

**THE EFFECT OF Pictionary GAME ON  
VOCABULARY MASTERY AT GRADE VIII  
STUDENTS OF SMP N 4 ANGKOLA SANGKUNUR**



**Thesis**

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad  
Addary Padangsidempuan as a Partial Fulfillment of the Requirement  
of the Graduate Degree of Education (S.Pd) in English*

**Written By:**

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STATE ISLAMIC UNIVERSITY  
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PADANGSIDIMPUAN**

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**Thesis**

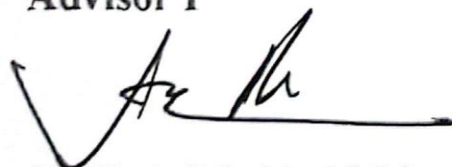
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**2024**

## LETTER OF AGREEMENT

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Assalamu'alaikum Wr. Wb

After reading, studying and giving advice for necessary revision on thesis belongs to Nurlaila Siregar entitled "**The Effect of Pictionary Game on Vocabulary Mastery at Grade VIII Students of SMPN 4 Angkola Sangkunur**" we approved that the thesis has been acceptable to complete the requirement to fulfil for the degree of Graduate of Education (S. Pd) in English.

Therefore, we hope that the thesis will soon examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN SYAHADA Padangsidempuan. Thank you.


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I hereby declare that I have arranged and written the thesis by myself, without asking illegal help from others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

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at Grade VIII Students of SMP N 4 Angkola  
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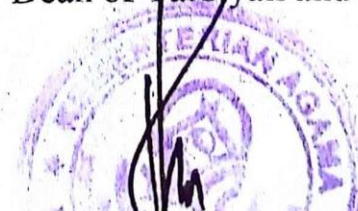
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## **ABSTRACT**

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Grade VIII Students of SMPN 4 Angkola Sangkunur

There are several problems that exist in vocabulary learning, they are: 1) Students' vocabulary mastery is still low. 2) Students have difficulty in understanding and memorizing vocabulary. 3) Students are lazy about learning English because they think it is very difficult. The objectives of this research are 1) To determine students' vocabulary mastery before learning using the pictionary game. 2) To determine students' vocabulary mastery after learning using the pictionary game. 3) To determine whether or not there is a significant effect of the pictionary game on vocabulary mastery. This research is a quantitative research with a quasi-experimental method with a pre-test post-test control group design. The population of this research was the eighth grade students of SMPN 4 Angkola Sangkunur. The sample of this research was 19 students. The instrument in this research is a multiple choice test. Data were analyzed by using Person Product Moment formula by SPSS V.26. Based on the test results, it is known that students' vocabulary mastery before learning using the pictionary game for class VIII SMPN 4 Angkola Sangkunur is in the enough category. Then students' vocabulary mastery after using the Pictionary game is included in the high category. The results of the t-test is There is a significant effect of Pictionary game on vocabulary mastery at grade VIII students of SMPN 4 Angkola Sangkunur.

**Keywords:** Pictionary Game, Vocabulary Mastery

## ABSTRAK

Nama : Nurlaila Siregar  
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Judul Skripsi : Pengaruh Pictionary Game terhadap Penguasaan Kosakata Siswa Kelas VIII SMPN 4 Angkola Sangkunur

Ada beberapa permasalahan yang ada dalam pembelajaran kosakata, antara lain: 1) Penguasaan kosakata siswa masih rendah. 2) Siswa mengalami kesulitan dalam memahami dan menghafal kosakata. 3) Siswa malas belajar bahasa Inggris karena dianggap sangat sulit. Tujuan penelitian ini adalah 1) Untuk mengetahui penguasaan kosakata siswa sebelum pembelajaran menggunakan permainan pictionary. 2) Untuk mengetahui penguasaan kosakata siswa setelah pembelajaran menggunakan permainan pictionary. 3) Untuk mengetahui ada pengaruh signifikan permainan pictionary terhadap penguasaan kosakata. Penelitian ini merupakan penelitian kuantitatif dengan metode quasi eksperimen dengan desain pre-test post-test control group design. Populasi penelitian ini adalah siswa kelas VIII SMPN 4 Angkola Sangkunur. Sampel penelitian ini adalah 19 siswa. Instrumen dalam penelitian ini adalah tes pilihan ganda. Data dianalisis dengan menggunakan rumus Person Product Moment dengan SPSS V.26. Berdasarkan hasil tes diketahui bahwa penguasaan kosakata siswa sebelum pembelajaran menggunakan permainan pictionary untuk kelas VIII SMPN 4 Angkola Sangkunur berada pada kategori cukup. Kemudian penguasaan kosakata siswa setelah menggunakan permainan Pictionary termasuk dalam kategori tinggi. Hasil uji-t terdapat pengaruh yang signifikan permainan Pictionary terhadap penguasaan kosakata siswa kelas VIII SMPN 4 Angkola Sangkunur.

**Kata Kunci:** Permainan Pictionary, Penguasaan Kosakata

## ملخص البحث

اسم	: نورليلي سيرجار
رقم التسجيل	: ١٩٢٠٣٠٠٠٢٨
عنوان البحث	: تأثير لعبة القاموس في إتقان المفردات لدى طلاب الصف الثامن في المدرسة الإعدادية العامة الرابعة أنجكولا سانجكونور

هناك عدة مشاكل في تعلم المفردات، منها: (١) إتقان الطلاب للمفردات لا يزال منخفضاً. (٢) يواجه الطلاب صعوبة في فهم وحفظ المفردات. (٣) يتكاسل الطلاب في تعلم اللغة الإنجليزية لأنه يعتبر أمراً صعباً للغاية. أهداف هذا البحث هي (١) تحديد مدى إتقان الطلاب للمفردات قبل التعلم باستخدام اللعبة المعجمية. (٢) تحديد مدى إتقان الطلاب للمفردات بعد التعلم باستخدام لعبة القاموس. (٣) معرفة ما إذا كان هناك تأثير كبير للألعاب التصويرية على إتقان المفردات. هذا البحث هو بحث كمي باستخدام الطريقة شبه التجريبية مع تصميم المجموعة الضابطة للاختبار القبلي والاختبار البعدي. كان مجتمع هذه الدراسة من طلاب الصف الثامن بالمدرسة الإعدادية العامة ٤ أنجكولا سانجكونور. وكانت عينة هذا البحث ١٩ طالباً. الأداة المستخدمة في هذا البحث هي اختبار الاختيار من متعدد. تم تحليل البيانات باستخدام صيغة "الحظة المنتج الشخصي" مع الحزمة الإحصائية للعلوم الاجتماعية ٢٦. وبناء على نتائج الاختبار، وجد أن إتقان الطلاب للمفردات قبل التعلم باستخدام لعبة القاموس للصف الثامن من مدرسة أنجكولا سانجكونور الثانوية الحكومية ٤ كان في فئة كافية. ثم يتم تضمين إتقان الطلاب للمفردات بعد استخدام لعبة القاموس في الفئة العالية. أظهرت نتائج اختبار (ت) وجود تأثير معنوي للعبة القاموس في إتقان المفردات لدى طلاب الصف الثامن في المدرسة الإعدادية الحكومية الرابعة أنجكولا سانجكونور.

الكلمات المفتاحية: لعبة القاموس، إتقان المفردات

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I realize that are still many shortcomings in this thesis. Therefore, I would be very grateful for correction to improve this thesis. It is such a pleasure for me to get critiques and suggestion to make this thesis better.

Padangsidempuan, 26 Desember 2023

Nurlaila Siregar  
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# CHAPTER I

## INTRODUCTION

### A. Background of problem

Vocabulary is an important language that students should acquire and possess in order to become fluent in a second language. One part of language that people should learn when learning a language is vocabulary. One element of language that is crucial to the teaching of effective language use is vocabulary. Vocabulary is a collection of words that are understood and used to communicate in language. Vocabulary is one of the most important elements in a language.<sup>1</sup> Many of the vocabulary in English text books have to be learned. Without it, no one can speak or understand the language.<sup>2</sup> It means that people cannot write a word or make a sentence well, when they do not master it. Students must comprehend each word in this order. Since vocabulary has its own components, it cannot be divided into the refer four skills since students always use vocabulary when they speak, write, read, or listen to convey a notion, idea, or opinion.

There are several important things why students must have the ability to understand vocabulary, namely: First, being able to understand, classify

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<sup>1</sup>Andri Ani dan Yusni Sinaga, "The Correlation Between Students' Vocabulary Mastery and Speaking Mastery" 09, no. 01 (2021): [https://www.researchgate.net/publication/356150872\\_The\\_Correlation\\_Between\\_Students\\_Achievement\\_In\\_Vocabulary\\_And\\_Speaking\\_Ability\\_at\\_Grade\\_8\\_Junior\\_High\\_School\\_Students](https://www.researchgate.net/publication/356150872_The_Correlation_Between_Students_Achievement_In_Vocabulary_And_Speaking_Ability_at_Grade_8_Junior_High_School_Students)

<sup>2</sup>Virginia French Allen, *Techniques in Teaching Vocabulary*, (Oxford University Press, 1983) [https://www.academia.edu/9793860/Techniques\\_in\\_Teaching\\_Vocabulary\\_Teaching\\_Techniques\\_in\\_English\\_as\\_a\\_Second\\_Language\\_by\\_Virginia\\_F\\_Allen](https://www.academia.edu/9793860/Techniques_in_Teaching_Vocabulary_Teaching_Techniques_in_English_as_a_Second_Language_by_Virginia_F_Allen)

vocabulary. Second, it can improve students' ability in speaking. Third, it can develop students' knowledge such as speaking, reading and listening.

Various efforts have been made by the government to improve the quality of education in Indonesia, including curriculum development, textbook preparation, and teacher quality improvement. In teaching reading the teacher must consider several things. First, the teacher must choose the right vocabulary that can educate students to do something positive and interesting. Second, the teacher must provide a clear explanation and understanding in teaching vocabulary. Third, teachers should provide comments about better pronunciation of vocabulary, because they will find out the mistakes they still make. Everything is done by the teacher so that the learning objectives are achieved.

Based on interviews with the teacher, students often find obstacles in learning new vocabulary at SMP Negeri 4 Angkola Sangkunur. First, vocabulary mastery is still lack. Second, students get difficults to memorize and understand vocabulary. Third, students are lazy to learn English because they feel that learning English is very difficult.<sup>3</sup> That means that the understanding of vocabulary mastery is very low. Another time with students of class VIII SMP Negeri 4 Angkola Sangkunur. The students said "I don't understand the meaning of the vocabulary", "I can't concentrate on the teacher's explanation when there is commotion in the teaching and learning process", "I feel learning English is very boring because the

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<sup>3</sup>Private interview, Suryana, S.Pd. English Teacher of SMP N 4 Angkola Sangkunur private interview, on 12 Desember 2022.

teaching method is very monotonous." This means that students have difficulty understanding and memorizing vocabulary.

Vocabulary mastery well requires on several factors. They are individual factor, social and situation factors. The individual factors are belief, attitude, motivation and language learning experience. While social and situation factors there are field of study, course type, class level, gender, language learning environment.<sup>4</sup> According to Harmer there are many game techniques which are appropriate for use with collections of vocabulary items, they are pictionary, call my bluff and charades.<sup>5</sup> Based on the quotation above it can be concluded that the factors of vocabulary mastery they are motivation, language learning experience, class level, gender and Pictionary.

Pictionary game is a picture-based guessing game on board. It is a combination of picture and dictionary. "Pictionary game is a game of drawing and guessing pictures".<sup>6</sup> Students work together with teams, each member of the group teams take turns to draw a vocabulary given by teacher. Pictionary game are a fun way of teaching vocabulary to junior high school students, in repeating vocabulary

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<sup>4</sup>Dimas Bagus Wiranatakusuma dan Anwar Allah Pitchay, "Analyzing Factors Influencing Second Language Acquisition In Al-Ghifari Islamic Boarding," 2020, 979–95, <https://doi.org/10.18196/ppm.35.84>.

<https://www.tandfonline.com/doi/full/10.1080/2331186X.2020.1738184>

<sup>5</sup>Jeremy Harmer, "The Practice of English Language Teaching," in *Longman*, Fourth Edi, 2015,p.238.

[https://coljour.files.wordpress.com/2018/09/jeremy\\_harmer\\_the\\_practice\\_of\\_english\\_language\\_teaching\\_4th\\_edition\\_longman\\_handbooks\\_for\\_language\\_teachers.pdf](https://coljour.files.wordpress.com/2018/09/jeremy_harmer_the_practice_of_english_language_teaching_4th_edition_longman_handbooks_for_language_teachers.pdf)

<sup>6</sup>Rilly Yaumul Akrimah, Flora Nainggolan, dan Tuntun Sinaga, "Teaching Vocabulary Through Pictionary Game to The First Grade of SMPN 1 Way Tuba," n.d., 1–10. <https://media.neliti.com/media/publications/213557-teaching-vocabulary-through-pictionary-g.pdf>

that students have learned, because the teacher allows students to become active students to remember English vocabulary by illustrating vocabulary through their own pictures. It invites them to learn and play. The advantages of Pictionary game are can be concluded that it provides fun language practice in the various language skills, It is motivating and challenging.

The role of Pictionary game in vocabulary mastery can help students process vocabulary more effectively and can increase students' understanding of the material or information presented and can create conducive and enjoyable learning for teachers and students.

Based on the explanation above, researcher is interested to do a research about teaching vocabulary by using game which is interesting, fun, and cheap with the title “The Effect of Pictionary Game on Vocabulary Mastery at Grade VIII Students of SMP N 4 Angkola Sangkunur”

## **B. Identification of The Problem**

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary mastery is a skill in mastering vocabulary, specifically in mastering English vocabulary to understand reading, writing, speaking, and listening. Students must master the vocabulary or writing used in learning vocabulary and be able to capture information

As mentioned above the comprehension factors in learning vocabulary are: individual factors (belief, attitude, motivation, language learning, social and situational (course type, class level, gender, language learning environment.

### **C. Limitation of the Problem**

Based on the problem identification above, there are several understanding factors in learning vocabulary. They are individual, social and situational. In this study did not discuss all the factors of understanding vocabulary learning in this study only focused on one factor only. This research is limited to pictorial game. Related to lesson plan the VIII grade focus to vocabulary about places, things and animals.

This study focuses on learning styles in understanding vocabulary about places, things, and animal due to several factors. First, students find it difficult to memorize and understand vocabulary. Second, students are lazy to learn English because they feel that learning English is very difficult.

### **D. Formulations of the Problem**

To make the problem clear the researcher formulates the problem based on identification above as follow:

1. How is the vocabulary mastery before using pictorial game at grade VIII students of SMP Negeri 4 Angkola Sangkunur?
2. How is the vocabulary mastery after using pictorial game at grade VIII students of SMP Negeri 4 Angkola Sangkunur ?

3. Is there any significant effect of pictictionary game on vocabulary mastery at grade VIII students of SMP Negeri 4 Angkola Sangkunur?

#### **E. Purposes of the Research**

The purpose the research is to examine the formulation of the problem. Based on the formulation above the researcher determines the research purpose, were:

1. To describe the vocabulary mastery before using pictictionary game at grade VIII students of SMP Negeri 4 Angkola Sangkunur.
2. To describe the vocabulary mastery after using pictictionary game at grade VIII students of SMP Negeri 4 Angkola Sangkunur.
3. To know whether there is significant effect of using pictictionary game on vocabulary mastery at grade VIII students of SMP Negeri 4 Angkola Sangkunur, or there is not significant effect of using pictictionary game on vocabulary mastery at grade VIII students of SMP Negeri 4 Angkola Sangkunur

#### **F. Significances of the Research**

This research has significantces, they are:

1. For headmaster, as an information especially about teaching vocabulary by using pictictionary game at grade VIII students SMP Negeri 4 Angkola Sangkunur.

2. For English teachers, as an information to add their techniques in teaching English especially in teaching vocabulary by using pictorial at grade VIII students SMP Negeri 4 Angkola Sangkunur.
3. For the researcher, as an information in conducting further research in the same topic.

### **G. Outline of the Research**

The researcher is going to organize this research paper in order to make the reader easier to understand:

Chapter one consists of background of the problem, identification of problem, limitation of problem, formulation of the problem, purposes of the research, significances of research and outline of thesis.

Chapter two consists of, theoretical description, which explains about definition and concept of vocabulary, pictorial game, review related finding, framework of thinking and hypothesis.

Chapter three consists of methodology of the research which is divided into subchapter, the place and time of the research, the research design, population and sample, instrument of the research, validity and reliability, technique of collecting data, and the technique of analysis the data.

Chapter four consists of the data description, hypothesis testing, and discussion. Chapter five consists of the conclusion about the result of this research and suggestion, implication that are given by the researcher.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Description

##### 1. Vocabulary Mastery

###### a. Definitions of Vocabulary

According to Nunan, vocabulary is more than list of target language words. As a part of the language system, vocabulary intimately interrelated with grammar.<sup>7</sup> Richard and Renandya stated vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.<sup>8</sup> Then according to Ur, “vocabulary is the list of words that teach in foreign language and it teach by teacher based on students.”<sup>9</sup> Additionally, vocabulary is a communication particularly in the early stages when students are motivated to learn basic words they need to get by in the language.<sup>10</sup> Therefore, it can be concluded that vocabulary is list of words that student’s knowledge as Communications of that is uses to master the skills in language such as speaking, listening, reading, and writing. Vocabulary

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<sup>7</sup>David Nunan, *Language Teaching Methodology A Textbook for Teachers*, Two Editio (New York, 2000), <https://id.z-library.se/book/1058959/032b9a>.

<sup>8</sup>Jack C. Richard dan Willy A. Renandya, *Methodology in Language Teaching An Anthology of Current Practice*, ed. oleh Jack C., Jack C. Ri (Cambridge, New York, Malbourne, Madrid, Singapore: United States of America by Cambridge University Press, New York, 2002). [https://viancep2012.files.wordpress.com/2011/12/methodology\\_in\\_language\\_teaching\\_2002\\_scanned.pdf](https://viancep2012.files.wordpress.com/2011/12/methodology_in_language_teaching_2002_scanned.pdf)

<sup>9</sup>Penny Ur, *A Course in Language Teaching Practice and Theory*, ed. oleh Marion Wlliams dan Tony Wright (Cambridge University Press, 2009), <https://id.zlibrary-africa.se/book/1162252/eada10>.

<sup>10</sup>Roger Gower, Diane Philips, dan Steve Walters, *Teaching Practice a Handbook* (Macmillan, 2005), <https://id.z-library.se/book/837208/e84e6b>.

is a collection of several words to become a complete sentences or collecting of words that are understood and used to communicate in a language.

In Curriculum “vocabulary is a collection of alphabets arranged in a dictionary consisting of one word or more than one words that has meaning”.<sup>11</sup> Vocabulary is an important instructional aim for teachers in all content areas in middle grades schools. It means vocabulary grow and development and share effective instructional strategies that middle school teachers can use to teach vocabulary across the content.

Based on the definitions above, it can be concluded that vocabulary is a whole word or certain concept owned by a person or a language in an environment, or vocabulary is a collection of several words to become a complete sentences or collecting of words that are understood and used to communicate in a language.

#### **b. Purposes of vocabulary**

Purpose of vocabulary is to increase the learner’s ability in language and have the knowledge about the word. Vocabulary is important for students. There are several purposes of vocabulary:

- a. To express their opinion thinking
- b. To express idea in their society

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<sup>11</sup>Syllabus of Eight Grade of Junior High School in Curriculum 2022/2023

- c. Particular in early stages when students are motivated
- d. To learn the basic words they need to get by in language.<sup>12</sup>

According to Wallace, the purpose of mastering vocabulary is divided into three purposes of vocabulary, they are:

1. Quantity means number of words to counting a lesson. In the minimal number of words for junior high school is around 1500 words, while senior high school is about 4000 words.
2. Need to determine the students' vocabulary for bussiness.
3. Presentation to specific understanding in the meaning of the words being learn since meaning involves many things, this requires the teaching in which the words are presented.<sup>13</sup>

Meanwhile, in curriculum, the purpose of vocabulary is students are able to memories vocabulary, students are able to enrich vocabulary in daily activity, and students are able to know the meaning of words.<sup>14</sup>

Based on the purpose above, vocabulary helps students express their idea precisely in communication, students are able memories vocabulary, and students are able enrich vocabulary in daily activity, and students are able to know the meaning the words.

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<sup>12</sup>Roger Gower, et al. *Teaching Practice Handbook*, (Thailand: Macmillan, 1995), p. 124 <https://zlibrary-id.se/s/?q=Roger+gower%2C+Teaching+practice+Hanbook>

<sup>13</sup>Michael J. Wallace, *Teaching Vocabulary*, (ELBS, 1989), p. 235.

<sup>14</sup>Syllabus of Eight Grade of *Junior High School in Curriculum K-13*

### c. Kinds of Vocabulary

There are many kinds of vocabulary, According to Thornbury in Rayani and Harida there are two kinds of vocabulary that consisted of receptive or passive and productive or active vocabulary.<sup>15</sup> The further explain is:

#### 1. Receptive Vocabulary or Passive Vocabulary

Receptive vocabulary can be understood only through listening and reading. Since receptive vocabulary is rarely used and memorization of a language's entire lexicon is impractical, one need only be able to understand an utterance's ideas contextually rather than word for word, one need not be very familiar with it.<sup>16</sup>

#### 2. Productive Vocabulary or Active Vocabulary

Productive vocabulary entails understanding the word's pronunciation, spelling, and proper grammar usage in addition to the words that it typically colloquizes with.<sup>17</sup>

Based on quotation above, can be concluded about receptive or passive vocabulary will be easy understand by using listening and reading to remember words or vocabularies, while productive or active vocabulary will be easy understand by using concentration patterns and grammatical to get vocabulary.

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<sup>15</sup>Fitri Rayani dan Eka Susti Harida, *Building a Better Vocabulary by Word Formation Process*, ed. oleh Eko Widiyanto, 1 ed. (Jakarta: Kencana, 2021).

<sup>16</sup>Rayani dan Harida.

<sup>17</sup>Rayani dan Harida.

#### d. Features of Vocabulary

Vocabulary consists of the words that we understand when students hear and read (receptive vocabulary) and the words students speak or write (expensive vocabulary). Students choose the words on vocabulary that students read or hear a variety of word that are important for language development.

Richard in Siswati states there are references to determine which word will be taught, they are:

- 1) Coverage or range context where the word can be found
- 2) Convenience or how easy a word is learned
- 3) Convenience or how easy a word is learned
- 4) Familiarty, meaning the word is often found, meaningful and concrete.<sup>18</sup>

Additionally, the vocabulary that introduced in classroom is to some extent conditioned by the books used.<sup>19</sup> It can be concluded that choosing vocabulary for Junior high school vocabulary should start with tangible terms that kids can feel and touch, as well as words that are connected to their textbooks, since this will make it easier for them to learn new vocabulary.

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<sup>18</sup>Kamila Siswati, 'Efektivitas Model Pembelajaran Penguasaan Kosakata' (Unniversitas Muhammadiyah Purwokerto, 2012, P. 9

<sup>19</sup>John Haycraft, "An Introduction to English Language Teaching," in *Longman*, ed. oleh Donn Byrne (England: Longman Group Ltd, 1986), 1–152, <https://id.z-library.se/book/689866/e7a347>.

### e. Assessing Vocabulary

Vocabulary assessment appears easy in the sense that a list of words is readily available to provide a basis for selecting a set of words to test.<sup>20</sup> Cameron explains that the following four indicators significantly affect students' vocabulary: pronunciation, spelling, grammatical, and meaning.<sup>21</sup> Then the material of vocabulary in this researcher used vocabulary about places, things, and animals. So, the students are able to identify and memorize vocabulary.

Brown states, test is a method that measuring a person ability and knowledge.<sup>22</sup> The test should be related to student's material lesson. The words to be tested can be chosen to create the test.<sup>23</sup> Therefore, the vocabulary test needs to be connected to the student's course material. Teaching language in a junior high school needs to be centered on the surrounding environment.

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<sup>20</sup>John Read, *Assessing Vocabulary*, ed. oleh J. Charison Alderson (Cambridge, United Kingdom: University Press, 2000), <https://id.z-library.se/book/689866/e7a347>.

<sup>21</sup>Lynne Cameron, *Teaching Language to Young Learners*, First (United Kingdom: University Press, Cambridge, 2001)

<sup>22</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, 1 ed. (Pearson ESL, 2003), <https://id.z-library.se/book/837208/e84e6b>.

<sup>23</sup>Scott Thornbury, *How to Teach Vocabulary*, fifth (Cambridge University Press: Bluestone Press, 2007).p. 138

According to Ur, there are many vocabulary tests, including multiple choice, gap filling, matching words and meaning, dictation, and translation.<sup>24</sup>

1. Multiple-choice is the learners are given a question with the several answer, and they have to choose the right answer. For example: (choose the correct answer) A person who writes book is called?
  - a. a booker
  - b. an editor
  - c. an author
  - d. a publisher
2. Matching words and meaning is learners have to match to the word with the right meaning of the words.<sup>25</sup> For example
  1. Large a. small
  2. Unhappy b. many
  3. A lot c. big
3. Dictation, only test the aural and spelling, if the learners recognize and spell an item correctly they probably know what it means.<sup>26</sup> Example the students writes them down
4. Translation is learners receive sentences or a text their mother tongue and their task is to translate into English. Ur said that it is a quick way how to find out about student's knowledge but marking may quite difficult as there may be tens of variation.<sup>27</sup> Example: they worked at the office.  
So, in this research can be concluded assessing for students

vocabulary used multiple choice. By giving test to the students, researcher can clearly find out their knowledge in vocabulary.

#### **f. Materials in Teaching Vocabulary**

There are many materials in vocabulary teaching. It is in syllabus of seventh grade of junior high school in curriculum 2013.

The book used in SMP Negeri 4 Angkola Sangkunur is "When

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<sup>24</sup>Ur, *A Course in Language Teaching Practice and Theory*. p. 72-73

<sup>25</sup>Ur.p.39

<sup>26</sup>Ur.p.39

<sup>27</sup>Ur.p.39

English Rings the Bell”. It divide into eight chapters, they are; greet, introduce myself, take leave (chapter I), name of the days, time, name of the months, dates, and years (chapter II), family (chapter III), things in the classroom, things in my bag, part of the house and animals (chapter IV) profession and public places ( chapter V), people, things, animals ( chapter VI and VII), instruction, short notices and warnings or cautions (chapter VIII).<sup>28</sup>

In the research, to know the students’ vocabulary mastery, researcher limit the materials of vocabulary into basic vocabulary includes the name of animals, name of things and public places by using the pictorial game.

There are some examples of material vocabulary at Junior High School students:

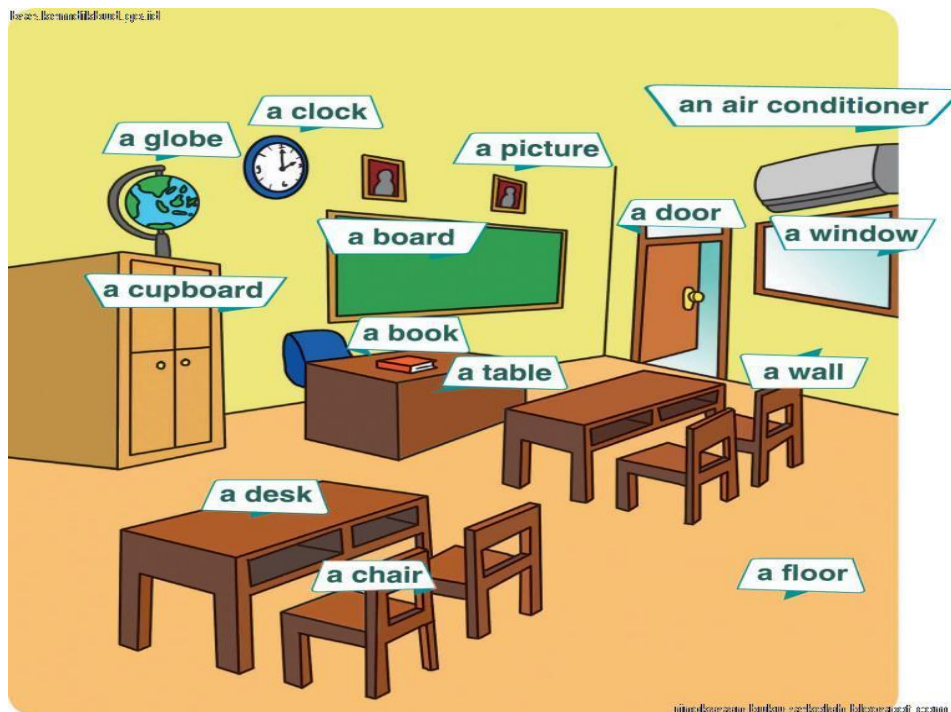
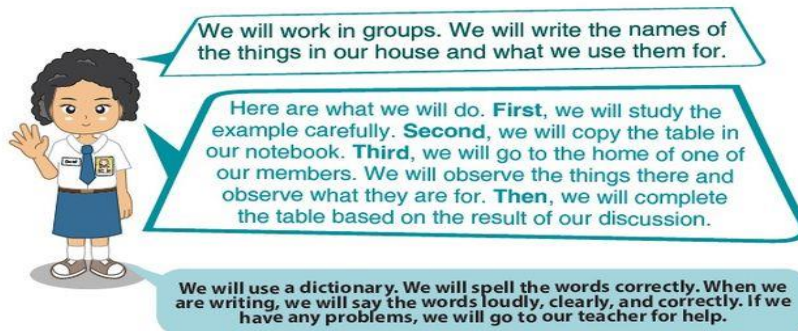
### **1. Material 1 Vocabulary of Things in Teaching**

- a. *There are many rooms at my school, please go outside the classroom then find the rooms in the picture below!*<sup>29</sup>

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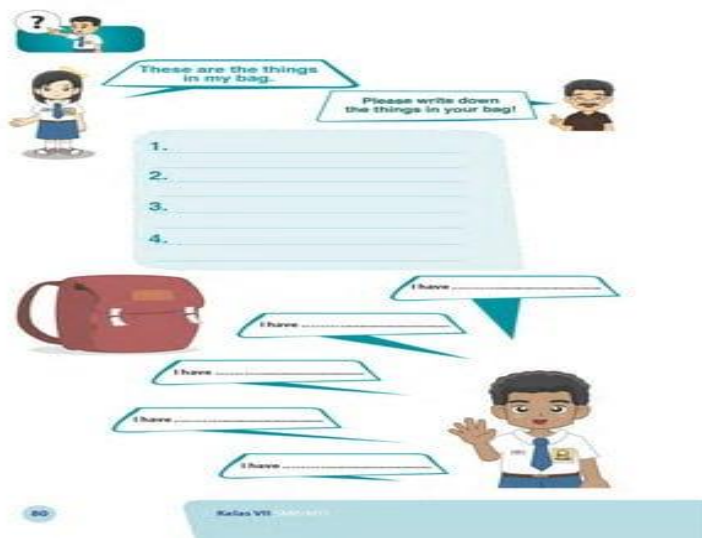
<sup>28</sup>Siti Wachidah et al., *When English Rings a Bell*, ed. oleh Rd. Safrina Noorman dan Lestari Manggong, 4 ed. (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017).

<sup>29</sup>Wachidah et al.



From the picture above, one example of vocabulary learn in class is vocabulary about things. Students are required to master vocabulary about things in the class.

Please write down the things in your bag!

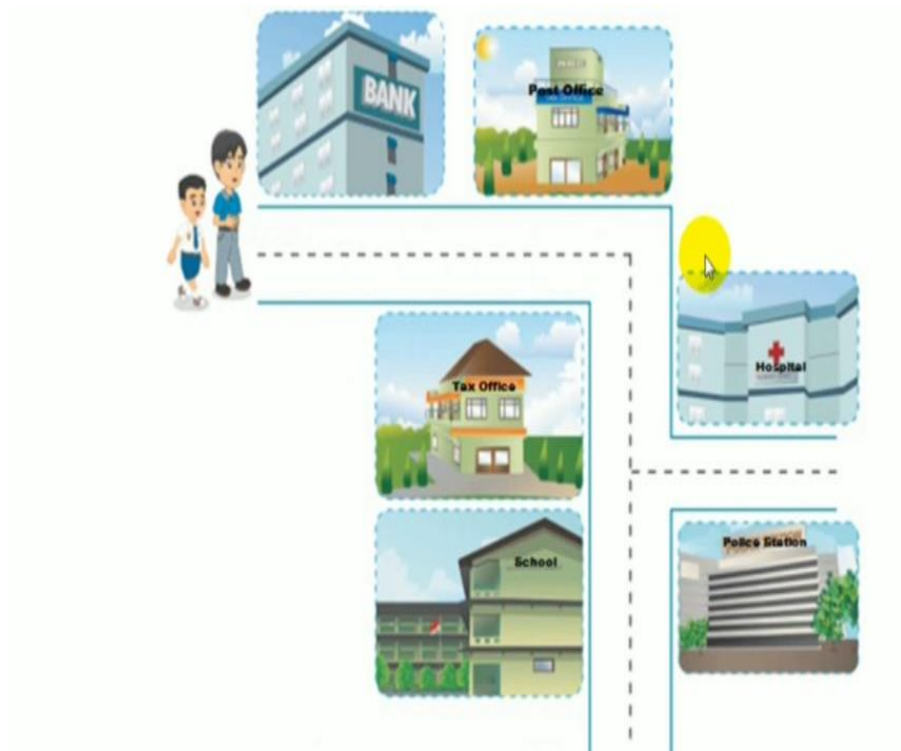


## 2. Material two Vocabulary of Public Places in Teaching

*These are public places in my town. What is it? What do you think about it? What can we do there?*<sup>30</sup>

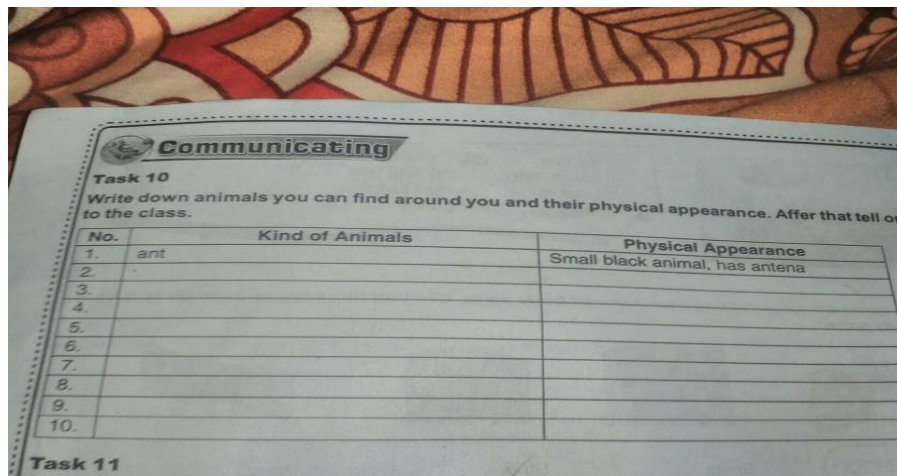
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<sup>30</sup>Wachidah et al.




From the picture above, one example of vocabulary material in class is vocabulary about public places. Students are required to master vocabulary about public places.

*Please write down animals you can find around you and their physical Appearance!*



### 3. Material three Vocabulary of Animal in Teaching

*The Elephant is big. Please describe each animals bellow!*<sup>31</sup>

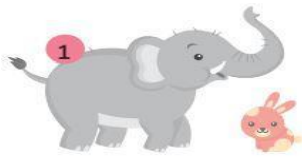


**Look and answer**

Look at the pictures and answer the questions.

**Example:**


1



How is the elephant compared to the rabbit?  
**It is bigger than the rabbit.**

How is the rabbit compared to the elephant?  
**It is smaller than the elephant.**

2



How is the cow compared to the goat?  
 \_\_\_\_\_

How is the goat compared to the cow?  
 \_\_\_\_\_

From the picture above, one example of material of vocabulary in class is vocabulary about Animals. Students are required to master vocabulary about Animals.

## 2. Pictionary Game

### a. Definitions of Pictionary game

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<sup>31</sup>Wachidah et al.

According to Thornbury Pictionary game is a game that involves students guessing words or phrases from drawings. This game works in teams and each member of the team taking turns to be the artist.<sup>32</sup> Brian Robin says that “Pictionary game is a game show based on the board game of the same name, in which into teams of children competed in a drawing game for prize”.<sup>33</sup> It also encourages peer learning, as students can do it in small groups or do it classically. The teacher needs to limit the time since this is a fun game and many students love games. It can be played from the beginner, intermediate or even advance level.<sup>34</sup> Another, Pictionary is a game that represents the picture of the word that should be guess by the game player.<sup>35</sup> According to Means and Lindner “Pictionary is fun, but more important, it helps students collect vocabulary related to their pieces. It's easy to do: Draw a picture of the subject, setting, setting, characters, or anything else related to the piece and label all the components of the picture with words.”<sup>36</sup>

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<sup>32</sup>Thornbury, *How to Teach Vocabulary*. Jhttps://id.z-library.se/book/689866/e7a347.

<sup>33</sup>Brian Robin, “Pictionary 1989 Children’s Game Show”, *Al-Ishlah: Jurnal Pendidikan* Vol. 9, No. 2 (2017). <https://core.ac.uk/download/480681456.pdf>

<sup>34</sup>Asmi Rusmanayanti, Fatchul Mu’in, dan Rizky Amelia, *50 Games in English Language Teaching*, ed. oleh Yusuf Al Arief (Kalimantan Selatan: CV. Eco Banjarmasin, 2020), p. 111

<sup>35</sup>Melanie Naphine and Michael Daniel, *ESL English for Year 12*, (Victoria: Insight Publications, 2011), p. 102.

<sup>36</sup>Beth Means dan Lindy Lindner, *Teaching Writing in Middle School*, ed. oleh JasonCook (United States of America: Kevin W. Perizzolo, 1998), <https://smartlib.umri.ac.id/assets/uploads/files/bb2ad-teaching-writing-in-middle.pdf>.

From the definition above, it can be concluded that Pictionary game is game which help the students to remember the words that they have known by guessing a picture of the word that given by the teacher.

#### **b. Principle of Pictionary game**

Pictionary is one of the games that help the students enjoyment and more focus on the lesson.<sup>37</sup> There are principles of pictionary game:

1. What to draw
2. How to draw
3. Responding to teammates' guesses in Pictionary can stimulate this learning process for students.<sup>38</sup>

Based on principles above the researcher can concluded, that teachers should use the concepts of the pictionary game as a guide when instructing pupils in vocabulary through the use of the game technique.

#### **c. The Advantages and Disadvantages of Pictionary Game**

To make easier to students for learning a new language especially for vocabulary, genuine objects can be brought into the classroom so that students can observe real things that they will be

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<sup>37</sup>Saptono, *Implementation of Role-Playing Model in Principles of Finance Accounting Learning, VOL. 12, NO. 2, november 2010, p. 78.*

<sup>38</sup>Claire Howell Major et,al, *Teaching for Learning 101 Intentionally Designed Educational Activities to Put Students on the Path to Success*, ( Francis : Routledge, 2016)

learning. There are several benefits to using the pictionary game to enhance vocabulary mastering objectives, they are:

1. It is a fun game
2. It is also suitable for developing specific grammar and vocabulary skills by modifying the game.<sup>39</sup>

Furthermore, other advantages are:

- a. It encourages cooperation in the teamwork
- b. It bring relaxation and fun to students
- c. It encourages students to interact and communicate
- d. Motivating and give students more opportunities to express their opinions, vocabulary games bring real word context into the classroom.<sup>40</sup>

Besides of the advantages of pictionary game, there are several disadvantages of pictionary game also. They are:

- a. Pictionary game technique sometimes very difficult for visual learners.
- b. Make students be noisy and not conducive in the class teaching learning activity.

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<sup>39</sup>Mercy S. Ferdinandus dan Fatimatuz Zahra Rahayaan, "Extending Students' Mastery Of Vocabulary Learned Through Pictionary Game," *Pedagogika and Dinamika Pendidikan* 8, no. 2 (2020). <https://www.academia.edu/download/66957912/2250.pdf>

<sup>40</sup>Azizah Hitari dan Ramli, "Penguasaan Kosakata Bahasa Inggris Menggunakan Permainan Pictionary," *JPSS* 8, no. 2 (2022): 1–9. <https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://jurnal.umbulukumba.ac.id/index.php/jpss/article/view/83&ved=2ahUKEwidIOCLgsWBAXWJd2wGHcULAfKQFnoECBkQAQ&usg=AOvVaw3fm1rN78o61MoVfGEJi0mO>

c. If the students who becomes an artist cannot draw it will make the team of the artist cannot guess what the artist draws.<sup>41</sup>

So, from the above explanation, it can be concluded that the advantages of the pictorial game are fun, enjoyable, great for visual learners, and help students review vocabulary. It also makes students more motivated, gives them more opportunities to express their opinions and feelings, and helps them work in teams. However, there are drawbacks to the pictorial game, such as making students noisy and disruptive in the classroom, being challenging for visual learners, and making it impossible for the team to guess what the artist is drawing if they are not skilled at drawing.

#### **d. Procedures of Pictionary Game**

The procedures of using pictorial game technique in students' vocabulary mastery is create list of concepts, people, objects, and terms significant to course or lesson for the day and the player try to draw it. According to Hamer & Lely procedure of Pictionary game as follows:

- a. Students are divided into a group.
- b. The teacher explains the rules of Pictionary game.
- c. Each group is given a word to draw.

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<sup>41</sup>Maryam Rohani and Bezhad Pourgharib, *The Effect of Games on Learning Vocabulary*, Internasional Research Journal of applied and basic Sciences. Vol.4 <https://ejournal.unp.ac.id/index.php/jelt/article/view/109408>

- d. Each group determines the others to draw and also to illustrate every word given by the teacher. The other can be the learners who sit down in front of the classroom and or on the backside.
- e. The teacher who puts a collection of that word will draw in the front desk, along with a blank sheet of paper for drawing several words to each of the learners.
- f. After a warning, one member of each group begins to take one of the cards and begin to draw, and then tell the members of the group to guess (students who are drawing only answer ,yes' if true and ,no' if false).
- g. Each learner as members of the group takes turns to go forward to take one of the card words and draws to guess by members of the group.<sup>42</sup>

According Harmer the procedure of Pictionary game are:

- 1) Students are put into groups four or five
- 2) All students sitting round the table
- 3) The teacher gives each group a collection of 20-30 words written on individual cards or pieces of paper
- 4) The students have to place the cards face up on the table in front of them
- 5) The teacher reads out one by one

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<sup>42</sup>Hamer, W., & Lely, L. N. (2019). Using Pictionary Game to Increase Learners' Vocabulary Mastery in English Language Instruction. *Journal of English Education Studies*, 2(1), 43– 51. <https://doi.org/10.30653/005.201921.30> .

- 6) The students write a word in black board. All of group can see this word have to explain what its mean.<sup>43</sup>

In this research, researcher chooses procedure from Hamer and lely, because that is related to the type of Pictionary game.

#### **h. Implication of Pictionary Game**

In this research, the writer use Pictionary game 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.<sup>44</sup>

#### **i. Teaching Vocabulary by Using Pictionary Game**

Teaching vocabulary using Pictionary means the teacher and the students use picture based guessing game to know the materials. The students study and remember the words from the game that they play. There are many kinds of activities that can be done to teach vocabulary to make the learning process meaning. Therefore,

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<sup>43</sup>Jeremi Harmer, "The Practice of English Language Teaching," in *Longman*, Fourth Edi, 2015,p 237.

<sup>44</sup>Tiwa Mur Wijianto, "The Effect of Pictionary Game In Teaching Vocabulary at MTS Ma'arif klego Ponorogo" (2022).

Pictionary can be used to teach nouns they are animals, things, and public places.

They are some activities in teaching vocabulary by using pictionary in classroom. Activities for using Pictionary game, they are:

1. Pre-Teaching

The process in pre-teaching, first before the teacher starts the learning session, Teacher greet the students and checks the attendance list and gives the icebreaking to the students. After that the students pay attention to the teacher and respond to teacher says or asks

2. While-Teaching

The next is the first procedure of teaching vocabulary by using Pictionary game that is presenting, in this procedure the teachers explain the material lesson with using media, media is picture. After explain the material, the teacher who puts a collection of that word will draw in the front desk, along with a blank sheet of paper for drawing several words to each of the learners. Each learner as members of the group takes turns to go forward to take one of the card words and draws to guess by members of the group.

3. Post-Teaching

The last is revising. In this procedure the teacher repeat the material again to make sure that students understand the material well. The teacher summarized today's material and revise the mistakes while teaching learning takes place.

**Table II.1 Teaching Vocabulary Procedures by Pictionary Game**

	<b>Teachers' Activity</b>	<b>Procedure</b>	<b>Student Activity</b>
P r e - T E a c h i n g	Observation 1. Teacher divide students to groups.	1. Students are divide into groups	1. Students listen to the teacher.
	2. Teacher explains the role.	2. Teacher explains the rule	1. Students divide into group
		3. Choose one person draws on the.	1. Students from each team choose one perso.
W h i l e - T e a c h i n g	Exploration 1. Teacher gives the card to the students	4. Teacher put collection words will draw in the front	
	Communication 1. Teacher explains the time to guess the answer	5. After take the card and come to front to draw	1. students discuss with team
	4. Teacher allow to other team to guess the answer if the team is not able to guess the answer	6. If the teams are not able to guess the answer allows another team the change to guess the answer	1. Students from each team try to guess the answer quickly
		7. The winner is the fastest guessing the word correctly	1. The students try to right answer
P o s t - T	1. Teacher asks the students about their understanding about material		1. Students answer teacher's question. 2. Students tell their problem

P r e - T E a c h i n g  e a c h i n g	<b>Teachers' Activity</b>	<b>Procedure</b>	<b>Student Activity</b>
	Observation 1. Teacher divide students to groups.	1. Students are divide into groups	1. Students listen to the teacher.
	2. Teacher explains the role.	2. Teacher explains the rule	1. Students divide into group
		3. Choose one person draws on the.	1. Students from each team choose one perso.
	2. Teacher makes summarizing about the material		1. Students listen carefully to the teacher summarize about the learning
	3. Salam		2. Students says salam to teacher

#### **j. Conventional Teaching**

Conventional is concern with teacher controller of learning environment. Power and responsibility are held by teacher and they play role instructor and decision maker regard students as knowledge hole that need to field with information.<sup>45</sup>

There are many kinds of teaching technique that can apply by teacher. One of teaching technique is conventional technique. Conventional

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<sup>45</sup>Jhon deriden, Conventional Teaching  
(<http://www.britannia.com/Ebchecked/topic/4279/nnuclear-method/52993/Conventional-Method>)

technique can be divided into some kinds.<sup>46</sup> They are; lecturer method, project method, catechize method, lecture discussion, problem solving method, homework, recitation method, demonstration and experiment method, role play method, and so on.

### 1. Lecturer Method

Lecturer method is a traditional method because this method has been used long since as an oral communication tool between teachers and students in educational interaction.<sup>47</sup> Moreover, in educational and traditional teaching, it is like in rural areas that have weaknesses in learning facilities and teachers.

### 2. Steps of Lecturer Method

There are some steps before showing this method, they are:

- a) Preparation, create learning conditions for students.
- b) Implementation, teacher conveys material then gives opportunity to students for connecting and comparing material of lecturer that is accepted through catechizing.
- c) Evaluation, give the test to students for looking at students' comprehension about material that has been learned.<sup>48</sup>

So, from the explanation above, it can be concluded that conventional teaching method is a traditional teaching method that is often applied by teachers.

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<sup>46</sup>Syaiful Bahri Djamarah, *Strategi Belajar-Mengajar* (Jakarta: PT. Asdimahasatya, 2006), p.83

<sup>47</sup>Syaiful Bahri Djamarah, *Guru dan Anak Didik (Dalam Interaksi Edukatif)*, (Jakarta: PT Rineka Cipta, 2000), p.205

<sup>48</sup>Syaiful Bahri Djamarah, *Guru dan anak didik...* p.99

One traditional approach is the lecturer method, which uses a particular teaching style to impart knowledge about a subject. Based on the agreement of teachers at school, the researcher concluded that conventional technique is a method that teachers use to teach a material.

Based on observation, researcher concludes that procedure used by English teacher at SMP N 4 Angkola Sangkunur, are as follows:

- 1) Explain in learning material
- 2) Identify in difficult the word
- 3) Asking students to memorize

## **B. Review of Related Finding**

There were other researchers that have done a research about Pictionary game. First, Wijianto, the result of data analysis, showed that the T-test was 1.094 and the value of T-table of  $df = 37$  is 1.70. It means that the value of T-test was higher than T-table ( $> 2.00$ ). He concluded that there was a significant difference score in vocabulary mastery for the students.<sup>49</sup>

The second is Riswandari, it was concluded that there was a significant difference between the experimental and control group. It means that pictionary game is effective to improve students' vocabulary mastery in the fifth grade students of SD N 2 Ukir Rembang. It could be concluded

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<sup>49</sup>Wijianto, "The Effect of Pictionary Game In Teaching Vocabulary at MTS Ma'arif klego Ponorogo." <http://etheses.iainponorogo.ac.id/17953/>

that there was significant difference between the experimental and control group.<sup>50</sup>

Third has done by Putri she was conclude based on the findings of the data analysis, it can be identified that the students' post-test score of experimental group was higher than control group.. It can be concluded ttable was 1.97. After getting the calculation of students' scores, it found that tobserved > ttable. It shows that (Ha) was accepted, and (H0.) was rejected. In the other words, there is significance effect of the students' speaking skill that treated by Pictionary game.<sup>51</sup>

Forth, research was conducted by Magrifah and was proved by the result of the statistical analysis of a degree of freedom (df) = 38 indicated the that the t-test values of the students speaking (5,747) was higher than t-table value (2,021. The result above, showed that Pictionary technique is effective in teaching intensive speaking. Therefore, this technique can be applied in teaching speaking.<sup>52</sup>

Based on the related findings above, the researcher concluded that pictionary game can influence an increase the students' vocabulary mastery. So, the researcher wants to use pictionary game on students' vocabulary

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<sup>50</sup>Rina Dyah Iswandari, "The Effectiveness Of Pictionary Game In Improving Students' Vocabulary Mastery A Quasi-Experimental Research Of Fifth Grade Students Of Sd N 2 Ukir Rembang" (2017), <http://lib.unnes.ac.id/30383/>.

<sup>51</sup>Fazar azriani Putri, "The Effect Of Pictionary Game On Students ' Speaking Skill At The Tenth Grade of SMA Negeri Medan" (2020), <http://repository.uinsu.ac.id/10596/>

<sup>52</sup>Nurlu Magrifah "The Effect Of Pictionary Technique Upon The Students' Intensive Speaking Skills At Smk Mutiara Ilmu Makassar"(2019) <http://repositori.uin-alauddin.ac.id/16754/>

mastery. As a result, it will conduct research about “The Effect of Pictionary Game on Vocabulary Mastery at Grade VIII Students of SMPN 4 Angkola Sangkunur.

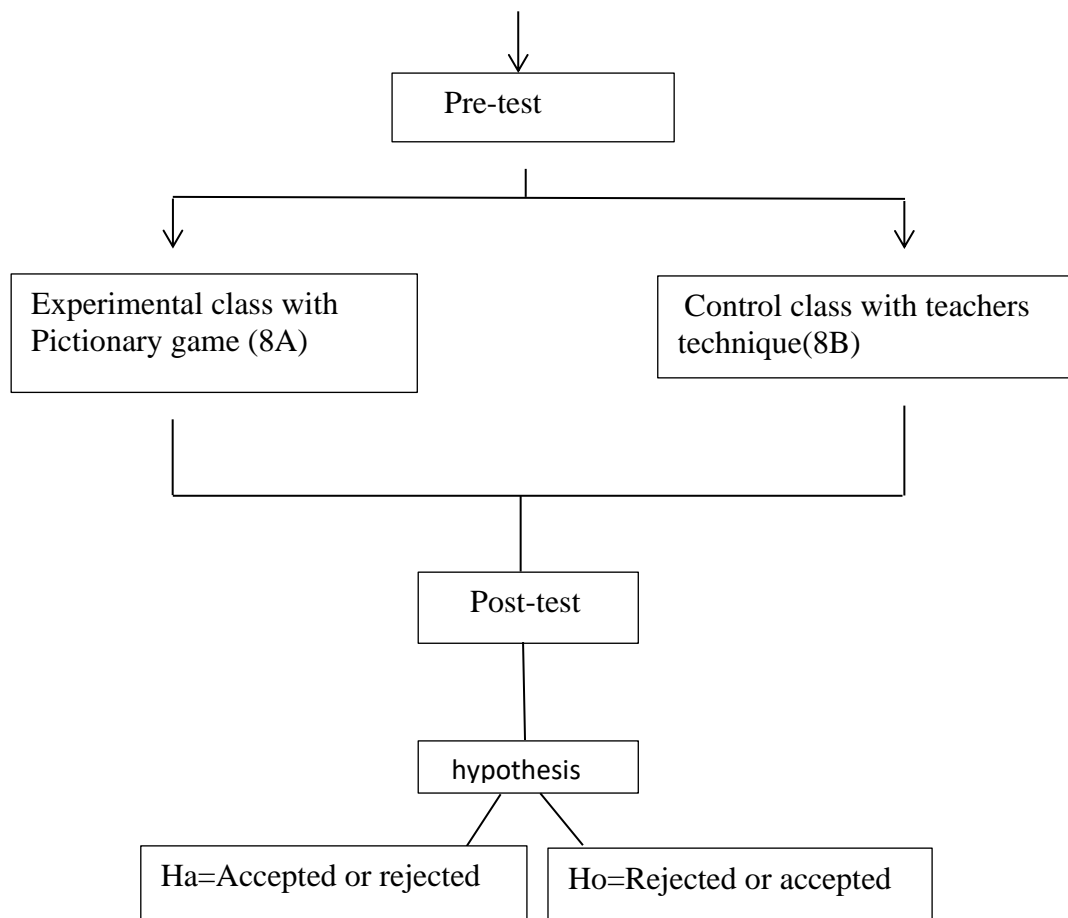
### **C. Conceptual frameworks**

Technique in teaching vocabulary is the important thing must be considered by the teacher to succeed the learning vocabulary. The teacher must choose the suitable technique for the students, so they are not easy to feel bored when following the vocabulary lesson. The teacher can choose the technique which does not only ask them to learn but also they can play. By mixing learning and playing, the students will be more enthusiasm in learning vocabulary.

Pictionary game is one of the techniques that can be applied in teaching vocabulary. By using Pictionary game will make the students easier to get information from the text. They will be divided into two groups, pairs, or in individually. So, they can enjoy and share their knowledge about the concept or subject matter to each other. Thus, the researcher assumed that with using of good technique students can understand about the text easily and quickly. So, the researcher conducts a research based on the framework as below:

#### **Problems**

The student's vocabulary mastery is still lack, The students are difficulty understanding and memorizing vocabulary, The students are lazy to learn English because they feel that learning English is very difficult.



**Figure 1. Conceptual Framework**

#### **D. Hypothesis**

Hypothesis of this research are:

Ha: There is a significant effect of Pictionary game on vocabulary mastery at grade VIII students of SMP N 4 N Angkola Sangkunur

Ho: There is no significant effect of Pictionary game on students' vocabulary mastery at Grade VIII SMP N 4 Angkola Sangkunur.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of the Research**

The research was conducted at the SMP N 4 Angkola Sangkunur. This school is located at street lake siais Km 45, Malombu kec. Angkola Sangkunur. North Sumatera. The research started from January 2023 until Desember 2023.

#### **B. Research Design**

The kind of this research is quantitative research with experimental method. In experimental research, the researcher uses two classes, as an experimental class and a control class. The experimental class is the class teaches with Pictionary game as a treatment and control class is the class teaches with a conventional method.

The design of this research is quasi experimental with pre-test control group design and post-test control group design. The pretest control group design and post-test control group design involves two groups of subject, one is experimental treatment (experimental group) and the other is not given treatment (control group). The research design by using one treatment can be seen below.

**Table III.1**

<b>Pretest-Posttest Control Group Design</b>			
Class	Pre-test	Treatment	Post-test
R	<i>O1</i>	X	<i>O2</i>
R	<i>O3</i>		<i>O4</i>

(Source: Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*)

Notices:

R=The sample of the research

*O1*=Pre-test in experimental class

*O2*=Post-test in experimental class

X= Treatment

*O3*=Pre-test in control class

*O4*=Post-test in control class.<sup>53</sup>

Based the explanation above, the researcher concluded that the experimental research is a kind of research which has the aim to know causal effect relationship between one variable and more to other variable.

### **C. Population and sample**

#### **a. Population**

According to Ott and Longnecker population is the set of all measurement of interest to the sample collector.<sup>54</sup> The population in this study all of the students at the VIII grade of SMP Negeri 4 Angkola Sangkunur. The VIII grade in this school consists of two rooms; that divided into VIII-A, and VIII-B. There are students at

<sup>53</sup>Sugiyono, *Metode Penelitian Pendidikan(Pendekatan Kuantatif,Kualitatif, dan R&D)*, ed. oleh Sugiyono, 22 ed. (Bandung: ALFABETA, cv, 2015).

<sup>54</sup>R Lyman Ott et al., *An Introduction to Statistical Methods and Data Analysis Fifth Edition*, ed. oleh Helen Walden Pam Rockwell (United States of America, 2001). <https://epdf.pub/an-introduction-to-statistical-methods-and-data-analysis-5th-edition.html>

the second grade. The population of research consists both of classes. Therefore, it can be seen on the table below.

**Table III.2**  
**The Population of VIII Grade Students of SMP Negeri 4 Angkola Sangkunur**

No	Class	Total students
1	VIII –a	19
2	VIII–b	19
Total		38

(source : data of SMP N 4 Sangkunur from Vice of Headmaster)

students  
Angkola

b. Sample of the Research

Sample is part of number and characteristics possessed by the population.<sup>55</sup> Sample in this research was taken total sampling from the population. The sample was the students at grade VIII SMP N 4 Angkola Sangkunur. Total sampling is a sampling where the number of samples is the same as the population. The sample was taken randomly by using random sampling stratified technique. The technique is based on the highest score both of the class. The researchers asked the English teacher of the school based on the higher score, then the higher score is class VIII-B, after that the researchers conducted class VIII- B as the experimental class and class VIII-A as the control class.

**Table III.3 the Sample of Eight Grade Students**

No	Class	Students
1	Experimental Class(VIII B)	19
2	Control Class(VIII A)	19
Total		

<sup>55</sup>Sugiyono, *Metode Penelitian Pendidikan(Pendekatan Kuantatif,Kualitatif, dan R&D)*.

#### **D. Definitions of Operational Variable**

To avoid misunderstanding, this research was consisted of two variables, the key term of this researcher were defined as follow:

##### 1. Pictionary Game

Pictionary game is game which help the students to remember the words that they have known by guessing a picture of the word that given by the teacher.

##### 2. Vocabulary Mastery

Vocabulary is list of words that student's knowledge as Communications of that is uses to master the skills in language such as speaking, listening, reading, and writing.

#### **E. Instrument of Collecting Data**

A research must have an instrument in this research because a good instrument can go guarantee for taking the valid data. In this research, the main instrument of this research is test. The researcher gives the test to know students' vocabulary mastery. To get the data from the students, the researcher will collect the data by multiple choice test a set of vocabulary about identify is name of animals, identify of things, and identify of public places. To measure students' vocabulary mastery uses the indicator, as follows:

**Table III.3**  
**Indicators of Vocabulary Mastery**

No	Topic	Indicator	Number of Item	Score
1.	1. Animals	1. Identify the meaning	1,2,3,4	16
		2. Memorize the words	5,6,7,8	16
2.	2. Things	1. Identify the meaning	9,10,11,12,13	20
		2. Memorized the words	14,15,16,17	16
3.	3. Public Places	1. Identify the meaning	18,19,20,21,22	20
		2. Memorized the words	23,24,25	12
				100

The scoring is obtained using the following formula:

$$\text{Score} = \frac{B}{N} \times 100 = \frac{1}{25} \times 100 = 4$$

B = number of question answers correctly

N = number of question<sup>56</sup>

If all question are answered true the score 100. Therefore, to achieve the completeness each student must be able to answer at least 20 questions out of 25 questions. The test questions will also the validity by the English teacher of SMP N 4 Angkola Sangkunur.

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<sup>56</sup>Asrul, Rusydi Ananda, dan Rosnita, *Evaluasi Pembelajaran*, second (Citapustaka Media, 2015). <https://id.z-library.se/book/837208/e84e6b>.

## F. Validity and Reliability of the Research

### a. The validity

According to Arikunto validity is a measurement that shows the valid level an instrument.<sup>57</sup> Validity is important thing to doing the research, it means validity how to valid the test, because a good test must be validity. In this research used construct validity, because the instrument of research is test. Construct validity done by comparing between the content and the design by the researcher and content or the design that has been determined by the teacher. To determine whether or not the test questions was valid using SPSS v.26 using *Person Correlation* test. There are two criteria for determined validity of test, as follows:

- 1) If  $r$  value  $>$   $r$  table at the significance of 5%, it means that the instrument is valid.
- 2) If  $r$  value  $<$   $r$  table at the significance of 5%, it means that the instrument is valid.

### b. The reliability

The high reliability be must have a good test, besides having validity. The internal consistency of the measurement is defined as reliability. Internal consistency is have done by trying the instrument just once, then the data obtained is analyzed with certain techniques. Reliability is the consistency and accuracy in scoring that would

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<sup>57</sup>Suharsimi Arikunto, p12

have resulted from the researched measure. That reality of successful test is reliability. To check the reliability test, the researcher used SPSS version 26.0. There are two criteria for determined validity of test, as follows:

- 1) If  $\alpha_{Cronbach} > r_{table}$  at the level of significance 5%, it means that the instrument is reliable.
- 2) If  $\alpha_{Cronbach} < r_{table}$  at the level of significance 5%, it means that the instrument is reliable.

Testing the realibility of test devices in the form of multiple choice and completion using *Cronbach's Alpha*  $> 0.60$  (high reliable), if the value of *Cronbach's Alpha*  $< 0.60$ , the test items are not realiable. Based on the result of the pretest realibility test using SPSS v23, the Cronbach's Alpha (rcount) value of 0.926 was obtained. So it can be concluded that Cronbach's Alpha  $> 0.60$  (  $0.926 > 0.60$ ). It can be proven that the test of the pre-test realiable instrument is very high category.

## **G. The Procedure of the Research**

### a. Pre- test

Before doing treatment, the pretest was used to determine the mean scores of the experimental and control groups. Whether or not it has an effect or not. Here the researcher use some steps in giving pre-test they are;

1. The researcher distributed the paper of the test to students of experimental class and control class.
2. The researcher explained what the students to do.
3. The researcher gave times of students to answer questions.
4. The students answer the questions.
5. The researcher collected the test paper.
6. The researcher checked the answer question of students.
7. Then, the researcher founded the mean score of control and experimental class.

b. Treatment

After giving the pre-test, the students will be give treatment.

In experimental class, the researcher teaches by using pictiory game. In control class, the researcher teaches by teacher strategy. The procedure of treatment as seen below:

- a) The first, researcher opened the classroom with salam, pray together, checking attendance, giving some questions related to the topic.
- b) The second, researcher wrote down topic on the board about Pictiory game and vocabulary.
- c) The third, explanation the vocabulary mastery to the students by using Pictiory game and make the example.
- d) The fourth, researcher using Pictiory game in teaching vocabulary, researcher divided into six group it's consist five stu

dents. After that, researcher introduces the Pictionary game to student and assign keywords or instructions to each group.

- e) The fifth, the student apply the Pictionary game one of the students stand up in the position of group and describe the clue will be gives by teacher before, then students guess the friends say until the group find the answer.
  - f) The sixth, if the students find the answer their write down in the paper and give to the researcher.
  - g) The seventh, the researcher collect the each and also the answer.
- c. Post-test

After giving treatment, the researcher conducted a post-test. To know the differences score of experimental class and control class and to know the effect of Pictionary game to learning vocabulary mastery of students. The researcher has some procedures, they are:

1. The researcher prepared 25 items of multiple choice test.
2. The researcher divided the test paper to both of class
3. The researcher explained what the students need to do
4. The researcher gave times to students to answer the test(question)
5. The researcher will collected the students' test paper
6. Then, the researcher checked the answer and counts the students' score.

## H. Technique of Analyzing Data

### a. Normality test

Normality test use to know whether the data is research is normal or not. The researcher using one sample Kolmogorov-Smirnov Test.

The hypothesis for normally test is formulated as follows:

Ho: The data is normal distribution

Ha: The data is not normal distribution

The significant level chosen in analyzing the score of Fcalculated through using SPSS 26.0 version is 5% or 0.05. Statistically the hypothesis is:

**Table III.5**

<b>One-Sample Kolmogorov-Smirnov Test</b>		
		Unstandardized Residual
N		19
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	9.92131744
Most Extreme Differences	Absolute	.118
	Positive	.118
	Negative	-.113
Test Statistic		.118
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is normal

b. Calculated from data

c. Lilliefors significance correlation

$$H_0: F_{\text{calculated}} > F_{0.05} \text{ or significant}_{\text{calculated}} > \text{significant } \alpha$$

$$(0.05)$$

$$H_a: F_{\text{calculated}} < F_{0.05} \text{ or significant}_{\text{calculated}} < \text{significant } \alpha$$

$$(0.05)$$

From the data above can be seen that the significance is 0.200. It means  $0.05 < 0.200$ .  $H_0$  is accepted and  $H_a$  is rejected. So, the data is normal.

d. Homogeneity test

Homogeneity test is used to know control class and experimental class have same the variant or not. Homogeneity test has function to find out whether the data homogeny or not. The researcher used test of homogeneity of variances with using SPSS 26.0 version, following the formula as below:

**Table III.6**

<b>Test of Homogeneity of Variances</b>					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	2.118	1	36	.154
	Based on Median	2.253	1	36	.142
	Based on Median and with adjusted df	2.253	1	31.749	.143
	Based on trimmed mean	1.973	1	36	.169

Based on the table above, it showed that variance between groups based on mean have significance 0.154. It means  $\text{sig} > \alpha = 0.05$ .  $0.154 > 0.05$ . The data both of groups are homogenous.

The range of score of the result students test will be interpreted as excellent, good, average/enough and poor as stated by riduwan:<sup>58</sup>

**Table III.5 Score of the result test**

<b>Renge of the real score</b>	<b>Frequency</b>
80-100	Excellent
61-80	Good
41-60	Average/enough
21-40	Poor

## **I. Hypothesis Test**

Hypothesis is the provisional result of the research. The formulation of the problem has been written in the form of a question. This research use Independent Sample t-test with using SPSS 26.0 version. The researcher made the hypothesis from the data that have been analyzed by looking at the  $t_{\text{table}}$  and compare it to  $t_{\text{table}}$  if  $t_{\text{count}} > t_{\text{table}}$ , it means the alternative hypothesis is accepted (there is significant effect). Then, if  $t_{\text{count}} < t_{\text{table}}$  means hypothesis rejected (there is no significant effect).

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<sup>58</sup>Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan Peneliti Pemula*, (Bandung: Alfabeta, Cet.1,2005), p. 89.

## CHAPTER IV

### THE RESULT OF THE RESEARCH

This chapter presents the result of the research. It talks about the effect of list group label strategy on students' vocabulary mastery. The researcher has calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypothesis.

#### A. Description of Data

##### 1. The Description of Data before Using Pctionary Game

###### a. Score of Pre-test Experimental Class

In pre-test of experimental class, the researcher calculated that the result that has been gotten from the students in answering the question. The score of pre-test experimental class could be seen in the following table:

**Table IV. 1**  
**Score Pre-test in Experimental**

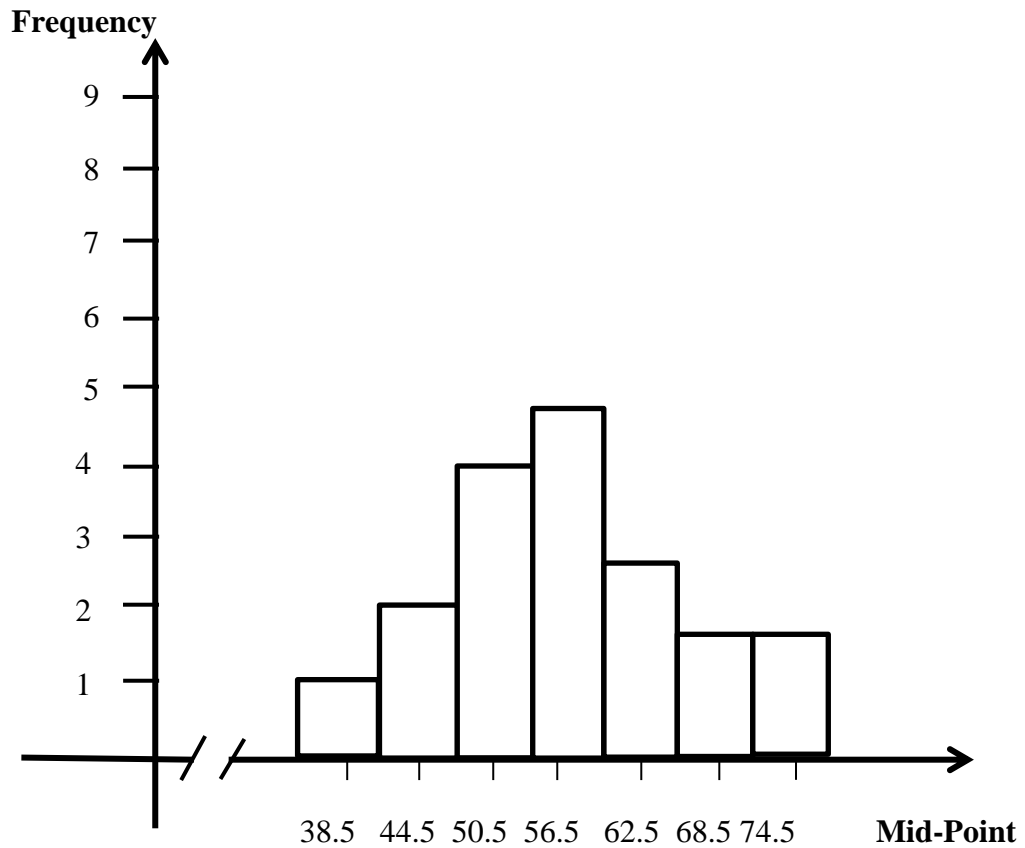
pretest		
N	Valid	19
	Missing	0
Mean		55.7895
Median		56.0000
Mode		56.00
Std. Deviation		10.01986
Range		36.00
Minimum		36.00
Maximum		72.00
Sum		1060.00

Based on the table, the researcher got that the highest score was 72 and the lowest score was 36, mean was 55.78. Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into frequency table distribution as follows:

**Table IV.2**  
**Frequency Distribution of Students Score (pre-test) Experimental**

No	Interval	Mid-Point	Frequency	Percentage
1	36-41	38.5	1	5.3%
2	42-47	44.5	2	10.5%
3	48-53	50.5	4	21.1%
4	54-59	56.5	5	26.3%
5	60-65	62.5	3	15.8%
6	66-71	68.5	2	10.5%
7	72-77	74.5	2	10.5%
<b><i>I=6</i></b>			<b>19</b>	<b>100%</b>

From the table, the students' score in class interval between 36-41 was 1 students (5.3%), class interval between 42-47 was 2 (10.5%), class interval between 48-53 was 5 (21.1%), class interval between 54-59 was 5(26.3%), class interval between 60-65 was 3(15.8%), class interval 66-71 was 2 (10.5%), class interval 72-77 was 2 (10.5). In order to get description of data clearly and completely, the researcher presents them in histogram on the following figure.



**Figure IV.1: Data Description of Students' Vocabulary Mastery in Experimental Group (Pre-test)**

#### **b. Score of Pre-test in Control Class**

In pre-test of control class, the researcher calculated that the result that has been gotten from the students in answering the question. The score of pre-test control class could be seen in the following table:

**Table IV.3**  
**Score Pre-test in Control Class**

N	Valid	19
	Missing	0
Mean		54.5263
Median		56.0000
Mode		56.00
Std. Deviation		10.68420
Range		40.00
Minimum		28.00
Maximum		68.00
Sum		1036.00

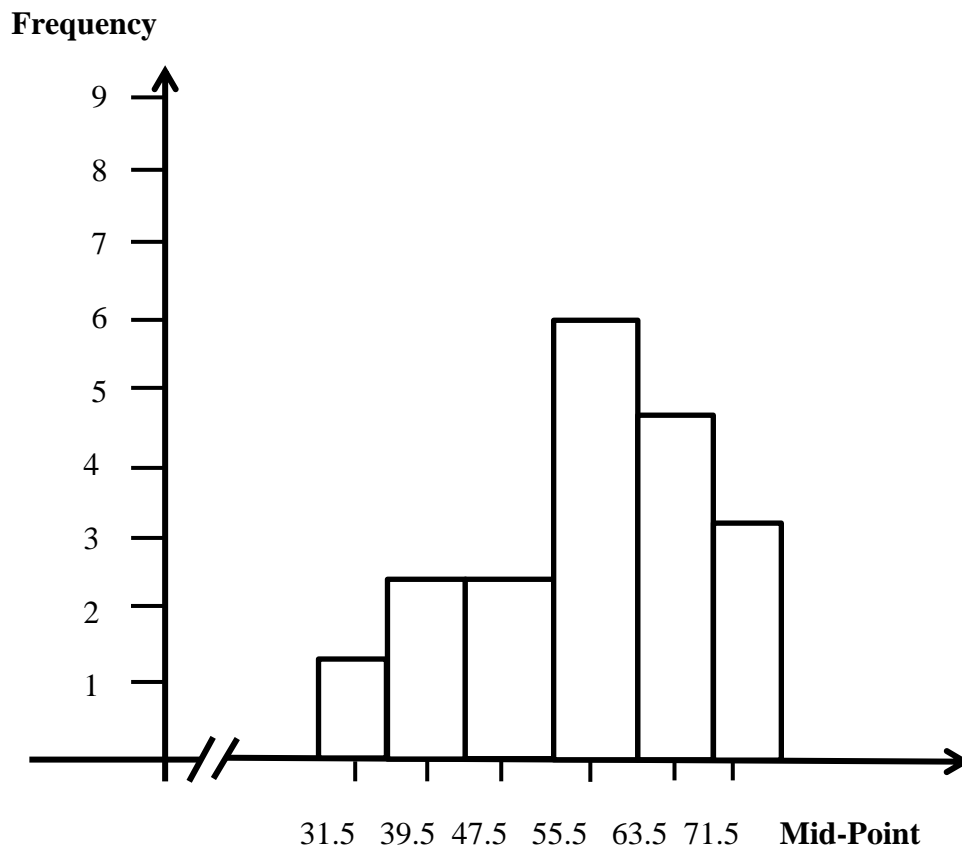
Based on the table, the researcher got that the highest score was 68 and the lowest score was 28, mean was 54.52. Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into frequency table distribution as follows:

**Table IV.4**  
**Frequency Distribution of Students Score (pre-test) Control**

No	Interval	Mid-Point	Frequency	Percentage
1	28-35	31.5	1	5.3%
2	36-43	39.5	2	10.5%
3	44-51	47.5	2	10.5%
4	52-59	55.5	6	31.5%
5	60-67	63.5	5	26.3%
6	68-73	71.5	3	15.8%
<b><i>I=8</i></b>			<b>19</b>	<b>100%</b>

From the table, the students' score in class interval between 28-35 was 1 students (5.3%), class interval between 36-43 was 2 (10.5%), class interval between 44-51 was 2 (10.5%), class interval between 52-59 was 6 (31.5%), class interval between 60-67 was 5 (26.3%), class interval 68-73

was 3 (15.8%). In order to get description of data clearly and completely, the researcher presents them in histogram on the following figure.



**Figure IV.2: Data Description of Students' Vocabulary Mastery in Control Group (Pre-test)**

## **2. Data Description Experimental of Post –Test**

### **a. Score of Post-Test in Experimental Class**

The researcher chose in class VIII B to serve as the experimental class. The calculation of the result that had been gotten by the students in doing the test after the researcher did the treatment by list group label strategy. Look at the following table:

**Table IV.5**  
**Score Post-test in Experimental**

posttest		
N	Valid	19
	Missing	0
Mean		80.8421
Median		80.0000
Mode		80.00
Std. Deviation		6.47442
Range		24.00
Minimum		68.00
Maximum		92.00
Sum		1536.00

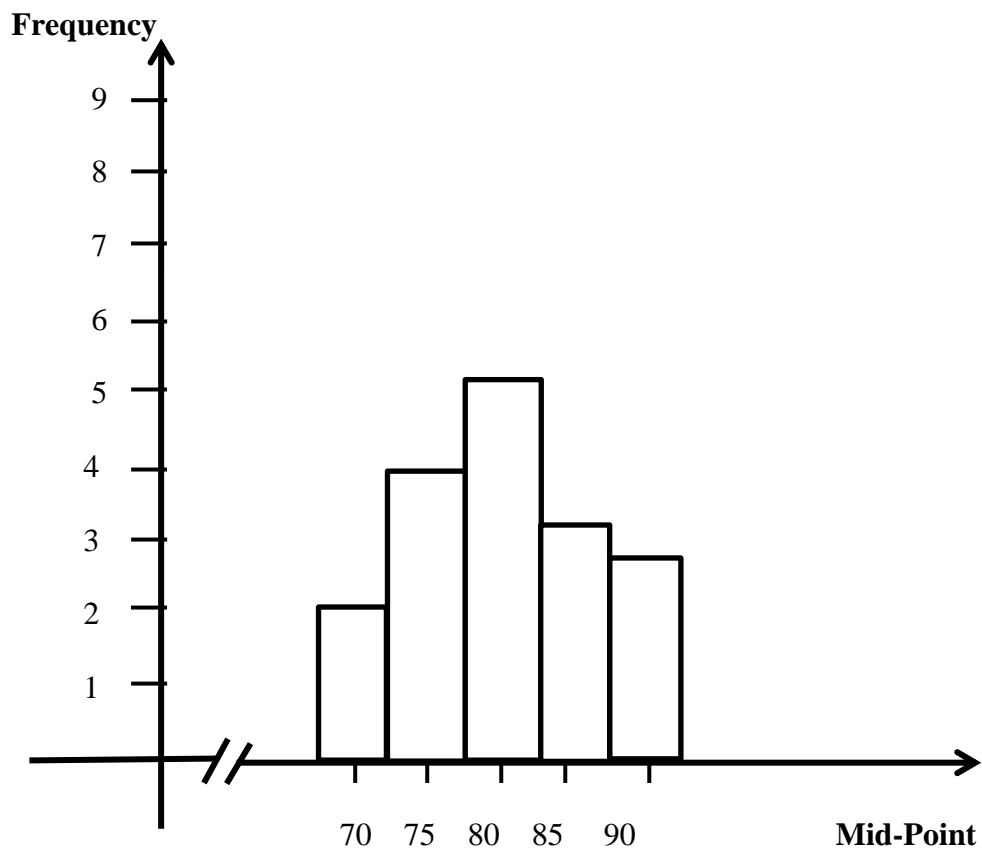
Based on the table, the researcher got that the highest score was 92 and the lowest score was 68, mean was 80.84. Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into frequency table distribution as follows:

**Table IV.6**  
**Frequency Distribution of Students Score (post-test) Experimental**

No	Interval	Mid-Point	Frequency	Percentage
1	68-72	70	2	10.5%
2	73-77	75	4	21.1%
3	78-82	80	6	31.5%
4	83-87	85	4	21.1%
5	88-92	90	3	15.8%
<i>I=5</i>			19	100%

From the table, the students' score in class interval between 68-71 was 2 students (10.5%), class interval between 72-75 was 4 (21.1%), class interval between 76-79 was 6 (31.5%), class interval between 80-83 was 4 (21.1%), and class interval between 84-87 was 3 (15.8%).

(21.2%), class interval between 88-92 was 3 (15.3%). In order to get description of data clearly and completely, the researcher presents them in histogram on the following



**Figure IV.3: Data Description of Students' Vocabulary Mastery in Experimental Group (Post-test)**

#### **b. Score of Post-test in Control**

The calculation of the result had been gotten by the students in doing the test after the researcher taught by using teacher's strategy.

Look at the following table:

**Table IV.7**  
**Score Post-test in Control Class**

posttest		
N	Valid	19
	Missing	0
Mean		73.6842
Median		72.0000
Mode		72.00
Std. Deviation		7.92361
Range		28.00
Minimum		60.00
Maximum		88.00
Sum		1400.00

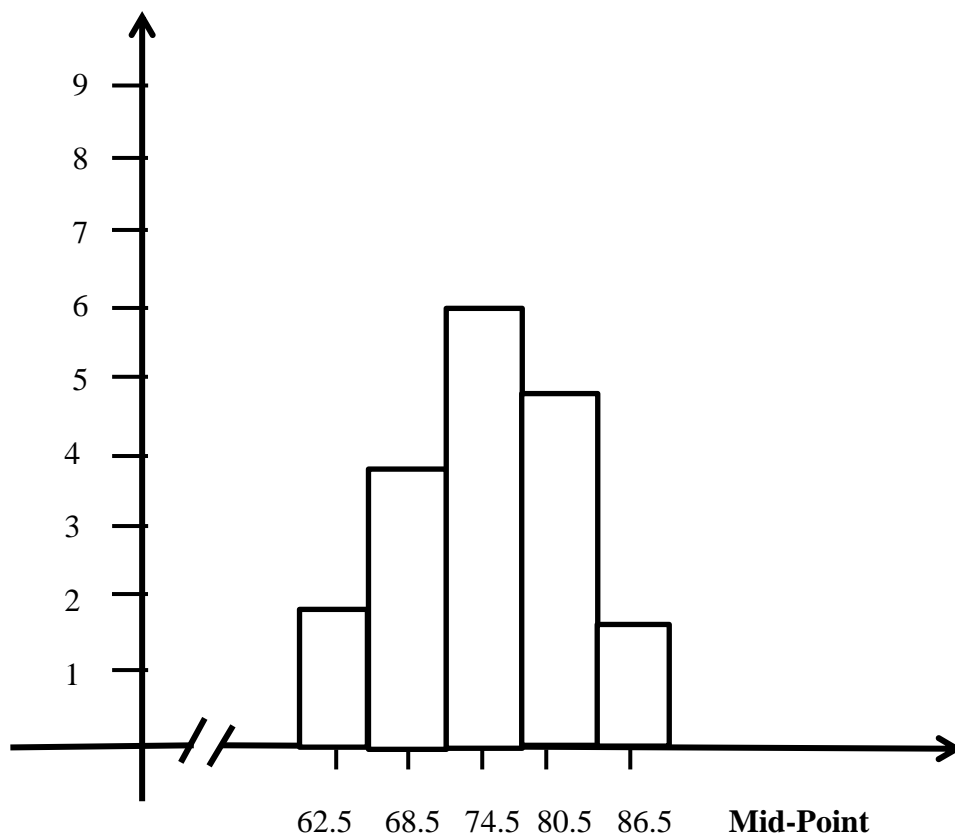
Based on the table, the researcher got that the highest score was 88 and the lowest score was 60, mean was 73.68. Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into frequency table distribution as follows:

**Table IV.8 Frequency Distribution of Students Score (post-test)**  
**control**

No	Interval	Mid-Point	Frequency	Percentage
1	60-65	62.5	2	10.5%
2	66-71	68.5	4	21.1%
3	72-77	74.5	6	31.5%
4	78-83	80.5	5	26.3%
5	84-89	86.5	2	10.5%
<b><i>I=6</i></b>			<b>19</b>	<b>100%</b>

From the table, the students' score in class interval between 60-65 was 2 students (10.5%), class interval between 66-71 was 4 (21.1%), class interval between 72-77 was 6 (31.5%), class interval between 78-83 was 5 (26.3%), class interval between 84-89 was 2 (10.5%). In order to get description of data clearly and completely, the researcher presents them in histogram on the following figure.

**Frequency**



**Figure IV.4: Data Description of Students' Vocabulary Mastery in Control Group (Post-test)**

### 3. Description of Score Comparison in Experimental Class and Control Class

#### Class

In comparing the samples used, the researcher interpreted the paired samples t-test by using SPSS 26.0 version as bellow.

**Table IV.9**  
**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test Experimental	55.79	19	10.020	2.299
Post-test Experimental	80.84	19	6.474	1.485
Pair 2 Pre-test Control	54.53	19	10.684	2.451
Post-test Control	73.68	19	7.924	1.818

Based on the table, it can be seen that summary of the result of the descriptive statistic of the two samples, namely the pre-test and post-test scores both in experimental class and control class. The mean score in pre-test experimental class is 55.15 and 77.68 in post-test experimental class. Meanwhile, the mean score in pre-test control class is 53.89 and 73.47. The participant consisted of 19 students for each class.

Then, standard deviation in pre-test experimental class is 9.850 and 6.574 in post-test experimental class. Standard deviation in pre-test control class is 10.529 and 8.349 in post-test control class. Because the mean

score in pre-test is lower than post-test, it means descriptively there is the different mean score between pre-test and post-test.

## B. Hypothesis

The researcher has known the data normal and homogen. It means the researcher continue the next step, it is to test the hypothesis if the data is normal and homogeneity so that the researcher has to use the parametric statistic such as Independent sample t-test to analyze the hypothesis. The researcher used independent sample t-test with using SPSS 26.0 version to examine the hypothesis. The result can be seen from mean of score.

Before using the techniques (pre-test) in experimental class, mean score is 46.32 and after using the technique in experimental class (post-test), mean score is 71.37. To see the effect of Pictionary game to students' vocabulary mastery, the researcher would present the data analysis in the table below

**Table IV.10**

	<b>Class</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Post test					
	Experimental	19	80.84	10.020	2.299
	Control	19	73.68	7.924	1.818

The table above shows that both samples have 19 students. The mean of experimental class improvement was 77.68 and mean of control class improvement was 73.47 . The standard deviation for the experimental class was 6.575 and while for the control class was 8.347. It means there is a

different point to students' vocabulary mastery after using makes a match technique. For significance (2 tailed) can be seen in the table below.

**Table IV.11**  
**Independent Samples**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Result									Lower	Upper
	Equal variances assumed	1.119	.297	3.049	36	.004	7.158	2.347	2.397	11.925
	Equal variances not assumed			3.049	34.52	.004	7.158	2.347	2.397	11.925

Based on the table above, it can be seen that  $t_{\text{count}}$  is 3.049 and  $t_{\text{table}}$  is 1.688. it means that  $t_{\text{count}} > t_{\text{table}}$  ( $3.049 > 1.688$ ). So,  $H_0$  is accepted and  $H_a$  is rejected. It is “there is significant effect of Pictionary game to students' vocabulary mastery grade VIII of SMPN 4 Angkola Sangkunur” In this case gain of mean score in pre-test and posttest in experimental class and control class can be seen in the table below.

**Table IV.12**  
**Gain of Score in Experimental Class and Control Class**

	Pretest	Posttest	Enhancement	Percentage	Gain Score
Experimental Class	55.79	80.84	25.05	0.2505%	5.9
Control Class	54.53	73.68	19.15	0.1915%	

### C. Discussion

The researcher discussed the result of this research. Based on the result of the data analysis, the researcher got that the mean score of experimental class in pre-test was 55.79 and in post-test was 80.84. Then the mean score of control class in pre-test was 54.53 and in post-test was 73.68. So, based on the comparison it can be concluded that the effect of experimental class was higher than control class. The theory is proved that Pictionary game had the effect on vocabulary mastery.

It also discussed with the theory and compared with the related finding that has been started by researcher. Related to the theory from Harmer there are many game techniques which are appropriate for use with collections of vocabulary items, they are pictionary, call my bluff and charades.<sup>59</sup>

There are some differences between researcher and previous study based on the effect of guessing game on writing ability such as:

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<sup>59</sup>Jeremi Harmer, "The Practice of English Language Teaching," in *Longman*, Fourth Edi, 2015, 1-448.

Then, based on the related findings, the research by Wijianto,<sup>60</sup> The result of data analysis, the writer showed that the T-test was 1.094 and the value of T-table of  $df = 37$  is 1.70. It means that the value of T-test was higher than T-table ( $> 2.00$ ). He concluded that there was a significant difference score in vocabulary mastery for the students. From Wijianto's research, it can be concluded that there are differences and similarities with researchers. The difference from Wijianto research is that it can be seen from the title Wijianto, which is the type of research used, then it can also be seen from variable X and variable Y and the results of Wijianto research are that there is an increase by using Pictionary game

The second is the research conducted by Magrifah,<sup>61</sup> and proved the result of the statistical analysis of a degree of freedom ( $df = 38$ ) indicated that the t-test values of the students speaking (5.747) was higher than t-table value (2.021). The result above, showed that Pictionary technique is effective in teaching intensive speaking. Therefore, this technique can be applied in teaching speaking. From the results of Magrifah's research there can be several differences with research researchers, is in terms of variables used by Magrifah's research. The variables used in this study are speaking while the research researchers use Vocabulary and there are also similarities

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<sup>60</sup>Tiwa Mur Wijianto, "The Effect of Pictionary Game In Teaching Vocabulary at MTS Ma'arif klego Ponorogo" (2022).

<sup>61</sup>Nurlu Magrifah "The Effect Of Pictionary Technique Upon The Students' Intensive Speaking Skills At Smk Mutiara Ilmu Makassar"(2019)

with researchers that both use the pictionary game method. The result of this study is a significant effect by using pictionary game.

Third the research was done by Putri and concluded that on the findings of the data analysis, it can be identified that the students' post-test score of experimental group was higher than control group. It can be concluded that  $t_{table}$  was 1.97. After getting the calculation of students' scores, it found that  $t_{observed} > t_{table}$ . It shows that  $(H_a)$  was accepted, and  $(H_0)$  was rejected. In the other words, there is significance effect of the students' speaking skill that treated by Pictionary game.<sup>62</sup> This research has similarities and differences, which can be seen from the variables above used is speaking, while researchers use vocabulary mastery.

This proofs show that Pictionary game is suitable to be applied in teaching vocabulary. So, Pictionary has given the effect to the researcher that has been done by the researcher or other researcher who mentioned in related finding.

#### **D. Threats of the Research**

There are some factors that may threaten this research, including the following: the researcher was unknowing of how seriously the students were taking the test. Due to the researcher giving students additional time to complete the test, there were few students that had the same answers

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<sup>62</sup>Fazar azriani Putri, "The Effect Of Pictionary Game On Students ' Speaking Skill At The Tenth Grade of SMA Negeri Medan" (2020), <http://repository.uinsu.ac.id/10596/>.

Additionally, the researcher was lack of knowledge in statistical, so the data in this research was abnormal.

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The students' vocabulary mastery before using Pictionary game at grade VIII of SMPN 4 Angkola Sangkunur was 55.79 in pre-test experimental class and mean score for control class was 54.53.
2. The students' vocabulary mastery after using Pictionary game at grade VIII of SMPN 4 Angkola Sangkunur it was 80.84 in post-test experimental class, it means, score of posttest for control class taught by conventional technique was 73.68
3. The result found that  $t_{count}$  was higher than  $t_{table}$ .  $T_{count}$  was 3.049 and  $t_{table}$  was 1.688 ( $3.049 > 1.688$ ).  $H_0$  is accepted and  $H_a$  is rejected. So, there is a significant effect of Pictionary game at grade VIII students of SMPN 4 Angkola Sangkunur

#### B. Suggestion

After finishing the research, the researcher got many information in English teaching learning. Therefore, from that experience, the researcher shows some things need to be proven. It makes the researcher give some suggestion, as follow:

1. The researcher's findings serve as information for the headmaster to encourage the English teacher to employ Pictionary game as much as possible when teaching vocabulary because this technique can help

students vocabulary mastery and memorize the vocabulary.

2. The findings of this research also provide information to English teachers on how to employ the Pictionary game when teaching students to identify the meaning and memorized vocabulary to make the learning process more active
3. The researcher hopes that the next researcher will explore the methodology used in this research in greater detail.

### **C. Implications**

Implication is something that suggested, or happens, indirectly of finding of scientific study. The result of this research is about the effect of Pictionary game on vocabulary mastery at grade VIII students of SMPN 4 Angkola Sangkunur.

Based on the result of this research, it is known that Pictionary game is a good method to develop or increase their ability in vocabulary. A study that has been carried out in an educational environment, the conclusions drawn certainly has information this method in the field of education and also subsequent research. That's relating to the implications are as follow:

1. Based on the result of this research that the method it can use by English teacher, because this method is very easy to practice in the classroom when learned vocabulary mastery in the class. Therefore, this method to provide more information to English teacher that's a method of learning process to be used. So, is not make learning process monotonous method.
2. Based on the theory that has formulated by researcher, it can be seen that pictionary game on students' vocabulary mastery that has

improvement after using pictionary game. Because by using Pictionary game on students vocabulary mastery in using picture and find group. It makes the students more active.

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## APPENDIX 1

### LESSON PLAN (EXPERIMENTAL CLASS)

<b>Sekolah</b>	<b>: SMP N 4 Angkola Sangkunur</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas / Semester</b>	<b>: VIII / 1</b>
<b>Materi Pokok</b>	<b>: Vocabulary</b>
<b>Alokasi Waktu</b>	<b>: 2 X 45</b>

#### **A. Kompetensi Inti:**

1. Menghayati dan mengamalkan ajaran agama yang dianutya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam interaksi secara efektif dengan lingkungan sosial dan alam jangkauan pergaulan dan keberadaanya.
3. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai dengan kaidah keilmuan.

#### **B. Kompetensi Dasar**

1. Kompetensi Dasar: Mampu mempelajari teks yang sedang dipelajari dengan benar.
2. Indikator:
  - a. Siswa terampil memahami teks narrative berbentuk legend dengan sederhana.
  - b. Menggunakan ungkapan dengan struktur teks yang runtut sesuai dengan unsur kebahasaan yang benar dan sesuai konteks.

#### **C. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu mengidentifikasi sebuah nama benda sesuai dengan gambar
2. Siswa diharapkan mampu mendeskripsikan sebuah gambar dengan menggunakan kata-kata yang telah ditentukan.
3. Melalui media yang digunakan, peserta didik dapat mengerti dan mampu membuat kalimat dengan kosakata yang telah dipelajari

**D. Materi Pembelajaran**

Vocabulary about places, things, and animals.

**E. Metode Pembelajaran**

Pictionary Game

**F. Media**

Laptop, spidol, papan tulis

**G. Sumber**

1. English Book
2. Suara Guru

**H. Langkah – langkah Akitivitas Pembelajaran**

Aktivitas mengajar	Aktivitas Guru	Aktivitas Murid
Pre-Teaching	<ol style="list-style-type: none"> <li>1. Guru memberikan salam</li> <li>2. Guru menyapa para siswa</li> <li>3. Mengajak siswa untuk berdoa.</li> <li>4. Memeriksa kehadiran siswa</li> </ol>	<ol style="list-style-type: none"> <li>1. Siswa menjawab salam</li> <li>2. Siswa menjawab sapaan guru</li> <li>3. Berdoa sama guru</li> <li>4. Menyatakan kehadiran</li> </ol>
While Teaching	<ol style="list-style-type: none"> <li>1. Guru membagi siswa kedalam beberapa kelompok</li> <li>2. Guru menjelaskan bagaimana cara bermain pictionary dan menunjukkan card yang berisikan vocabulary atau phrase (name of animals, things, and public places) yang akan di</li> </ol>	<ol style="list-style-type: none"> <li>1. Siswa mendengarkan instruksi guru</li> <li>2. Siswa mengikuti waktu yang ditentukan oleh guru</li> <li>3. Siswa melaksanakan instruksi dari guru</li> <li>4. Siswa yang tidak bisa menjawab pertanyaannya. Jadi, siswa mencoba menjawab pertanyaan itu.</li> </ol>

Aktivitas mengajar	Aktivitas Guru	Aktivitas Murid
	<p>pilih oleh siswa</p> <p>3. Guru meminta dari masing-masing kelompok memilih satu orang sebagai penggambar di papan tulis.</p> <p>4. Perwakilan dari masing-masing kelompok menggambar kata yang ada di dalam card dan timnya diberikan waktu 1 menit untuk menebak apa yang di gambarnya.</p> <p>5. Guru memberikan skor untuk kelompok yang menebak vocabulary dengan tepat.</p> <p>6. kelompok yang tidak dapat menebak jawaban dari timnya, kelompok lain diberi kesempatan untuk menebak jawaban dan</p>	

Aktivitas mengajar	Aktivitas Guru	Aktivitas Murid
	<p>memperoleh skor.</p> <p>7. Ganti siswa untuk perwakilan selanjutnya</p>	
Post-Teaching	<ol style="list-style-type: none"> <li>1. Memberikan panduan dan menyimpulkan hasil pembelajaran</li> <li>2. Guru meminta siswa mengakhiri pelajaran dengan doa</li> <li>3. Salam</li> </ol>	<ol style="list-style-type: none"> <li>1. Menyimpulkan hasil pembelajaran</li> <li>2. Melaksanakan instruksi yang diberikan oleh guru</li> <li>3. Salam</li> </ol>

**LESSON PLAN**  
**(CONTROL CLASS)**

<b>Sekolah</b>	<b>: SMP N 4 Angkola Sangkunur</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas / Semester</b>	<b>: VIII/ 1</b>
<b>Materi Pokok</b>	<b>: Vocabulary about places, things, and animals</b>
<b>Alokasi Waktu</b>	<b>: 2 X 2 JP ( 180 menit)</b>

**A. Kompetensi Inti:**

**KI 1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong-royong, Kerjasama, toleran, damai), bertanggung jawab, responsive, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, Kawasan regional, dan 72awasan internasional.

**KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

**KI 4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

**B. Kompetensi Dasar**

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi traksaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah trmpst, brmds dan hewan yang dekat dengan kehidupan sswa sehari-hari sesuai dengan konteks penggunaannya .

4.8 Menangkap makna secara transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah tempat, benda dan hewan yang dekat dengan kehidupan siswa sehari-hari.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu mengidentifikasi sebuah nama benda sesuai dengan gambar
2. Siswa diharapkan mampu mendeskripsikan sebuah gambar dengan menggunakan kata-kata yang telah ditentukan.
3. Melalui media yang digunakan, peserta didik dapat mengerti dan mampu membuat kalimat dengan kosakata yang telah dipelajari.

### D. Materi Pembelajaran

Vocabulary about places, things, and animals

### E. Metode Pembelajaran

Pictionary game

### F. Media

Laptop, spidol, papan tulis

### G. Sumber

- a) English Book
- b) Suara Guru

### H. Langkah – langkah Akitivitas Pembelajaran

Aktivitas mengajar	Aktivitas Guru	Aktivitas Murid
Pre-Teaching	<ol style="list-style-type: none"><li>1. Guru memberikan salam</li><li>2. Guru menyapa para siswa</li><li>3. Mengajak siswa untuk berdoa.</li><li>4. Memeriksa kehadiran siswa</li></ol>	<ol style="list-style-type: none"><li>1. Siswa menjawab salam</li><li>2. Siswa menjawab sapaan guru</li><li>3. Berdoa sama guru</li><li>4. Menyatakan kehadiran</li></ol>

Aktivitas mengajar	Aktivitas Guru	Aktivitas Murid
While Teaching	<ol style="list-style-type: none"> <li>1. Guru bertanya kepada siswa apakah mereka pernah belajar vocabulary.</li> <li>2. Guru memberikan pelajaran yaitu tentang vocabulary dan contohnya.</li> <li>3. Guru menanyakan apakah siswa tersebut sudah paham dan guru memberikan soal kepada siswa.</li> </ol>	<ol style="list-style-type: none"> <li>1. Siswa menjawab pertanyaan dari guru</li> <li>2. Siswa mendengarkan dan menulis materi dari guru.</li> <li>3. Siswa menjawab pertanyaan dari guru dan mengerjakan soal dari guru.</li> </ol>
Post-Teaching	<ol style="list-style-type: none"> <li>1. Memberikan panduan untuk menyimpulkan hasil pembelajaran</li> <li>2. Guru meminta siswa mengakhiri pelajaran dengan doa</li> <li>3. salam</li> </ol>	<ol style="list-style-type: none"> <li>1. Menyimpulkan hasil pembelajaran</li> <li>2. Melaksanakan instruksi yang diberikan oleh guru</li> <li>3. salam</li> </ol>

### Appendix 3

#### INSTRUMENT VOCABULARY PRE-TEST

##### Petunjuk Umum :

1. Bacalah doa sebelum mengerjakan soal!
2. Tulis nama dan kelas pada lembar jawaban!
3. Periksa dan bacalah perintah soal-soal dengan teliti sebelum menjawab!
4. Dahulukan menjawab soal-soal yang Anda anggap mudah!
5. Beri tanda (X) pada pilihan yang anda anggap benar!

Name :

Class :

Answer the question below by giving cross(X) in the correct answer.

1. Muhammad have favorite animal is cat, what the meaning of the underline word?

a. Buaya      b.Kambing      c.Kucing      d.Domba

2.



Tiger is a lord of animal, what is meaning of the underline word?

a. Gajah      b. Harimau      c. Cicak      d. Angsa

3. Hewan yang memiliki sayap yaitu bird, what the meaning of the underline word?

a. Cecak      b. Kepiting      c, Udang      d. Burung

4. Apa arti dari kata "Roster"?

a. Ayam      b. Cicak      c. Bebek      d. Singa

5.



What is it?

a. Cow      b. Rabbit      c. Crocodile      d. Kangooro

6.



What is it?

a. Giraffe      b. Mow      c. Cat      d.

Tiger

7.



This animal has large ears. What animal is it?

- a. Buffalo      b. Elephant      c. Cave bat  
d. Cat

8.



What is it?

- a. Buffalo      b. Elephant      c. Cave bat      d. Cat

9.

Book adalah Gudang semua ilmu, what the meaning of the underline word?

- a. Kitab      b. Buku      c. Al-qur'an      d. Majalah

10. Tas adalah tempat kuta menyimpan buku, pulpen, penghapus dan lainnya, what the meaning of the underline word?

- a. Book, pen, eraser, and etc      b. Pen, eraser, book, and etc  
c. Etc, eraser, book, and pen      d. Book, etc, pen. And eraser

11. Apa arti dari kata "Capboard"....

- a. Dompot      b. Buku      c. Lemari      d. Bangku

12.



What the meaning of the "window"

- a. Penghapus      b. Pintu      c. Jendela  
d. Buku

13. Aminah menulis dengan pulpen, what the meaning of the underline word?

- a. Pen      b. Marker      c. Book      d. Tipex

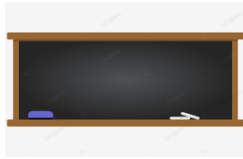
14.



What is it?

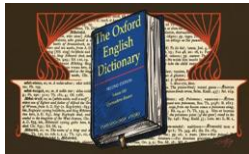
- a. Eraser      b. Clock      c. Book      d. Broom

15.



What is it?  
a. Blackboard      b. Eraser      c. Marker  
d. Pen

16.



What is it?  
a. Pen      b. Book      c. Bag      d.  
Dictionary

2

17



I save money on the....  
a. Table      b. Bag      c. Phone      d.  
wallet

18.



Wood

What is it?  
a. Table      b. Floor      c. Blanket      d.

19. My sister plays with her children in park, what is the meaning of the underline word?

a. Rumah      b. Mesjid      c. Taman      d.  
Pantai

20.



Rio visits maimoen's museum, what is the meaning of museum.....  
a. Taman      b. Musium      c. Bank      d. Kantor

21. What is the meaning of "Hospital" .....

a. Rumah      b. Bank      c. Museum      d. Rumah sakit

22.



The tourist can stay in the...

- a. Hotel
- b. Bank
- c. Bakery
- d. Temple

23. Aisyah goes to the campus by bus, what is the meaning of the underline word?

- a. Restoran
- b. Rumah Makan
- c. Pasar
- d. Kampus

24.



What is it?

- a. Temple
- b. Bank
- c. Mosque
- d. Office

25.



A public building or place people sell and buy is called.....

- a. Market
- b. Whiteboard
- c. Airport
- d. Desk

## Appendix 4

### INSTRUMENT VOCABULARY POST-TEST

#### Petunjuk Umum :

1. Bacalah doa sebelum mengerjakan soal!
2. Tulis nama dan kelas pada lembar jawaban!
3. Periksa dan bacalah perintah soal-soal dengan teliti sebelum menjawab!
4. Dahulukan menjawab soal-soal yang Anda anggap mudah!
5. Beri tanda (X) pada pilihan yang anda anggap benar!

Name :

Class :

Answer the question below by giving cross(X) in the correct answer.

1. Lumba-lumba adalah binatang mamalia, what the meaning of the underline word?

a. Dolphin      b. Shaun the sheep      c. Shark      d. Crab

2.



Goat adalah salah satu hewan peliharaan nabi Muhammad, what the meaning of goat....

- a. Jerapah      c. Kupu-kupu  
b. Kambing      d. Kuda

3. There is a tiger, tiger means.....

a. Serigala      b. Kucing      c. Harimau      d. Cicak

4. What is the meaning of "ant"?

a. Kucing      b. Ikan      c. Cow      d. Semut

5.



What name of this animal ?

- a. Mow      b. Horse      c. Roster      d. Rabbit

6.



This animal has four legs, we often drink their milk.

This animal is...

a. Crocodile      b. Cow      c. Tiger

d. Rabbit

7.



What is it?

a. Duck      b. Roster      c. Rabbit      d. Tiger

8.



The animals below that like to eat carrots and other vegetables, what is it?

a. Rabbit      b. Roster      c. Tiger      d. Cat

9.



I buy new shoes, what the meaning of the underline word?

a. Sepatu      b. Seragam Sekolah      c.  
d. Buku

Stoking

10. What is the meaning “jam” in English?

a. Bupboard      b. Blackboard      c. O'clock      d.  
Whiteboard

11.



I put some pens, books in my bag, apa arti kata yang digaris bawahhi....

- a. Jam b. Tas c. Book d. Pencil case

12.



Mila membawa bekal makanan kesekolah , what the meaning of the underline word?

- a.Spoon b.Packed meal c.Bowl d.Glass

13.



That is a file holder, the underline word means...

- a. buku b. tipex c. tempat penyimpanan berkas  
d. pulpen

14.



My grandfather is sits on the.....

- a. Chair b. River c. Bed d. Table

15.



What is this....

- a. Dustbin b. Plate c. Glass  
d. Paper

16.



What is it?

- a. Buku b. Surat c. Koran d. Kamus

17.



What is it?

- a. Book   b. Capboard   c. chair   d. Door

18. Alya prays in mosque, arti kata yang digaris bawah adalah?

- a. Mesjid   b. Bank   c. taman   d. Sekolah

19. My father stays at office, makna kata yang digaris bawah adalah.....

- a. Rumah sakit   c. Sekolah   c. Rumah   d. Kantor

20.



What is the meaning of "swimming pool" .....

- a. Sekolah   b. Kolam renang   c. Bank   d.

Dapur

21.



Dita buys some vegetables in supermarket, arti kata yang digaris bawah adalah....

- a. Pasar   b. Kantor   c. Rumah

d. Bandara

22. I take of at airport, what is the meaning of "airport".....

- a. Museum   b. Perpustakaan   c. Bandara   d. Mesjid

23.



What is it .....

- a. Monastery   b. Hospital   c. Mosque   d. Bank

24.



What is it.....

- a. School   b. Hospital   c. Restaurant   d. Mall

25. What do we can call” Rumah sakit” in English?

- a. Home      b. Hospital      c. Market      d. Airpor

APPENDIX 5

**Table IV. 1**  
**Score Pre-test in Experimental**

pretest		
N	Valid	19
	Missing	0
Mean		55.7895
Median		56.0000
Mode		56.00
Std. Deviation		10.01986
Range		36.00
Minimum		36.00
Maximum		72.00
Sum		1060.00

APPENDIX 6

**Table IV.3**  
**Score Pre-test in Control Class**

pretest		
N	Valid	19
	Missing	0
Mean		54.5263
Median		56.0000
Mode		56.00
Std. Deviation		10.68420
Range		40.00
Minimum		28.00
Maximum		68.00
Sum		1036.00

APPENDIX 7

**Table IV.5**  
**Score Post-test in Experimental**

posttest		
N	Valid	19
	Missing	0
Mean		80.8421
Median		80.0000
Mode		80.00
Std. Deviation		6.47442
Range		24.00
Minimum		68.00
Maximum		92.00
Sum		1536.00

APPENDIX 8

**Table IV.7**  
**Score Post-test in Control Class**

posttest		
N	Valid	19
	Missing	0
Mean		73.6842
Median		72.0000
Mode		72.00
Std. Deviation		7.92361
Range		28.00
Minimum		60.00
Maximum		88.00
Sum		1400.00

APPENDIX 9

**Description of Score Comparison in Experimental Class and Control**

**Class  
Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test Experimental	55.79	19	10.020	2.299
Post-test Experimental	80.84	19	6.474	1.485
Pair 2 Pre-test Control	54.53	19	10.684	2.451
Post-test Control	73.68	19	7.924	1.818

## APPENDIX 10

### Documentations





## APPENDIX 11

### 1. THE RESULT OF PRE-TEST IN EXPERIMENTAL CLASS

Subjek Pretest	Pretest
AM	36
AA	56
AH	56
AR	48
DH	44
DM	60
DG	60
DB	68
EN	56
FS	48
JH	60
NP	72
OJ	52
R	40
RP	56
RS	56
WF	52
W	72
Y	68

2. High Score = 68

Low Score = 32

Range =  $68 - 32 = 36$

$$\begin{aligned}
3. \text{ Total of Class} &= 1+3.3 \text{ Log } n \\
&= 1+3.3 \text{ Log } 19 \\
&= 1+3.3 \times 1.2 \\
&= 1+3.96 = 4.96 \\
&= 5
\end{aligned}$$

$$\begin{aligned}
4. \text{ Length of Class} &= \frac{R}{K} = \frac{36}{5} \\
&= 7.2 \\
&= 7
\end{aligned}$$

No	Interval	Mid-Point	Frequency	Percentage
1	36-41	38.5	1	5.3%
2	42-47	44.5	2	10.5%
3	48-53	50.5	4	21.1%
4	54-59	56.5	5	26.3%
5	60-65	62.5	3	15.8%
6	66-71	68.5	2	10.5%
7	72-77	74.5	2	10.5%
<b><i>I=6</i></b>			<b>19</b>	<b>100%</b>

## APPENDIX 12

### 1. THE RESULT OF PRE-TEST IN CONTROL CLASS

Subjek	Pretest
AF	28
AZ	44
AN	60
BA	56
DH	56
D	44
FM	60
LN	40
MN	60
MA	68
MH	60
MR	56
NW	56
OL	60
PG	56
SS	68
VL	40
WM	56
Y	68

2. High Score = 68

Low Score = 28

Range =  $68 - 28 = 40$

$$\begin{aligned}
3. \text{ Total of Class} &= 1+3.3 \text{ Log } n \\
&= 1+3.3 \text{ Log } 19 \\
&= 1+3.3 \times 1.2 \\
&= 1+3.96 = 4.96 \\
&= 5
\end{aligned}$$

$$\begin{aligned}
4. \text{ Length of Class} &= \frac{R}{K} = \frac{40}{5} \\
&= 8
\end{aligned}$$

No	Interval	Mid-Point	Frequency	Percentage
1	28-35	31.5	1	5.3%
2	36-43	39.5	2	10.5%
3	44-51	47.5	2	10.5%
4	52-59	55.5	6	31.5%
5	60-67	63.5	5	26.3%
6	68-73	71.5	3	15.8%
<b><i>I=8</i></b>			<b>19</b>	<b>100%</b>

## APPENDIX 13

### 1. THE RESULT OF POST-TEST IN EXPERIMENTAL CLASS

Subjek Pretest	Pretest
AM	80
AA	80
AH	76
AR	92
DH	80
DM	80
DG	84
DB	76
EN	84
FS	84
JH	80
NP	76
OJ	80
R	68
RP	76
RS	72
WF	92
W	92
Y	84

2. High Score = 88

Low Score = 64

Range =  $88 - 64 = 24$

$$\begin{aligned}
3. \text{ Total of Class} &= 1+3.3 \text{ Log } n \\
&= 1+3.3 \text{ Log } 19 \\
&= 1+3.3 \times 1.2 \\
&= 1+3.96 = 4.96 \\
&= 5
\end{aligned}$$

$$\begin{aligned}
4. \text{ Length of Class} &= \frac{R}{K} = \frac{24}{5} \\
&= 4.8 \\
&= 5
\end{aligned}$$

No	Interval	Mid-Point	Frequency	Percentage
1	68-72	70	2	10.5%
2	73-77	75	4	21.1%
3	78-82	80	6	31.5%
4	83-87	85	4	21.1%
5	88-92	90	3	15.8%
<i>I=5</i>			19	100%

## APPENDIX 14

### 1. THE RESULT OF POST-TEST IN CONTROL CLASS

Subjek	Posttest
AF	60
AZ	80
AN	68
BA	72
DH	72
D	88
FM	72
LN	68
MN	80
MA	60
MH	88
MR	80
NW	72
OL	68
PG	80
SS	72
VL	80
WM	72
Y	68

2. High Score =88

Low Score = 56

Range =  $88-56=32$

$$\begin{aligned}
3. \text{ Total of Class} &= 1+3.3 \text{ Log } n \\
&= 1+3.3 \text{ Log } 19 \\
&= 1+3.3 \times 1.2 \\
&= 1+3.96 = 4.96 \\
&= 5
\end{aligned}$$

$$\begin{aligned}
4. \text{ Length of Class} &= \frac{R}{K} = \frac{32}{5} \\
&= 6.4 \\
&= 6
\end{aligned}$$

No	Interval	Mid-Point	Frequency	Percentage
1	60-65	62.5	2	10.5%
2	66-71	68.5	4	21.1%
3	72-77	74.5	6	31.5%
4	78-83	80.5	5	26.3%
5	84-89	86.5	2	10.5%
<b><i>I=6</i></b>			<b>19</b>	<b>100%</b>

## **CURRICULUM VITAE**



### **A. Identify**

Name : NURLAILA SIREGAR  
Nim : 1920300028  
Place and Birthday : Bukkas, 11 November 2000  
Gender : Female  
Religion : Islam  
Address : Malombu, Angkola Sangkunur, Tapanuli Selatan.

### **B. Parent**

1. Fathers name : Sahryial Siregar  
2. Mother name : Erdani Lubis

### **C. Educational Background**

1. Elementary school : SD. Negeri 102610 Bukkas  
2. Junior High School : SMP Negeri 4 Angkola Sangkunur  
3. Senior High School : MAN 2 Padangsidimpuan  
4. College : UINSYAHADA Padangsidimpuan



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Nomor : B 3601/Un.28/E.1/PP.00.9/12/2022

15 November 2022

Lamp : -

Perihal : Pengesahan Judul dan Penunjukan  
Pembimbing Skripsi

Atas nama :

1. Dr. Fitriadi Lubis, M.Pd.

(Pembimbing I)

2. Sokhira Linda Vinde Rambe, M.Pd.

(Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Nurlaila Siregar  
NIM : 1920300028  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : The Effect of Pictionary Game on Vocabulary Mastery at  
Grade VIII Students of SMP N 4 Angkola Sangkunur

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen ucapkan terima kasih.

Mengetahui  
Kepala Bidang Akademik



Dr. Elis Yulianti Syafrida Siregar, S.Psi., M.A.

NIP. 19801224 200604 2 001

Ketua Program Studi  
Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum.  
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Nomor: B - *1678* /Un.28/E.1/TL.00/04/2023  
Hal : **Izin Riset**  
**Penyelesaian Skripsi**

**Yth. Kepala Sekolah SMP N 4 Angkola Sangkunur.**

Dengan hormat, bersama ini kami sampaikan bahwa:

Nama : Nur Laila Siregar  
NIM : 1920300028  
Program Studi : Tadris/ Pendidikan Bahasa Inggris.  
Fakultas : Tarbiyah dan Ilmu Keguruan.

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul "**The Effect of Pictionary Game on Vocabulary Mastery at Grade VIII Students of SMPN4 Angkola Sangkunur**"

Sehubungan dengan itu, kami mohon bantuan Bapak / Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidempuan, 16 April 2023  
Dekan,

  
Dr. Lelya Hilda, M.Si  
NIP 19740920 200003 2 002



NSS : 201071013004

PEMERINTAHAN KABUPATEN TAPANULI SELATAN  
DINAS PENDIDIKAN DEAERAH  
SMP NEGERI 4 ANGKOLA SANGKUNUR

Alamat : Jl.Danau Siais Km.45 Desa Malombu

NPSN : 10262101



KODE POS : 22736

**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**

Nomor : 421.2/ 62 / SMPN-0084 / 2023

Yang bertanda tangan di bawah ini:

Nama : ISKANDAR HASIBUAN, S.Pd,M,M  
Nip : 19680725 199601 1 002  
Pangkat/ gol : Pembina Tk. I/ IV b  
Jabatan : Kepala SMP Negeri 4 Angkola Sangkunur

Menerangkan bahwa :

Nama : Nurlaila Siregar  
Nim : 1920300028  
Status : Mahasiswi  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Universitas : UIN SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN

Benar telah melakukan penelitian di SMP Negeri 4 Angkola Sangkunur berdasarkan surat permohonan izin melakukan penelitian dari UIN SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN nomor : 5778 dengan judul

*"The Effect of Pictionary Game on Vocabulary Mastery at Grade VIII Students of SMP N 4 Angkola Sangkunur "*

Selama nama tersebut melakukan penelitian sesuai dengan aturan yang berlaku dan memiliki kelakuan baik.

Demikian surat keterangan ini diperbuat dengan sebenar-benarnya dan untuk dapat dipergunakan sebagaimana mestinya.

Malombu, Desember 2023  
Kepala SMP Negeri 4 Angkola Sangkunur

