2.	0.503	0.444	Valid
3.	0.759	0.444	Valid
4.	0.688	0.444	Valid
5.	0.549	0.444	Valid
6.	0.604	0.444	Valid
7.	0.512	0.444	Valid
8.	0.445	0.444	Valid
9.	0.597	0.444	Valid
10.	0.759	0.444	Valid
11.	0.479	0.444	Valid
12	0.550	0.444	Valid
13	0.664	0.444	Valid
14	0.621	0.444	Valid
15	0.485	0.444	Valid
16	0.530	0.444	Valid
17	0.491	0.444	Valid
18	0.468	0.444	Valid
19	0.688	0.444	Valid
20	0.485	0.444	Valid

b) Reliability

A reliable test is consistent and dependable. If you give the same text to the same students or matched students on two different occasions, the test should yield similar results.[31] In this research, to measure the reliability of the reading comprehension multiple-choice test, the researcher employs SPSS 23 program for

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[31] Ibid.,20.

windows. From the result calculation item reliability instrument could be shown in table as follow:

Table 3.4

The Result of Reliability Test Reliability statistic

Cronbach's Alpha	N of item
.743	20

1. **Assumption Test**

   After the test was given to the students in pre-test and post-test, then the results of test was be analyses with assumption test. The tests there are test of normality and test of homogeneity.

   a. Normality test

      The normality test is used to determine whether a data set was well modeled by normal distribution or not, or to compute how likely the random variable is to be normally distributed.[32] In this research, the researcher will use SPSS 23 program for windows to calculate the normality test. Steps to find out the normality of test such as follow:

      1. Open the SPSS program.
      2. Input the data to the data view by first fill the variable view with write down the name of the classes.
      3. Click of analyze – non-parametric – sample K-S.
      4. Drag the data into test variable.
      5. Click OK.

      After the process of calculation, it determines by the following criteria:

   1. If t-value was lower than t-table (t-value < t-table), it means that Ho is accepted and Ha is rejected
   2. If t-value was higher than t-table (t-value > t-table), it means that Ho is rejected and Ha is accepted

   That is the hypothesis of data:

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[32] Retno Widyaningrum, Statistika Edisi Revisi, 206.

Ho: Data is normally distributed

Ha: Data is not normally distributed

b. Homogeneity

Homogeneity means the similarity variance of each group, so the researcher will be faced with groups that have the same condition from the beginning.[33] This test is needed to compare data in some groups. It is also needed to test the homogeneity of variance in comparing two or more groups. The homogeneity test in experimental research is used to know whether experimental and control groups that are taken from the population have the same variant or not. In this research, the researcher will use SPSS 23 program for windows to calculate the homogeneity test. The steps of the homogeneity test as follows:

1. Open the program SPSS
2. Input the data into data view by first fill the variable view with write down X as the score of pre-test and post-test and Y as the kind of class
3. Click analyze – compare means – one-way ANOVA
4. Click options – checklist Homogeneity of variance – click OK

That is the hypothesis of data:

Ho: Data is homogeneous

Ha: Data is not homogeneous

c. T-test

After testing the normality and homogeneity test, the researcher continues to analyze the data using the T-test. The T-test is used to determine whether the mean of the two groups is different from another. In this test, the researcher analyzes the data by comparing the score between the experimental class and control class in the pre-test and post-test. The result of the calculation will show whether the application of the Mnemonic Technique is more effective in teaching vocabulary.

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[33] Ibid., 203.

2. **Testing Hypothesis**

For the testing hypothesis, the research will use the T-test to know whether there is a difference between variables in the study. The researcher will use the SPSS 23 program for windows to analyze the T-test. Steps of calculation T-test as follows:

      a. Open SPSS program

      b. Input data to the data view, by first change the value in the variable view by change the Name, Decimals, Value, and Measure

      c. Click Analyze – Compare Means – Independent – Sample T-Test d. In the dialog box of Independent- Sample T-Test, input the variable X in Test *Variables* and variable Y in *Grouping Variable*

      e. Click Define Groups write down 1 in the *Group 1* and 2 in the *Group 2*, then click *continue* – OK

The criteria of testing hypothesis, as below:

a) Ho : if t-test < t-table in significant degree 5% there is a significant score on students' vocabulary mastery who are taught by using Pictionary game technique and students' who are not taught by using the Pictionary game technique of the seven-grade students at MTS Ma'arif Klego Ponorogo in academic year 2021/2022.

b) Ha : if t-test > t-table in significant degree 5% Ha: if t-test > t-table in a significant degree 5%, there is no significant score on students' vocabulary mastery who are taught by using Pictionary game technique and students' who are not taught by using the Pictionary game technique of the seven-grade students at MTS Ma'arif Klego Ponorogo in academic year 2021/2022. Meanwhile, the degree of freedom (df) = (N1 + N2) - 2

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher discussed the data description, data analysis, discussion, and interpretation of the data.

A. Data Description

The researcher used a quasi-experimental design in this study. The population of this study was the seven-grade students of MTS Ma'arif Klego Ponorogo in the academic year 2020/2021. The total number of the population was 39 students. The researcher took two classes as a sample, one as experimental class was taught by a Pictionary Game technique using descriptive pictures texts, and the other as control class was not taught by a Pictionary Game technique using descriptive texts. The total numbers of students were 39 students. Each class consisted of 20 and 19 students.

Before the researcher taught students in both experimental and control classes, the researcher provided a lesson plan of material for guidance in the class. The lesson plan numbered eight meetings which are consisted of the experimental and control class.

1. **The Procedure of the Research in Experimental Class**

   The researcher took class A for a sample of the experimental class. The number of this class was 20 students. In this first meeting, the researcher gave a pre-test to the students beginning the researcher. The forming test was multiple choice from in recount text. This test spent about 40 minutes. After that, the researcher taught the students with a Pictionary game technique using descriptive pictures media in the class. The researcher explained the definition, generic structure, language features, and the example of descriptive text using pictures media. Then, the researcher introduced the Pictionary about descriptive text to them.

   In the second meeting, the researcher gave the other example of descriptive text using a Pictionary technique. In the second meeting, the researcher explained what's vocabulary and how important to study English and the researcher informs the students about how to learn English be easy and made joyful activities. Here, the researcher explained teaching-learning through the pictures technique to make easy the students memorized and remember it. The students focused on the material, most of the students asked the researcher what they

did not understand. At the end of the teaching-learning process, the researcher checks the students' ability in vocabulary by giving some questions related to the what is the pictures.

In the third meeting, the researcher did the third treatment by giving the topic "qualities of animals and activities". The researcher asked the students to describe their own picture. They were asked to identify the physical appearance and behavior of the activity in the picture before they guest the name of animal, appearance, or habitat, etc. They did it in individual. After that, the performance in front of the class.

In the fourth meeting, the researcher gave the last treatment. The researcher asked the students to make a word based on the descriptive text individually. Finally, the students had been able to do the describing picture technique. It could be seen from the evaluation the students' scores had been improved in every meeting. At last, the researcher could conclude that the students' achievement in vocabulary through Picture technique. The describing pictures technique had successfully worked in helping students' ability in vocabulary mastery. It was effective and applicable. After that, the researcher gave a post-test to them.

2. **The Procedure of the Research in Control Class**

The researcher took class A for the control class. The number of students was 19.

In the first meeting, the researcher gave a pre-test to the students. The forming test was multiple choice from in descriptive text. This test spent about 40 minutes. After that, the researcher explained the material of descriptive text and gave the example of descriptive text. Then, the researcher asked the students to do the questions in their textbook.

In the second meeting, the researcher reviewed the material about the definition, generic structure, and language features of recount text. Then, the researcher explained how to make a descriptive text and the researcher asked them to make descriptive text.

In the third meeting, the researcher asked the students to make a descriptive text about animal appearance and activity. Then, the researcher asked them to submit the task.

In the fourth meeting, the researcher reviewed the material of descriptive text, then asked them to do the post-test.

3. **The Score of Students' Vocabulary Test in Experimental Class**

The data were collected from the result of the students' scores of pre-test and posttest in the experimental class.

a. The first was the result of the students' pre-test in the experimental class. The table below is the description of students' scores of the pre-test in the experimental class.

Table 4.1

The Pre-Test Scores from Vocabulary Test Students in the Experimental Class

No.	Name	Score
1.	A.A.R	55
2.	A.A	60
3.	A.F.A	60
4.	A.A.H.H.R	65
5.	A.S.P	55
6.	B.R.D	50
7.	D.K.A.R	55
8..	D.R.A	60
9.	G.E.P	60
10.	H.Y.C	65
11.	I.D.A	55
12.	M.F.T	55
13.	M.W.D.H	50
14..	M.Z.A	60
15.	N.D	65
16.	R.F.M	50
17.	R.C.S	50
18.	U.H.L	60
19.	W.R	55
20.	Y.N.H	55
Total score		1.140
Mean		57

Based on the table above, the pre-test of the students who were taught by the mnemonic technique using the acronym method were varieties. The data showed that the higher score of the pre-test was 65, while the lowest score of the pre-test was 50. The total score of the pre-test was 1,140 with the mean score of the pre-test was 57

b. The second was the result of students' post-test in the experimental class. The table below is the description of students' scores of the post-test in the experimental class.

Table 4.2

The Post-Test Scores from Vocabulary Test Students in Experimental Class

No.	Name	Score
1.	A.A.R	75
2.	A.A	75
3.	A.F.A	85
4.	A.A.H.H.R	70
5.	A.S.P	80
6.	B.R.D	80
7.	D.K.A.R	75
8..	D.R.A	75
9.	G.E.P	80
10.	H.Y.C	75
11.	I.D.A	75
12.	M.F.T	80
13.	M.W.D.H	75
14.	M.Z.A	80
15.	N.D	75
16.	R.F.M	75
17.	R.C.S	75
18.	U.H.L	70

19.	W.R	85
20.	Y.N.H	80
Total score		1,540
Mean		77

Based on the table above, the data showed that the higher score of the post-test was 85, while the lowest score of the post-test was 70. The total score of the post-test was 1,540 with the mean score of the post-test was 77

4. The Score of Students' Vocabulary Test in Control Class

The data were collected from the result of the students' scores of pre-test and posttest in the control class.

a. The first was the result of the students' pre-test in the control class. The table below is the description of students' scores of the pre-test in the control class.

Table 4.3

The Pre-Test Scores from Vocabulary Test Students in Control Class

No.	Name	Score
1.	A.S.B	60
2.	A.R.N	55
3.	A.N.S	55
4.	A.M.F	60
5.	D.K.P.S	60
6.	D.A.K	50
7.	F.Z.P	55
8.	I	50
9.	I.M	55
10.	L.Z	60
11.	L.Z.O.B	55
12.	M.R.D.P	55

13.	M.Z.A	65
14.	M.Z.A.F	60
15.	N.H.A.N	60
16.	N.W.S	55
17.	R.P.R	55
18.	R.N.A	60
19.	S.R.Z	55
Total score		1.080
Mean		56,84

Based on the table above, the data showed that the higher score of the pretest in the control class was 65, while the lowest score of the pre-test was 55. The total score of the pre-test was 1,320 with the mean score of the pre-test was 56,84

b. The second was the result of students' post-test in the control class. The table below is the description of students' scores of the post-test in the control class.

Table 4.4

The Post-Test Scores from Vocabulary Test Students Vocabulary Test in Control Class

No.	Name	Score
1.	A.S.B	80
2.	A.R.N	60
3.	A.N.S	75
4.	A.M.F	75
5.	D.K.P.S	80
6.	D.A.K	70
7.	F.Z.P	75
8.	I	75
9.	I.M	80
10.	L.Z	70

11.	L.Z.O.B	80
12.	M.R.D.P	70
13.	M.Z.A	75
14..	M.Z.A.F	85
15.	N.H.A.N	80
16.	N.W.S	75
17.	R.P.R	80
18.	R.N.A	75
19.	S.R.Z	70
Total score		1,430
Mean		75,26

Based on the table above, the data showed that the higher score of the post-test in the control class was 85, while the lowest score of the post-test was 60. The total score of the post-test was 1,430 with the mean score of the post-test was 75,26.

B. Data Analysis

Before testing the hypothesis, the data must fulfill the assumption in which the data must be distributed normally and homogenous.

1. Normality Test

The normality test was used to see whether or not the distribution of responses to the instrument is normal. In this research, the formula used to test the normality of the data was the **Kolmogorov-Smirnov** test because the sample was > 30 students for each class. Theoretically, if the value of p is greater than 0.05, the data is normal. If it is below 0.05, the data significantly deviate from a normal distribution.

a. Normality test of experimental class

Table 4.5

Experimental Class Normality One Sample Test Kolmogorov-Smirnov

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.01564689
Most Extreme Differences	Absolute	.163
	Positive	.163
	Negative	-.113
Test Statistic		.163
Asymp. Sig. (2-tailed)		.170[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table above, it showed that Kolmogorov-Smirnov. the test normality of the experimental class was .170. It can be concluded that the data of this research was normal because the value was higher than 0.05 (.170>0.05).

b. Normality test of the control class

Table 4.6

Control Class Normality Testing One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		19
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.38631095
Most Extreme Differences	Absolute	.120
	Positive	.099
	Negative	-.120
Test Statistic		.120
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table above, it showed that Kolmogorov-Smirnov the test normality of the Control class was .200. It can be concluded that the data of this research was normal because the value was higher than 0.05 (200>0.05).

2. **Homogeneity Test**

The test of homogeneity was conducted to know whether the data from the two classes had the same or different variants. In quasi-experimental research, homogeneity is used to know whether experimental and control classes that are taken from the population have the same variant or not. In this research, the researcher calculated data by using SPSS version 23.

Table 4.7

Homogeneity of Variances

Test of Homogeneity of Variances

Hasil belajar

Levene Statistic	df1	df2	Sig.
.385	1	37	.539

Based on the table above, the researcher calculated that the data was homogeneously distributed because the value of a statistic is higher (0,539> 0.05).

3. **T-test**

After testing the normality and homogeneity, the researcher tested the hypothesis. The Test of paired Samples. the researcher used the T-test to analyze the data.

Table 4.8

The Mean Score of Experimental and Control Class Paired Samples Statistics

Group Statistics

Kelas		N	Mean	Std. Deviation	Std. Error Mean
Hasil belajar	Kelas 7A	20	77.0000	4.10391	.91766
	Kelas 7B	19	75.2632	5.64547	1.29516

Based on the group statistic above, the data showed that the total of the Experimental class and Control class was 39 students. The mean of the Experimental Post-test class was 77.00, while the mean of the Control Post-test class was 75.2632. It can be concluded that there were differences in the average post-test of students between experimental and control classes. Furthermore, to prove whether the difference was significant or not, we need to interpret the following output of the "Independent Sample Test".

Table 4.9

The Calculation of T-Test Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil belajar	Equal variances assumed	.385	.539	1.103	37	.277	1.73684	1.57446	-1.45332	4.92700
	Equal variances not assumed			1.094	32.782	.282	1.73684	1.58731	-1.49337	4.96706

Based on the result of the table above, it showed that the value of the T-test was 1.094 and the degree of freedom (df) was 41 (df-2;39-2=37). The value of T a significant 5% of T-table of dB = 1.70. To interpret the data above, the researcher formulated the hypothesis below:

Ha: There are significant differences in vocabulary mastery of the students who taught by game Pictionary and picture descriptive text.

Ho: There are no significant differences in vocabulary mastery of the students who taught by Pictionary and picture descriptive text.

The result of the research showed that the T-test was 1.094 and the value of T table of dB = 37 is 1.70. It means that the value of the T-test was higher than T table (1.094 > 1.70). Therefore Ho was rejected and Ha was accepted. It can be concluded that there was a significant difference score in vocabulary mastery for the students who are 39 taught by Pictionary technique and who are not taught by Pictionary technique.

C. Discussion and Interpretation

From the calculation above, it showed that the differential coefficient of students who were taught by a game Pictionary technique using descriptive picture and students who were not taught by the game Pictionary technique using descriptive picture is 1.094.

The statistical method was used to find a significant difference in the students' scores before and after being taught by using the Pictionary technique. To know the effect of the Pictionary technique in the students' vocabulary mastery, the data was collected from students' scores in pre-test and post-test. The test is used to collect the data by researchers. The tests are given to the students, both experimental and control groups, in two times. First, students are given a pre-test. It is given before the researcher gives material and treatment is applied to the experimental group. The pre-test is given to know the level of the students' vocabulary skills before the treatment. The second is a post-test. It is given to the students after the material is taught and treatment is given to the experimental group.

Hypothesis test (t0) at 1.094 from the calculation above was compared to the "t" index (tt) with the condition below:

1. If the t0>tt Ha was accepted. It meant that there was a significant difference between the two variables.

2. If the t0<tt Ha was refused. It meant that there was no significant difference between

the two variables

$dB = n1 + n2 - 2$

$= 20 + 19 - 2$

$= 39 - 2$

$= 37$

CHAPTER V

CLOSING

In this chapter, the writer describes the result of the research and also gives some suggestions that are hoped to be useful for education and the next research.

A. Conclusion

The Pictionary Game Technique is an effective strategy in improving students' vocabulary to the Seven-grade students of MTS Ma'arif Klego Ponorogo in the academic year 2021/ 2022. It is based on the data analysis that the result of the t-value is 1.094 and t-table in 5% signification level is 2.00. It means that the t-value is higher than the t-table. So, Ho is rejected and Ha is accepted that means the Pictionary technique is an effective strategy to improve students' vocabulary to the seven-grade students of MTS Ma'arif Klego Ponorogo.

Besides that, the result of data analysis on the students' vocabulary taught without using the Pictionary game technique is inadequate level. The mean scores of the post-test are 75.26. It means that the students in the control class who are taught without using Pictionary game techniques are not fully able to improve their vocabulary. Whereas, the result of the data analysis of the students' vocabulary that is taught using the Pictionary game technique is good enough. The mean score of the post-test is 77 or in the category of adequate. It means that the students can improve students' vocabulary by using a Pictionary technique.

B. Suggestion

At the end of this chapter, the writer would like to give suggestions related to this research as follows:

1. To the students

a. The writer hopes that the students have a great motivation to improve their English skills and they should have good self-confidence to learn, especially in vocabulary.

b. The students should know that improving vocabulary is not always difficult because improving vocabulary can be enjoyable and easy.

2. To other English teachers

a. The English teachers should promote active learning in the English teaching-learning process so the students will easy and fun to learn new knowledge.

b. The English teacher should have comprehensive knowledge about all sorts of teaching strategies to get teaching more effective, to make students easier to understand the new vocabulary they learn and use it.

c. The English teachers are encouraged to use various teaching strategy, so the students can achieve better material understanding.

d. The English teachers should be creative in developing the teaching-learning activities in the classroom to make the class alive and their students do not get bored.

e. The English teachers should encourage the students to be actively participating in the teaching process so the students will get long memories easier.

3. To other researchers

This technique can be applied not only for English but also for other subjects. In teaching English, this research can be used as the source to obtain more information on how to teach the students with the mnemonic technique.
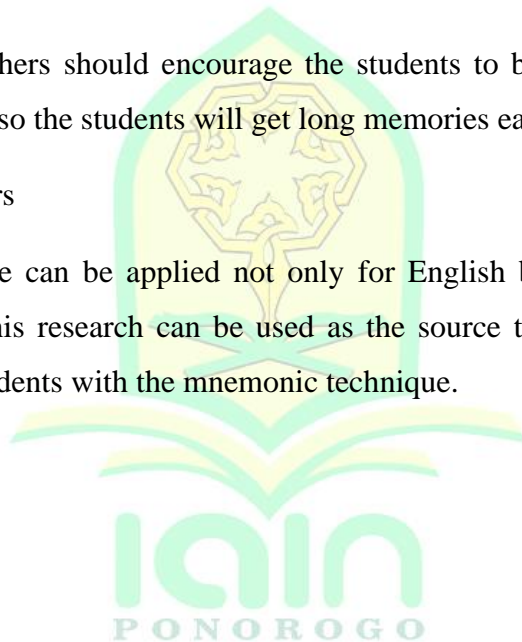
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