



**THE EFFECT OF Pictionary GAME TECHNIQUE ON  
VOCABULARY MASTERY AT GRADE VII STUDENTS  
OF SMP NEGERI 5 PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as  
a Partial Fulfillment of the Requirement for the Degree of Graduate  
Education (S.Pd) In English*

Written By:

**HOTIAH**

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STATE INSTITUTE FOR ISLAMIC STUDIES  
IAIN PADANGSIDIMPUAN**

**2018**



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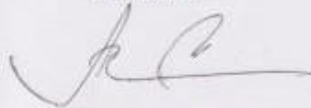
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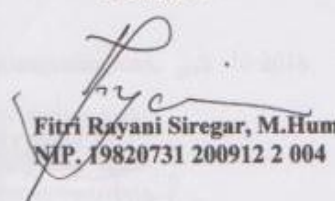
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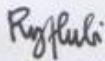
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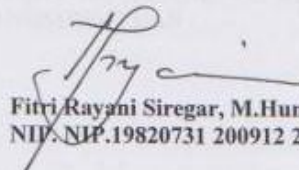
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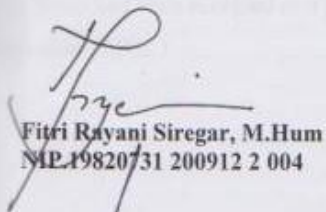


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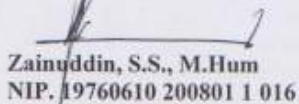
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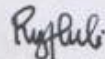
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VOCABULARY MASTERY AT GRADE VII STUDENTS OF  
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### **ABSTRACT**

This research focused on the effect of Pictionary Game Technique on vocabulary mastery at grade VII students of SMP Negeri 5 Padangsidempuan. The students' problems in vocabulary were: 1) students vocabulary is poor, 2) students lack motivation, 3) students were difficult to remember new vocabulary, 4) the teacher seldom use technique in teaching vocabulary. Finally, the students were difficult in every fields of their learning process such as listening, speaking, reading and writing. The purpose of this research was to know whether there is the significant effect of Pictionary Game Technique on Vocabulary Mastery at grade VII students of SMP Negeri 5 Padangsidempuan.

The method used in this research was experimental research. Two classes were chosen randomly as the sample. They were VII-3 as experimental class that consisted of 24 students and VII-4 as control class that consisted of 24 students. It was taken after conducting normality and homogeneity test. The data was derived from pre-test and post-test. To analyze the data, the researcher used t-test formula.

After analyzing the data, the researcher found that mean score of experimental class after using Pictionary Game Technique was higher than control class. Mean score of experimental class before using Pictionary Game Technique was 49 and mean score after using Pictionary Game Technique was 94.25. Meanwhile, the mean score of control class in pre test was 47.37 and the mean score of control class in post test was 53.39. Besides it, the score of  $t_{count}$  was bigger than  $t_{table}$  ( $2.18 > 2.02$ ). It meant that the hypothesis alternative ( $H_a$ ) was accepted. It was concluded that there was a significant effect of Pictionary Game Technique on Vocabulary Mastery at Grade VII students of SMP Negeri 5 Padangsidempuan.

*Keyword: Pictionary Game Technique, Experimental Research, and Vocabulary Mastery*

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### **ABSTRAK**

Penelitian ini fokus pada pengaruh teknik permainan pictionary terhadap kemampuan kosakata siswa di kelas VII SMP Negeri 5 Padangsidimpuan. Masalah-masalah siswa di dalam kosakata adalah, 1) kurangnya kosakata siswa, 2) kurangnya motivasi siswa, 3) siswa sulit untuk mengingat kosakata baru, 4) guru jarang menggunakan teknik dalam mengajar kosakata. Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan permainan pictionary terhadap kemampuan kosakata siswa di kelas VII SMP Negeri 5 Padangsidimpuan.

Metode yang di gunakan dalam penelitian ini adalah penelitian eksperimen. Dua kelas yang dipilih secara acak sebagai sampel, kelas VII-3 sebagai kelas eksperimen terdiri dari 24 siswa dan kelas VII-4 sebagai kelas control terdiri dari 24 siswa. Kelas di ambil setelah melakukan uji normaliti dan homogeniti. Data di peroleh dari pre-test dan post-test. Untuk menganalisis data, peneliti menggunakan uji t-test.

Setelah menganalisis data, peneliti menemukan nilai rata-rata dari kelas eksperimen setelah menggunakan teknik permainan pictionary lebih tinggi dari pada kelas kontrol. Nilai rata-rata kelas eksperimen sebelum menggunakan teknik permainan pictionary adalah 49 dan nilai rata-rata siswa setelah menggunakan teknik permainan pictionary adalah 49.25. Sedangkan, nilai rata-rata kelas kontrol di pre-test adalah 47.37 dan nilai rata-rata kelas kontrol di post-test adalah 53.59. Di samping itu nilai dari  $t_{hitung}$  lebih tinggi dari  $t_{tabel}$  ( $2.18 > 2.02$ ). Maka Hipotesis alternatif ( $H_a$ ) diterima. Dapat disimpulkan bahwa ada pengaruh yang signifikan pada teknik permainan pictionary terhadap kemampuan kosakata siswa di kelas VII SMP Negeri 5 Padangsidimpuan.

*Kata Kunci: Teknik Permainan Pictionary, Penelitian Eksperimen, Kemampuan Kosakata*



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

English is a language that used as international language. It is as a tool of communication among nations. Without English someone will be old fashion because they can not communicate with people around the world, they can not use the technology media and they will be lack of information in science world because many scientific books are printed in English.

Based on English curriculum 2013, vocabulary has a basic position for students to master English. It can be seen from English syllabus that place vocabulary in every subject of English materials. For example, when the material about reading, the lesson does not only about contents of the text but also about related vocabulary. So, the reading material can not be separated from vocabulary because vocabulary is the basic for all subjects in English lesson.

Many efforts have done by the teacher to increase students' vocabulary mastery, begin from prepare the good facilities and tool for studying especially studying in English, manage the classroom be comfortable so students can be focus in learning English, giving task about new words that



they have not learned yet, until use the various media in teaching English for fun English class.<sup>1</sup>

Based on interviewed to the teacher Miss Hapisah in fact students often find problem in learning new vocabularies in SMP Negeri 5 Padangsidempuan First, vocabulary mastery still poor. Passing grade of English in SMP N 5 Padangsidempuan reveals the average of students' vocabulary mastery of grade seventh: 55-65.<sup>2</sup> Based on interviewed to the English teacher, she said that students was lazy to bring the dictionary, they prefer to wait the teacher to translate the vocabulary than learn own, and they also tend to forget the meaning of the world which have been taught or practiced before. In brief, students' vocabulary mastery does not fulfill the expectation.

Then, the researcher interviewed students of SMP Negeri 5 Padangsidempuan. The students have difficulty in remembering new vocabulary because of the differences between what is written and what is spoken so the students were easy to feel bored in learning and did not interest in learning process. The teacher still used the common way in teaching

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<sup>1</sup>*Private Interview*, Miss Hapsyah Sri Mei Siregar, Teacher of SMP Negeri 5 Padangsidempuan, (Padang Matinggi, October 5<sup>th</sup> 2017, at: 10.00 a.m).

<sup>2</sup>*Ibid*

vocabulary such as giving them a list of vocabulary and asked the students to remember.<sup>3</sup> Of course, it would make the students are easy to feel bored.

Based on the problems above, it needs to be solved in order to avoid flaws in students as product of education. There are some factors that influence of students' vocabulary mastery such as; teacher strategy, students interested and intelligent, and game technique.

One of the effective ways to solve the problem is using game technique. A game is an activity with rules, a goal and an element of fun. The games make use of a variety of techniques. Variety is important in language teaching. Techniques used include information gap, guessing, matching, exchanging, collecting, combining, arranging, and card games, board games, problems and puzzles, role play and simulation technique.<sup>4</sup>The effect of the game technique in learning vocabulary is better because it is easy for the students to remember what they learned without any pressure since the students enjoy the activities. With use the game technique the students to be creative in practicing the vocabulary. The teacher also taught the vocabulary use many variation and choose the best technique to teach vocabulary like games techniques.

There are many game techniques that can be used in teaching vocabulary such as scrabble, charades, and pictionary. Scrabble game

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<sup>3</sup>*Private Interview*, Lipsisia Student of SMP Negeri 5 Padangsidempuan, (Sihitang, October 20<sup>th</sup> 2017, at: 17.00 am).

<sup>4</sup>Jill Hadfield, *Intermediate Communication Games*, (Longman: Pearson Education, 1990).p.1.

technique is a board game has rule, the player may create the word. Charades game technique is a game that is used by the teacher where the students are asked to practice the word given without making a sound clue, they just make their body gesture then the students will guess it. Pictionary game technique is guessing word game with teams or players trying to identify specific words from their teammates' drawing. It is an enjoyable way to review the students' vocabulary because it encourage the students to build their vocabulary.

From the explanation above, the researcher interested to make a pictionary game technique as the effective way to enrich students' vocabulary. Pictionary game is a fun way to teach vocabulary to junior high school students, especially in reviewing vocabulary which has been studied by the students, since the teacher allows the students to be active participants in recalling English vocabulary by describing the vocabulary through their own drawings. It invites them to learn and play. Based on background of the problems above there are some factors that influence of students' vocabulary mastery such as, teacher strategy, students interested and intelligent, and game technique. The games make use variety of techniques. According to Jeremy Harmer there are many game techniques which are appropriate for use with collections of vocabulary items, they are pictionary, call my bluff and charades. The game technique that used is pictionary game technique. It is an enjoyable way to review the students' vocabulary because it encourage the

students to build their vocabulary.<sup>5</sup> It was concluded that pictionary game technique can enrich students' vocabulary.

Based on the explanation above, researcher is interested to do a research about teaching vocabulary by using game technique which is interesting, fun, and cheap with the title "**The Effect of Pictionary Game Technique on Vocabulary Mastery at Grade VII Students of SMP Negeri 5 Padangsidempuan**".

### **B. Identification of the Problem**

Based on background of the problems, the researcher indentified the problems as follows:

1. Students vocabulary was poor.
2. Students were lack motivation.
3. Students were difficult to remember new vocabulary because difference between the written and the spoken.
4. The teacher seldom use technique in teaching vocabulary.

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

As mentioned above, there are some factors that influence of students' vocabulary mastery such as;teacher strategy, students interested and intelligent, and game technique.

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<sup>5</sup>Jeremy Harmer, *The Practical of English language Teachning*, (New York: Longman,2000), p.28.

In this research the researcher wants to make a study about how to teach vocabulary for students in secondary school with the pictorial game technique. There are many game that can be used in teaching vocabulary as mentioned above, but the researcher does not discuss all of the game. The researcher just choose one of game technique it is pictorial game technique.

There are some reasons why the researcher choose pictorial game technique. Pictorial game technique is used the students to review the students' vocabulary use the picture while the other students present it in front of the class. By using pictorial game technique students can remember the new vocabulary easily.

#### **D. Formulation of the Problem**

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

1. How is the vocabulary mastery before using pictorial game technique at grade VII students of SMP Negeri 5 Padangsidimpuan?
2. How is the vocabulary mastery after using pictorial game technique at grade VII students of SMP Negeri 5 Padangsidimpuan?
3. Is there any significant effect of pictorial game technique on vocabulary mastery at grade VII students of Negeri 5 Padangsidimpuan?

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

The purpose of 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 pictorial game technique at grade VII students of SMP Negeri 5 Padangsidempuan.
2. To describe the vocabulary mastery after using pictorial game technique at grade VII students of SMP Negeri 5 Padangsidempuan.
3. To know any significant effect of using pictorial game technique on vocabulary mastery at grade VII students of SMP Negeri 5 Padangsidempuan.

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

This research has significances, they are:

1. For headmaster, as an information especially about teaching vocabulary by using pictorial game technique at grade VII students SMP Negeri 5 Padangsidempuan.
2. For English teachers, as an information to add his technique in teaching English especially in teaching vocabulary by using pictorial game technique at grade VII students SMP Negeri 5 Padangsidempuan.
3. For other researcher, as an information in conducting further research in the same topic.

## **G. Outline of the Thesis**

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

In chapter I, it consist 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.

In chapter II, it consists of; theoretical description, which explains about definition and concept of vocabulary, pictorial game technique, review related finding, framework of thinking and hypothesis.

In chapter III, it consist of: research methodology described about schedule and place of research where and when the research was done, method of research that discussed about kinds of research, population and sample discussed about amount students as population and how to take the sample, procedures of research discussed about planning before and after research were done, instrument of data collection and data analysis used to test the hypothesis.

In chapter IV, it consist of; description of the data and discussion which researcher presents about the result of the research. Second, discussion about theory and result of the hypothesis what the researcher found in the research.

In chapter V, it consist of; first, conclusion which researcher answers formulation of the problem and hyphothesis. Second, suggestion discussed about problem solving which researcher found in this research.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Vocabulary Mastery

###### a. Definition of Vocabulary

The core component in English is vocabulary.<sup>1</sup> The learners should master it firstly for mastering the four skills in English; speaking, listening, reading, and writing. According to Jack C. Richard and Willy a Renandya, “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write”. It means vocabulary is very important aspect in language. Someone can speak, listen, read, and write by using a language because they have had, known, and mastered much vocabularies.

According to Hornby, vocabulary is a person’s knowledge about all the words using.<sup>2</sup> Vocabulary may be defined as the total number of words in a language and vocabulary is a list of words with their meanings.

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<sup>1</sup>Jack C. Richard and Williy A. Renandya, *Methodology in Language Teaching and Anthology of Current Practice*, (USA: Cambridge University Press, 2000), p. 255.

<sup>2</sup>A.S. Hornby, *Oxford Advance Learner’s Dictionary*, (New York: Oxford University Press, 2000), p. 1506.

Schmitt Broadly says, “We must consider what we mean by vocabulary. The first idea that probably springs to mind is words, a formulation that is admirably adequate for the layperson”.<sup>3</sup> It means we should use the vocabulary in the right placement. We must know what we mean by using the vocabulary.

According to Elfrieda H. Hiebert and Michael L. Kamil, “vocabulary is the knowledge of meaning of words”.<sup>4</sup> The same thing is also delivered by Caroline T. Linse that Vocabulary is the individual’s knowledge about the collection of words.<sup>5</sup> It means that vocabulary is someone’s knowledge about words.

So it can be concluded that, vocabulary is someone’s knowledge about the words with the meaning of word itself that is used to master the skills in language such as speaking, listening, reading, and writing.

## **b. Purposes of Vocabulary**

Vocabulary is important for students. There are several purposes of vocabulary :

- 1) to express their opinion thinking
- 2) to express idea in their society
- 3) particularly in early stages when students are motivated

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<sup>3</sup>Norbert Schmitt, *Vocabulary in Language Teaching*, (Cambridge: Cambridge University Press, 2000), p. 1.

<sup>4</sup>Hiebert, Elfrieda H. and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (New Jersey: Lawrence Erlbaum Associates, 2005), p. 3.

<sup>5</sup>Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2005), p. 121.

- 4) to learn the basic words they need to get by in language.
- 5) to understand nuances of meaning
- 6) to become more proficient in their own choice of words and expressions.<sup>6</sup>

According to Michael J. 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>7</sup>

Based on the explanation above, there are some purposes of vocabulary. They are : to express their opinion thinking, to express idea in their society, particularly in early stages when students are motivated, to learn the basic words they need to get by in language, to understand nuances of meaning, to become more proficient in their own choice of words and expressions, counting the lesson, need for business, and presentation.

Meanwhile, the purpose of vocabulary in junior high school institution are; students are able to memories vocabulary around 250 words, students are able to enrich vocabulary in daily activity, and students able to know the meaning of words.<sup>8</sup>

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<sup>6</sup>Roger Gower, et al. *Teaching Practice Handbook*, (Thailand: Macmillan, 1995), p. 124

<sup>7</sup>Michael J. Wallace, *Teaching Vocabulary*, (ELBS, 1989), p. 235.

<sup>8</sup>Syllabus at SMP Negeri 5 Padangsidimpuan.

### c. Types of Vocabulary

According to Harmer, there are two kinds of vocabulary, they are:

#### 1. Receptive Vocabulary or Passive Vocabulary

Receptive vocabulary can be understood only through listening and reading. Someone does not need to know much about the receptive vocabulary because it is impossible for someone rarely uses the receptive vocabulary and it is impossible for someone to memorize all the vocabularies of a certain language but someone can understand the ideas of the utterance contextually not word by word.

#### 2. Productive Vocabulary or Active Vocabulary

Productive vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with.<sup>9</sup>

According to Azimar Enang that there are two types of vocabulary, they are:

#### 1) General Vocabulary

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<sup>9</sup>Jeremy Harmer, *The Practical of English Language Teaching*, (New York: Longman, 2000), p. 158-159.

## 2) Special Vocabulary<sup>10</sup>

According Scail says that there are 3 types of vocabulary, they are:

- 1) Active Vocabulary.
- 2) Reserve Vocabulary.
- 3) Passive Vocabulary.<sup>11</sup>

Based on the explanation above, there are some types of vocabulary. They are : active vocabulary, passive vocabulary, reserve vocabulary, general vocabulary, and special vocabulary.

In this discussion researcher limits the types of vocabulary into two points;

First, active vocabulary refers to the words that are used in speaking and writing. It means that involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocated.

Second, passive vocabulary means the words that are used in reading and listening. Someone can understand the ideas of the utterance contextually not word by word.

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<sup>10</sup>Azimar Enang, *Kinds of Vocabulary*, (Bandung: PT. Pustaka Media, 2001), p. 203

<sup>11</sup>Schail, *Seven days to faster reading*, (New York: Oxford University Press, 1967), p. 53

#### **d. Material 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 5 Padangsidempuan is “Bahasa Inggris When 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, parts of the house, and animals (chapter IV), profession and public places (chapter V), people, things, and animals (chapter VI and VII), instruction, short notices, and warnings or cautions (chapter VIII).<sup>12</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 technique.

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

##### **1) Talking about Things**

*a) There are many rooms at my school, please go outside the classroom then find the rooms in the picture below!*<sup>13</sup>

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<sup>12</sup>Kementrian Pendidikan dan Kebudayaan, *Buku Bahasa Inggris When English rings the Bell, Mts/SMP Kelas VII*, ( Jakarta: Politeknik Negeri Media Kreatif, 2013), p. 51-102.

<sup>13</sup>*Ibid*,p.78.

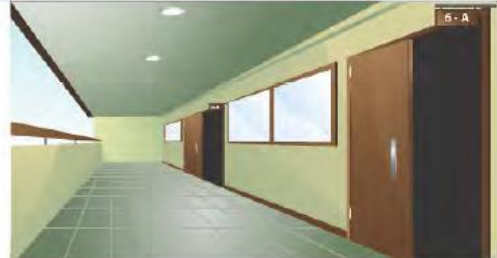


There are many rooms at my school.



Please go outside the classroom then find the rooms in the picture below!

1. \_\_\_\_\_  
2. \_\_\_\_\_



b) Please write down the things in your bag!<sup>14</sup>



I have .....

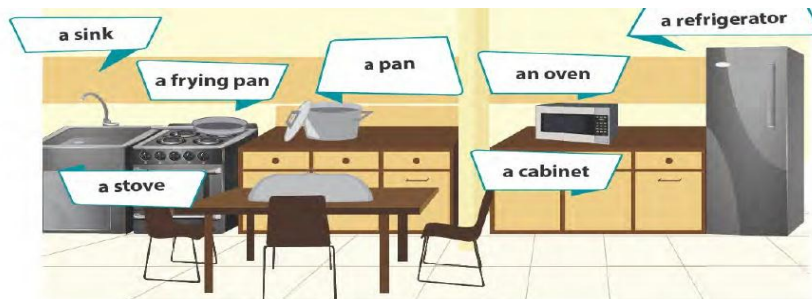
I have .....

I have .....



<sup>14</sup>Ibid, p.80.

c) Please describe the things that you see in the picture!<sup>15</sup>



d) Please write down the things in your house!<sup>16</sup>

<p>Things in my bedroom</p>	<p>Things in my kitchen</p>
<p>Things in my garden</p>	<p>Things in my garage</p>
<p>Things in my bedroom</p>	<p>Things in my kitchen</p>

<sup>15</sup>Ibid, p.84.

<sup>16</sup>Ibid,p.94.



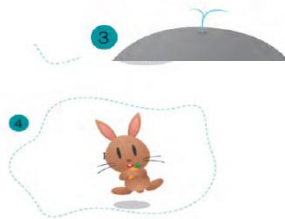
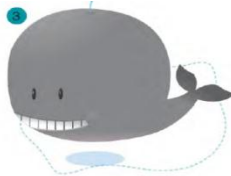
## 2) Talking about Public places.

a) *These are public places in my town. What is it? What do you think about it? What can we do there?*<sup>17</sup>



## 3) Talking about Animals

a) *The Elephant is big. Please describe each animals bellow!*<sup>18</sup>



<sup>17</sup>*Ibid*, p.158.

<sup>18</sup>*Ibid*, p.133.

b) Please write down animals you can find around you and their physical appearance!<sup>19</sup>

No	Kind of Animals	Physical Appearance
1	a butterfly	colorful, small, pretty
2		
3		
4		
5		
6		
7		

## 2. Pictionary Game Technique

### a. Definition of Pictionary Game Technique

Pictionary is a blend of picture and dictionary.<sup>21</sup> Brian Robin says that “Pictionary game is a children's 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>22</sup> The same thing is also delivered by Claire Howell Major “Pictionary game is based on the guessing game popularized by the game of the same as well as the television game show *Win, Lose or Draw*”.<sup>23</sup>

According to Thornbury “Pictionary game engages students to try to guess words or phrases from drawings. The game makes the students work in teams and each member of the team should turn to be

<sup>19</sup>*Ibid*,p.134

<sup>20</sup>*Ibid*,

<sup>21</sup>Beth means and lindy lindner, *Teaching writing in middle school tips, tricks, and techniques*,(America:Teacher Ideas Press,1998), p.50.

<sup>22</sup>Brian Robin, “Pictionary 1989 Children’s Game Show”,*Al-Ishlah: Jurnal Pendidikan*Vol. 9, No. 2 (2017).

<sup>23</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), p.140.

the artist. If there are three teams, for example, the three 'artists' go to the front of the class where the teacher shows them a word (phrase) on a card.<sup>24</sup>

According to Beth Means "Pictionary is a dictionary of pictures that includes all the words for everything in the pictures. Making a pictionary helps you write because you learn words you need for your story before you begin".<sup>25</sup>

Based on the definition above, it can be concluded that pictionary game technique is guessing word game with teams or players trying to identify specific words from their teammates' drawing. At a cue, they quickly return to their group and try to get their group to correctly guess the word by drawing it.

#### **b. The Principles of Pictionary Game Technique**

Pictionary game technique encourages creativity which in turn can help develop evidence-based reasoning and problem-solving skill. By fostering creativity instructors help students make connections, better understand relationships and apply new knowledge.<sup>26</sup> Pictionary

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<sup>24</sup>Thorbury, *How to teach vocabulary* (Pearson: Longman, 2000), p.104.

<sup>25</sup>Beth means and lindy lindner, *Op. Cit.*, p.50.

<sup>26</sup>Claire et.al, *Op. Cit.*, p.141

is one of the games that help the students enjoyment and more focus on the lesson.<sup>27</sup> There are principles of pictinary game technique:

- 1) What to draw.
- 2) How to draw.
- 3) Responding to teammates' guesses in pictinary can stimulate this learning process for students.<sup>28</sup>

Based on the principles above the researcher can conclude, that the principles of pictinary game technique is the tips should be apply teacher to guide students by using pictinary game technique in teaching vocabulary.

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

There are several advantages of pictinary game technique. They are:

- 1) Pictionary game is great for visual learners.
- 2) Help the teachers to create contexts in which the language is useful and meaningful.<sup>29</sup>

Futhermore, another advantages are:

- 1) Pictionary game technique is fun, and important.

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<sup>27</sup>Saptono, *Implementation of Role-Playing Model in Principles of Finance Accounting Learning*, VOL. 12, NO. 2, november 2010, p. 78.

<sup>28</sup>Claire et.al, *Op.Cit.*, p.133

<sup>29</sup>Siti Tarwiyah, *Games, Songs, and Practical Ideas to Teach Language*, (Semarang: Need"s Press, 2012), p.2.

- 2) Enjoyable way to review the students' vocabulary because it encourage the students to build their vocabulary".<sup>30</sup>

Ghada sari lists several main advantages when games are used in the classroom, including:

- 1) Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
- 2) Games usually involve friendly competition, and they deep learners interested.
- 3) Games are highly motivating and they give students more opportunity to express their opinions are feelings.
- 4) Vocabulary games bring real word context into the classroom.<sup>31</sup>

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

- 1) Pictionary game technique sometimes very difficult for visual learners.
- 2) Make students be noisy and not conducive in the class teaching-learning activity.
- 3) If the students who becomes an artist cannot draw it will make the team of the artist cannot guess what the artist draws.<sup>32</sup>

From the explanation above, it can be concluded that advantages pictionary game technique are fun, enjoyable, great for visual learner and helps the students to review the students' vocabulary, makes the students more high motivate, more opportunity to express their opinions are feelings and help students work in team, but pictionary game also have the advantages, they are make students

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<sup>30</sup>Jeremy Harmer, *Op.Cit*, p. 238

<sup>31</sup>Maryam Rohani and Bezhad Pourgharib, *The Effect of Games on Learning Vocabulary*, Internasional Research Journal of applied and basic Sciences. Vol.4

<sup>32</sup>Siti Tarwiyah, *Op.Cit*. p.2

be noisy and not conducive in the classroom, difficult for visual learners, and the team cannot guess what artist draws if an artist cannot draw. So the teacher could manage it.

#### **d. The Procedures of Using Pictionary Pictionary Game Technique**

The procedures of using pictionary 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. There are some procedures to play pictionary game technique in the class are as follows:

- 1) Explain the rules and have a stack of cards with course content words and phrases from which students will select .
- 2) Divide the students into teams.
- 3) Each of the team should choose one person as the person who draw on the whiteboard called as an artist. Each of the group members takes a turn to be an artist.
- 4) Taking turns, have each team send a person to draw the word(s) on the card, a team has between 30-60 seconds to guess the answer.
- 5) The team who can quickly guess deserves to get a score.
- 6) If the team is not able to guess the answer, allow another team the chance to guess the answer and gain point.
- 7) Rotate the artist role round the team until have participated as an artist.<sup>33</sup>

All the steps above should be followed to teach vocabulary using pictionary game technique. All the members of the group have to be an artist while the rest of the group try to guess what has been drawn. Only the team that answers correctly that will get a point.

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<sup>33</sup>Claire et.al,*Op.Cit.*p.141.

Based on the procedures of pictictionary game technique above, it can be concluded that the procedures of pictictionary game technique, they are: create a list of vocabulary, divide the class into teams, one student draws a card and begins drawing a representation of the word, members of their team to guess based on the drawing, the team who answers correctly earns a point for their team and continue having the teams take turns as time allows.

### **3. Teaching Vocabulary by using Pictionary Game Technique**

There are many kinds of activities that can be done to teach vocabulary to make the teaching and learning process meaningful. Pictionary can be used in teaching all the part of speech nouns, verbs, adjectives, and adverbs could be implemented by using pictictionary game technique. Also good for reviewing idiomatic expression, such as down in the dumps, under the weather, in the dark, and over the moon.<sup>34</sup> Therefore, Pictionary can be used for teaching nouns they are animals, things, and public places.

They are procedure in teaching vocabulary by using pictictionary game technique:

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<sup>34</sup>Thornbury, *Op.Cit.*, p.104.

Teacher Activities	Procedure	Students Activities
<p><b>Pre-Teaching</b> Observation 1. Teacher explain the rules how to play pictiornary game technique.</p>	<p>1. Explain the rules and have a stack of cards with course content words and phrases from whic students will select.</p>	<p>1. Students listen the explanations about pictiornary game technique.</p>
<p>1. Teacher divide the students into team Asking.</p>	<p>2. Divide the students into teams.</p>	<p>1. Students forming as team.</p>
<p>1. Teacher ask the students to choose one person as an artist from each team.</p>	<p>3. Each of the team should choose one person as the person who draw on the whiteboard called as an artist. Each of the group members takes a turn to be an artist.</p>	<p>1. Students from each team choose one person as an artist.</p>
<p><b>While-Teaching</b> Exploration 1. Teacher give the card to the artist Association 2. Teacher send the artist to draw the word on the card</p>	<p>4. Taking turns, have each team send a person to draw the word(s) on the card, a team has between 30-60 seconds to guess the answer.</p>	<p>1. The artist receive the card 2. The artist each team start to draw the word on card</p>
<p>Communication 1. Teacher explain the time to guess the answer 2. Teacher give a score to team who can guess the answer quickly</p>	<p>5. The team who can quickly guess deserves to get a score.</p>	<p>1. Students from each team try to guess the answer quickly 2. Students guess the answer quickly 3. Students try to be winner</p>
<p>1. Teacher allow to other team to guess the answer if</p>	<p>6. If the team is not able to guess the answer, allow another team the</p>	<p>1. Students taking turn to be artist.</p>



the team is not able to guess the answer	chance to guess the answer and gain point.	
1. Teacher command to rotate the artist role round until have participated.	7. Rotate the artist role round the team until have participated as an artist.	
<b>Post-Teaching</b> -Opening questions and answer session or asking the students difficulty. -Giving positive feedback and reinforcement orally for the students success.	8. Give the question about the material.	-Students answering the teachers questions and tell if they feel difficult in understanding the material. -Students listen and understand the positive feedback and reinforcement from the teacher.

From the explanation above, it can be concluded that the teacher must prepare the tools that should be applied in vocabulary classes. So that, the students more focus in learning.

#### 4. Conventional Technique

##### a. Definition of Conventional

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>35</sup>

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<sup>35</sup>Jhon Deriden, Conventional teaching Method  
 (<http://www.britannia.com/Ebchecked/topic/4279/nuclear-method/52993/Conventional>  
 retrieved on Friday July 12<sup>th</sup> at 10.23 p.m.

## **b. Classification of Conventional Technique**

There are many kinds of teaching technique that can apply by teacher. One of teaching technique is conventional technique. Conventional technique can divided in some kinds.<sup>36</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 traditional method because this method use long since is an oral communication tool between teacher and students in interaction educative.<sup>37</sup> Moreover in educative and traditional teaching it is like in rural that have weakness in learning facilities and teacher.

### **2) Steps of Lecturer Method**

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

- a) Preparation, create learning condition to students.
- b) Implementation, teacher convoys material then give opportunity to students for connecting and comparing material of lecturer that accepted through catechizing.
- c) Evaluation, give test to students for looking students' comprehension about material that learned.<sup>38</sup>

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<sup>36</sup>Syaiful Bahri Djamarah, *Stategy Belajar-Mengajar* (Jakarta:PT.Asdimahasatya,2006), p.83

<sup>37</sup>Syaiful Bahri Djamarah, *Guru dan Anak Dididk (Dalam Interaksi Edukatif)*, (Jakarta: PT Rineka Cipta, 2000), p.205.

<sup>38</sup>Syaiful Bahri Djamarah, *Guru dan anak didik...* p.99

From above explanation, conventional teaching method is traditional teaching method that often applied by teacher. One of conventional method is lecturer method with a teaching style that use for convey information about some subject. Researcher concluded that conventional technique is way that is used by teachers in teaching a material base on agreement of teacher at school.

Based on observation, researcher concludes that procedure used by English teacher at SMP Negeri 5 Padangsidempuan, are as follows:

- a) Explain subject matter
- b) Identify difficult words
- c) Ordering students to memorize.

## **B. Review of Related Findings**

Talking about realated findings, the researcher found some researches have done by the person. First, the researcher had done her researcher. Based on the result of the research, the researcher found that the result of pre test in experimentalclass was 48.4 and control class was 47.<sup>39</sup> While in post test the mean score of experimental class was 76 and control class was 63. It mean

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<sup>39</sup>Sri Mardiani, "The Effectiveness of Guessing Game toward the students' vocabulary mastery. An Experimental Study at the second Grade Students of SMP Negeri 1 Praya Barat in Academic year 2013/2014. (Published Thesis), (Mataram : IKIP Mataram, 2014), ([http://lppm.ikipmataram.ac.id/wpcontent/uploads/2015/04/baiqsrinardianiTheEffectivenessOfGuessingGameTowardTheStudentsVocabularyMasteryAnExperimental-Stdy\\_At\\_TheSecond\\_GradeStudent-FPBS.Pdf](http://lppm.ikipmataram.ac.id/wpcontent/uploads/2015/04/baiqsrinardianiTheEffectivenessOfGuessingGameTowardTheStudentsVocabularyMasteryAnExperimental-Stdy_At_TheSecond_GradeStudent-FPBS.Pdf)), accessed on Juni, 4<sup>th</sup> 2018 at 14.41 p.m.

that mean score of post test in experimental class was higher than control class ( $76 > 63$ ).

Second, the researcher concluded pictonary game can improve students' vocabulary mastery. It was proven by calculating the mean scores of experimental group. The mean score of the pre-test of experimental group was 65. However, after being treated using pictonary game, the mean score of post-test was 84. The result showed that there was an improvement of the students' vocabulary mastery which had increase percentage 29.23%. It means that pictonary can improve students' vocabulary mastery in the fifth grade of SD N 2 Ukir Rembang.<sup>40</sup>

Third, the researcher concluded that there as any significant effect of charades technique on students' voabulary. The mean score of pre test was 68.35 and mean score of post test was 90.20. The result was higher than table ( $1.873 > 1.671$ ).<sup>41</sup>

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

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<sup>40</sup>Rina Dyah Iswandari, "The Effectiveness of Pictionary Game in Improving Students Vocabulary mastery".(Published Thesis), ([lib.unnes.ac.id/30383/1/2201413162.pdf](http://lib.unnes.ac.id/30383/1/2201413162.pdf)), accessed at August 9<sup>th</sup> 2018 retrieved On 09.22 pm.

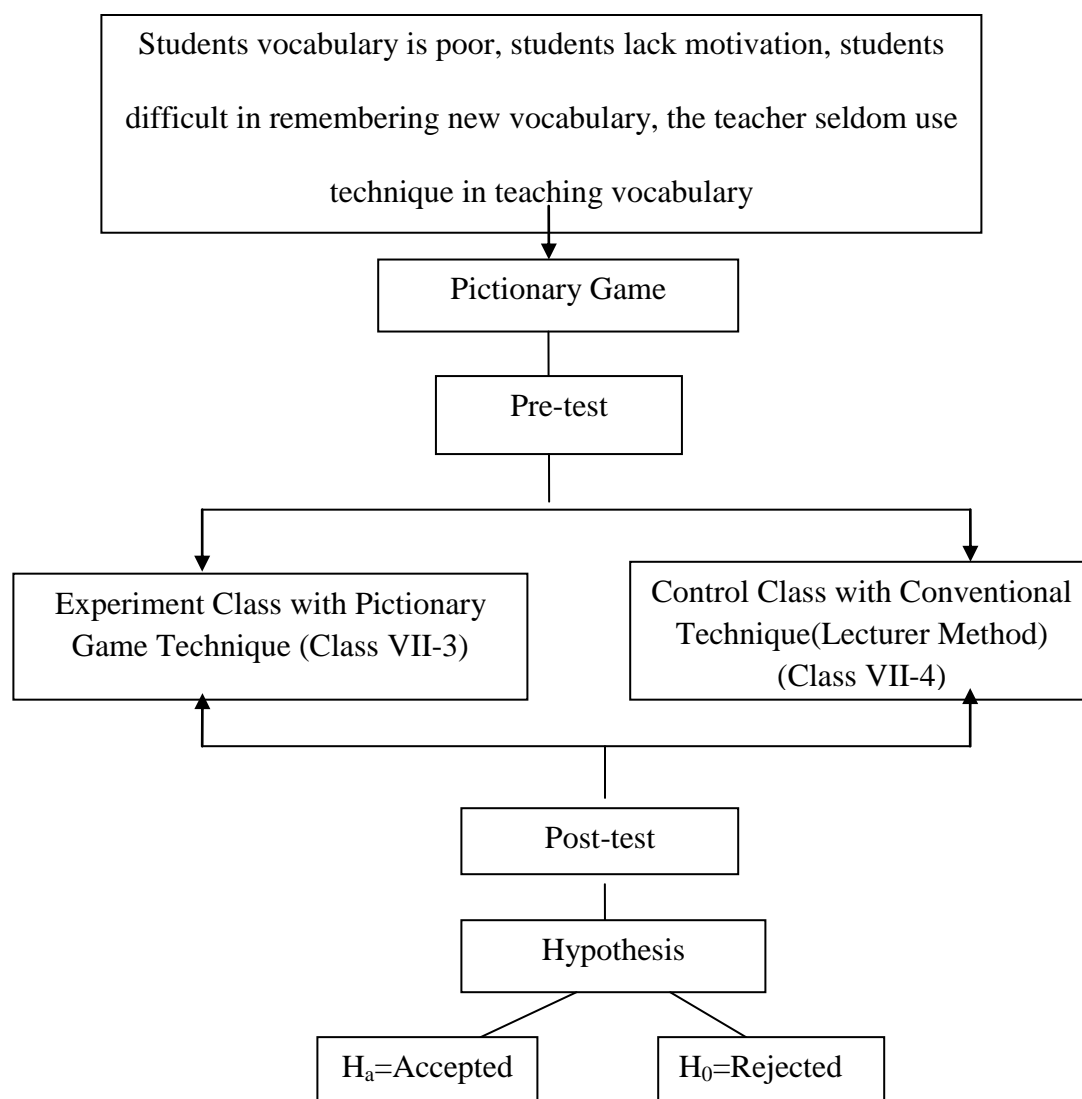
<sup>41</sup>Risma Isnaeni Ramdani "*The Effect of Charades Technique on Students' Vocabulary Mastery at Grade VII SMP Negeri 5 Padangsidempuan*".

### **C. Conceptual Framework**

Game technique in teaching vocabulary is the important thing must be considered by the teacher to succeed the learning vocabulary. The successful of teaching vocabulary mastery depends on many factors. One of them is how the teacher chooses the game technique in junior high school students.

Pictionary game technique is one of the technique can be applied in teaching vocabulary. By using pictionary game technique will make the students easier to enrich the new words.

Based on the review of related theories above, conceptual framework need to be figured to explain more about the theories used. Here is the conceptual framework related to the theory.



#### D. Hypothesis

The hypothesis has purpose to answer a certain specific question. According to L.R. Gays says, "A hypothesis is a tentative prediction result of the research findings."<sup>42</sup> Then, according to Suharsimi Arikunto,

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<sup>42</sup>L.R. Gay and Peter Airaisan, *Educational Research for Analysis and Application*, (America: Prentice Hall, 1992), p. 71.

hypothesis is a provisional answer of result problem in a research.<sup>43</sup>Therefore, the hypothesis should be made in a research to predict the result of the research findings. So hypothesis is provisional answer of prediction result in a research.

Based on the defenitions above, the hypothesis of this research are, as follows:

1.  $H_a$  : Is there any positive effect of Pictionary Game Technique and Students' Vocabulary Mastery at Grade VII SMP Negeri 5 Padangsidempuan?
2.  $H_0$  : Is there no any positive effect of PictionaryGame Technique and Students'Vocabulary Mastery at Grade VII SMP Negeri 5 Padangsidempuan?

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<sup>43</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006),p. 71.

## CHAPTER III

### RESEARCH METHODOLOGY

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

The research was done in SMP Negeri 5 Padangsidempuan. It is located at Perintis Kemerdekaan Street, Padangsidempuan. It is number 61 in Padangmatinggi. It is about 4 kilometres from the central town.

The time of this research was done from Desember 15<sup>th</sup> 2017 up to October 25<sup>th</sup> 2018.

#### B. Research Design

The kind of this research is quantitative research with experimental method. According to L. R Gay, “Experimental research is the only type of research that can test hypothesis to establish cause and effect.”<sup>1</sup> While Suharsimi Arikunto stated that a quantitative research use numbers; collecting data, interpretation of data, and view the data result.<sup>2</sup> It means that that to know the cause and effect between a variable to another variable we can use experimental research.

The researcher used two classes in this research. One of the classes will be taught by dictionary game technique and called as experimental class.

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<sup>1</sup>L.R Gay and peter Airasian, *Educational Research for Analysis and Application*, (America : Prentice hall,1992), p.

<sup>2</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p. 12



Meanwhile the other class will be taught by conventional technique called as control class. It can be seen as the following table:

**Table 1. Pre test- Post test Control Group Design**

R	O <sub>1</sub>	X	O <sub>2</sub>
R	O <sub>3</sub>		O <sub>4</sub>

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

Notices:

R=The sample of the research

O<sub>1</sub>=Pre test in experimental class

O<sub>2</sub>=Post test in experimental class

X= Treatment

O<sub>3</sub>=Pre test in control class

O<sub>4</sub>=Post test in control class.<sup>3</sup>

From 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 or more to other variable.

## C. Population and Sample

### 1. Population

According to Suharsimi Arikunto, “population is all of the subject of research.”<sup>4</sup> The same thing also stated by Sumanto that Population is all of the subject in region research that is made into the subject of research.<sup>5</sup> Besides, Burhan stated that population is all of the objects that become the target of the research.<sup>6</sup>

<sup>3</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013), p.20.

<sup>4</sup>SuharsimiArikunto, *Op.Cit.*p.15

<sup>5</sup>Ibid.,p.16

<sup>6</sup>Burhan Bungin, *Metodologi Penelitian Kuantitatif*, (Jakarta: Kencana, 2006), p. 99.

Based on the explanation above, the researcher concluded that the population of this research is the whole of the students at grade VII of SMP Negeri 5 Padangsidimpuan.

The population of research consists of eleventh classes, the students are limited to those who belong to class VII SMP Negeri 5 Padangsidimpuan. Therefore, it can be seen the table below:

**Table 2. The Population Of Eight Grade Students SMP Negeri 5 Padangsidimpuan**

No	Class	Total Students
1	VII-1	24
2	VII-2	26
3	VII-3	24
4	VII-4	24
5	VII-5	24
6	VII-6	27
7	VII-7	22
8	VII-8	26
9	VII-9	26
10	VII-10	26
11	VII-11	22
Jumlah		247

(source : data of students SMP N 5 Padangsidimpuan from Vice of Headmaster)

## 2. Sample

Arikunto says, "Sample is a part of population which will be researched".<sup>7</sup> In this research, the researcher used random sample to take the class research. Random sampling is the process of selecting a sample

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<sup>7</sup>*Ibid.*, p. 109.

in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.<sup>8</sup>

So, the researcher's reason for using random sampling technique is because all the sample has the same chance to be chosen and it is the best single way to obtain a representative sample.

Then, the researcher used the trick to take the sample using a lottery technique of taking random sampling. All the population or all the grade VII class are folded, then, the researcher shake them. After that, the researcher took 2 folded classes.

Finally, the researcher got two classes of grade VII, they are VII-3 as the experimental class and VII-4 as control class.

**Table 3. The Sample of Research**

No	Grade	
	VII-3	VII-4
	Experimental Class	Control Class
1.	Pictionary Game Technique	Conventional Technique (Lecturer Method)
<b>Total of Students</b>	24 students	24 students

So, the total of sample was 48 students; 24 students of VII-3 will be for experimental class and 24 students of VII-4 will be for second experimental class. For experimental class, the researcher will give pictionary game technique and the control class will be taught by

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<sup>8</sup>Suharsimi Arikunto. *Op.Cit.* p.174.

conventional technique. To know the homogeneity of the samples, researcher do homogeneity and normality test.

### 1) Normality Test

Normality test is used to know whether the data normal or not. The data can be tested by using Chi-quadrade, as follow:<sup>9</sup>

$$x^2 = \sum \frac{(f_0 - f_h)^2}{f_h}$$

Where;

$x^2$  = Chi-quadrade

$f_0$  = Frequency is gotten from sample/result of observation (questioner).

$f_h$  = Frequency is gotten from sample as image from frequency is hoped from population.

To calculate the result of *Chi-Quadrate*, it is used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 ( $dk = k - 1$ ). If result  $x^2_{count} < x^2_{table}$ , it can be concluded that data is distributed normal.

### 2) Homogeneity

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it can be called homogenous. To test it, the researcher used formula as follow:

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<sup>9</sup>Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p.85.

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

Hypothesis is accepted if  $F_{\text{count}} \leq F_{\text{table}}$

Hypothesis is rejected if  $F_{\text{count}} \geq F_{\text{table}}$ .

#### **D. Definition of Operational Variables**

Vocabulary is someone's knowledge about the words with the meaning of word itself that is used to master the skills in language such as speaking, listening, reading, and writing. Therefore, vocabulary is the core component of language.

Pictionary game technique is guessing word game with teams or players trying to identify specific words from their teammates' drawing. At a cue, they quickly return to their group and try to get their group to correctly guess the word by drawing it.

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

A research must have an instrument in this research because a good instrument can guarantee for taking the valid data. In addition, Suharsimi Arikunto says, "Instrument of the research is a tool of facility is used by the researcher in collecting data.<sup>10</sup> So that the process is easier and better with the more careful, complete and systematic ways.

In this research, the main instrument of this research is test. The researcher give the test to know students' vocabulary mastery. To get the data from the students, the researcher collected by multiple choice test. The test is

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<sup>10</sup>Suharsimi Arikunto, *Op. Cit.*, p. 106.

a set of vocabulary about identify name of animals, identify of things, and identify of public places. To measure students' vocabulary mastery uses the indicator, as follows :

**Table 4. Indicators of Vocabulary Mastery Pre Test**

NO	Indicator	Topic	Number of Items	Item	Score Per Item	Total Score
1.	Identify the Meaning	1. Animals	11,17,18,19	4	4	16
		2. Things	10,13,4,24	4		16
		3. Public Places	21, 22,15, 25	4		16
	Memorize the word	1. Animals	9,16,20,23	4		16
		2. Things	4,5,6,7	4		16
		3. Public Places	1,2,3,8,12	5		20
Total				25		100

**Table 5. Indicators of Vocabulary Mastery Post Test**

NO	Indicator	Topic	Number of Items	Item	Score Per Item	Total Score
1.	Identify the Meaning	1. Animals	5,9,10,25	4	4	16
		2. Things	8,1,22,24	4		16
		3. Public Places	19,20,21,23	4		16
	Memorize the word	1. Animals	3,12,13,15	4		16
		2. Things	2,4,7,17	4		16
		3. Public Places	1,6,14,16	5		20
Total				25		100

The range of score of the result students test will be interpreted as excellent, good, average/enough and poor as stated by ridwan:<sup>11</sup>

**Table 6. Score of The Result Test**

Range of Real Score	Frequency
80-100	Excellent
61-80	Good
41-60	Average/ enough
21-40	Poor

#### **F. Validity of the Instrument**

According to Suharsimi Arikunto validity is a measurement that shows the valid level an instrument.<sup>12</sup> In Addition Anas Sudjiono says that validity is a characteristic of the good test. So, validity is a measurement to show the characteristic of good test.

There are three types of validity in quantitative research:

1. Face and content validity
2. Concurrent and predictive validity
3. Construct validity.<sup>13</sup>

In this research, the researcher used content or item validity to find out the validity of instrument. Item validity is a part of the test as a totality to measure the test by the item. The test consist of 50 questions of multiple choice tests. It had been divided into two groups; 25 for pre-test and 25 for post-test.

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<sup>11</sup>Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan Peneliti Pemula*, (Bandung: Alfabeta, Cet.1,2005), p. 89.

<sup>12</sup>Suharsimi Arikunto, *Op.Cit*, p.168.

<sup>13</sup>Ranjit Kumar, *Research Methodology: Step by step Guide for beginners, Third Edition*(New Delhi, Sage Publication,2011), p.179

To know the validity of the questions will be refer to list  $r$  biserial with  $r$  in 5% significant: 0,396 and 1% significant: 0,463. So, if  $r_{\text{count}} > r_{\text{table}}$  the test is classified valid.

To get the validity of the test, the formula of  $r$  pointbiserial can be used as follow:

$$rpb_i = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

Where:

- $r$  : Coefficient Item validity
- $Mp$  : Mean Score of total score
- $Mt$  : Re-Average of total score that achieved success by member of test
- $St$  : Standard deviation of total score
- $P$  : Presentation of right answer of item tested validity
- $q$  : Presentation of right wrong of item tested validity

## G. The Procedures of the Research

In collecting data the researcher would use test to students. The kind of the test is multiple choice test. The test will be divided into two kinds; pre-test and post-test. The procedures as below:

### 1. Pre-test

The pre-test was conduct to find out the homogeneity of the sample. The function of the pretest was to find the mean scores of the experimental class and control class before the researcher gave treatment. Whether it is an effect or not. Here, the researcher used some steps in give post-test, they are:

- 1) The researcher prepared the test 25 items.



- 2) The researcher distributed the paper of the test to students of experimental class and control class.
- 3) The researcher explained what the students should do.
- 4) The researcher gave time for students to answer questions.
- 5) The students answered the questions.
- 6) The researcher collected the test paper.
- 7) The researcher checked the answer questions of students.
- 8) Then, the researcher found the mean score of control and experimental class.

## **2. Treatment**

After giving the pre-test, the students would be given treatment. The experimental class will be taught by using picture game technique, and control class will be taught by conventional technique (lecturer method).

## **3. Post-test**

After the treatment had been done, both experimental and control groups were given the post-test. The result of both groups was analyzed to find out if the effect of using picture game technique on vocabulary mastery was significant or not. Here, the researcher used some steps in giving post-test, they are:

- 1) The researcher prepared the test 25 items.

- 2) The researcher distributed the paper of the test to students of experimental class and control class.
- 3) The researcher explained what the students todo.
- 4) The researcher gave times of students to answer questions.
- 5) The students answered the questions.
- 6) The researcher collected the test paper.
- 7) The researcher checked the answer question of students.

Then, the resercher found the mean score of control and experimental class.

## H. Technique of Analyzing Data

In this research, the researcher will use the techniques of data analysis as follow:

### 1. Normality test

The function of normality test is to know the data of research is normal or not. The researcher using normality test by using *chi-Quadrate* formula as follow:

$$x^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)$$

Where:

$x^2$  = chi quadrate

$F_h$  = frequency is gotten from the sample as image from the frequency is hoped from the population

$F_0$  = frequency is gotten from the sample / result of observation <sup>14</sup>

To calculate the result of chi-square, it is used significance level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 ( $dk = k-3$ ). If result  $\chi^2$  count  $< \chi^2_{table}$ , so, it can be concluded that data is distributed normal.

## 2. Homogeneity Test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of class is same, it is can be called homogeneous. Homogeneity is the similarity of variance of the group will be compared. So, the function of homogeneity test is to find out whether the data homogeneity or not. It use Harley test, as follow:

$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$

The smallest variant

Hypotheses is accepted if  $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if  $F_{(count)} \geq F_{(table)}$

It determined with significant level 5% (0,05) and  $dk$  numerator was  $(n_1-1)$ , while  $dk$  determinant is  $(n_2-1)$ .

## 3. Hypothesis Test

To know the differences between the two classes (control class and experimental class), the researcher used t-test as formula bellow:

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<sup>14</sup>Anas Sudijono, *Pengantar Statistik Pendidikan*, ( Jakarta: PT. Raja Grafindo Persada, 2005), p.298

$$T_t = \frac{X_1 - X_2}{\sqrt{\left( \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \right) \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

The proceeds of pretest and posttest would be analyzed to prove the hypothesis by t-test formula as follow:

Explanation:

t: The value which the statistical significant

$X_1$ : The average score of the experimental class

$X_2$ : The average score of the control class

$S_1^1$ : Deviation of the experimental class

$S_2^2$ : Deviation of the control class

$n_1$ : Number of experimental class

$n_2$ : Number of control class.<sup>15</sup>

Then, the result is consulted with t-table. If the calculation is more than same with t- table, it means that there is a significant difference between the two groups. If the calculation is less than t-table, it means that there is no significant difference between them.

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<sup>15</sup>Sugiyono, *Statistika Untuk Penelitian*, (Bandung: ALFABETA, 2006), p.138.

## CHAPTER IV

### RESULT OF RESEARCH

To analyze the data, the researcher has collected data through giving a test, they were: pre-test and post-test in the both classes, experimental class and control class. To find out the effect of pictorial game technique on vocabulary mastery at grade VII students of SMP Negeri 5 Padangsidimpuan. The researcher has calculated the data by using quantitative analysis. The researcher used the formulation of t-test to test the hypothesis. Next, the researcher described the data as follow:

#### A. Description of Data

##### 1. Description of Data before using Pictionary Game Technique

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

In pre-test experimental class, the researcher calculated the result that got by the students in answering the multiple choice test. The scores pre-test experiential class could be seen in the following table.

**Table 7. The Score of Experimental Class in Pre-test**

Total	1048
Highest score	68
Lowest score	24
Mean	49
Median	44.2
Modus	46
Range	44
Interval	9
Standard deviation	8.27
Variant	2136.47

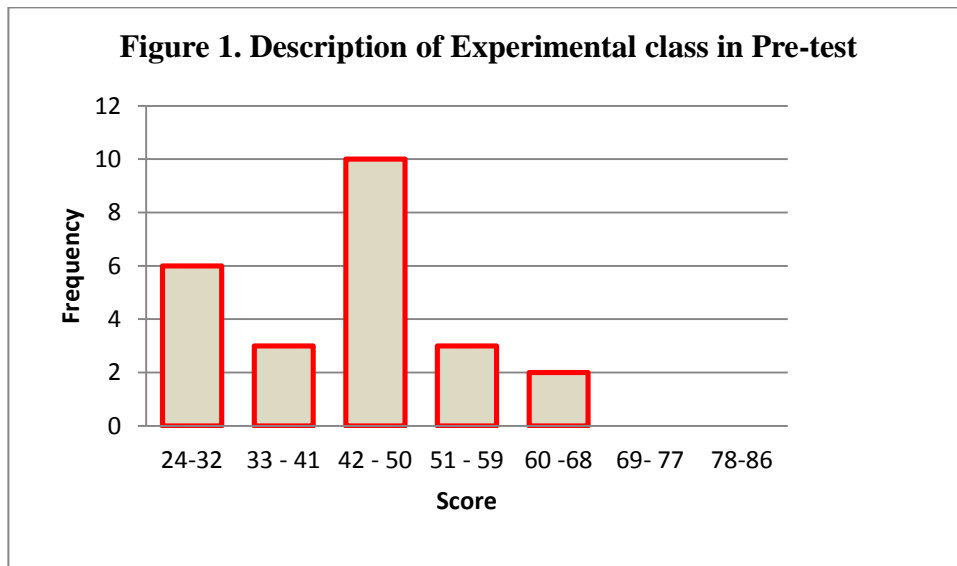
Based on the table above the total score of experimental class in pre test was 1048, mean was 49, standard deviation was 10.91, variants was 2136.47, median was 44.2, range was 44, modus was 46, interval was 9.

The researcher got the highest score was 68 and the lowest score was 16. It can be seen on Appendix 12. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

**Table 8. Frequency Distribution of Experimental Class (Pre-test)**

No	Interval	Mid Point	F	Percentages
1	24 – 32	28	6	25%
2	33 – 41	37	3	12,5%
3	42 – 50	46	10	41.16%
4	51 – 59	55	3	12,5%
5	60 – 68	64	2	8,33%
<i>i</i> = 9			24	100%

From the table above, score of experimental class in pre-test shown that the lowest interval 24-32 was 6 students and high interval 60-68 wa 2 students. Clear description of the data is presented in histogram on the following figure:



From the histogram of students' score of experimental class, it can be concluded that the most students are in interval 42 – 50 (10 students/41.16%). The least of students is 60 – 68(2 students/8.33%).

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

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering multiple choice test. The score of pre-test control class can be seen in the following table:

**Table 9. The Score of Control Class in Pre-Test**

Total	1216
Highest score	72
Lowest score	28
Mean	47.37
Median	47.5
Modus	51.5
Range	44
Interval	9
Standard deviation	10.22
Variant	2802.66

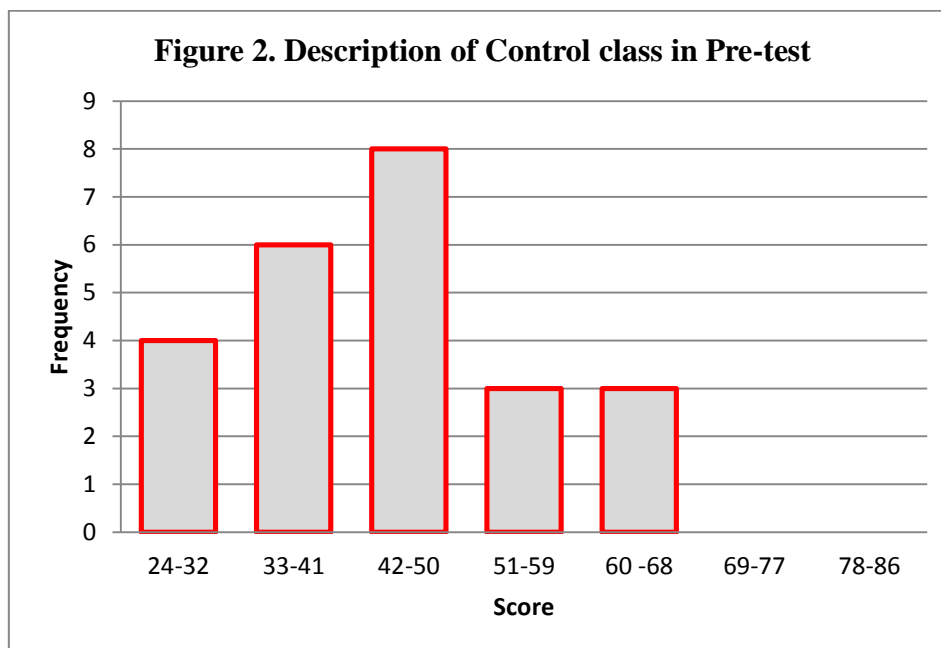
Based on the table above the total score of control class in pre-test was 1216, mean was 47.37, standard deviation was 10.22, variant was 2802.66 range was 44, interval was 9, median was 47.5, and modus was 51.5. The researcher got the highest score was 72 and the lowest score was 28. It can be seen on appendix 12. Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

**Table 10. Frequency Distribution of Control Class (Pre-Test)**

No	Interval	Mid Point	Frequency	Percentages
1	28 – 36	32	4	16,66%
2	37 – 45	41	6	25%
3	46 – 54	50	8	33,33%
4	55 – 63	59	3	12,5%
5	64 – 72	68	3	12.5%
<i>i=9</i>			24	100 %

From the table above, it can be concluded that the most students are in interval 46 – 54 (8 students/33.33%). The least of students is 55 – 63 and 64-72 (3 students/12,5%). Clear description of the data is presented in histogram on the following figure:





From the histogram of students' score of experimental class, it can be concluded that the most students are in interval 42 – 50 (8 students/33.33%). Interval 51 – 59 and 60-68 have the same score (2 students/8.33%).

## 2. The Description of Data After Using Pictionary Game Technique

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

The calculation of the result that had been gotten by the students in answering the multiple choice (test) after the researcher did the treatment by using pictionary game technique can be seen in the following table:

**Table 11. Score of Experimental Class in Post-test**

Total	1724
Highest Score	84
Lowest Score	40
Mean	94.25
Median	64.25
Modus	60.5
Range	44
Interval	9
Standar Deviation	9.35
Variant	5150.26

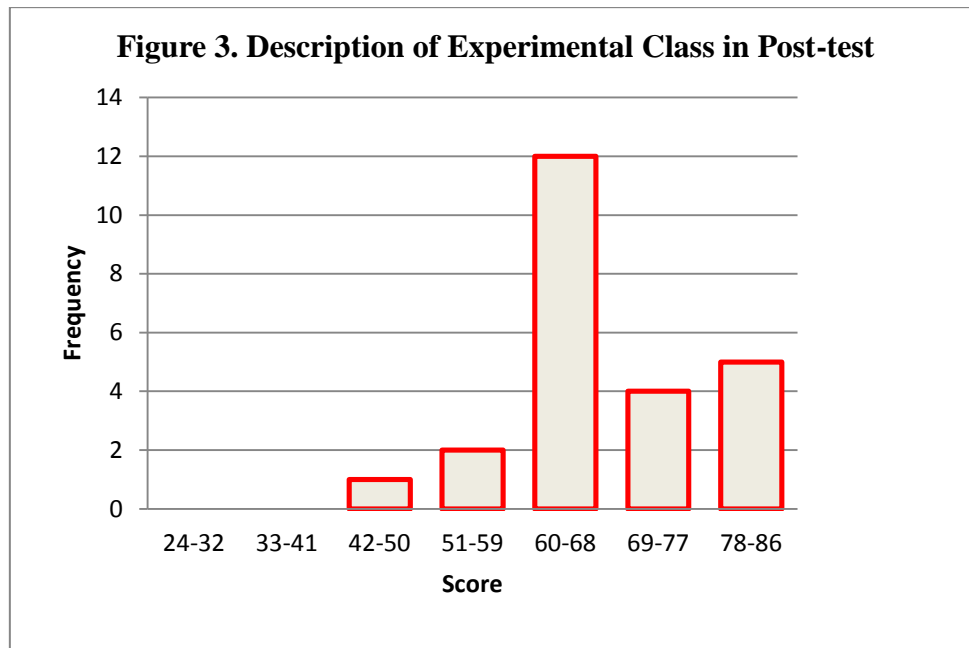
Based on the table above the total score of experimental class in post-test was 1724, mean was 94.25, median was 64.25, modus was 60.5, range was 44, interval was 9, standard deviation was 9.35 variant was 5159.83 the researcher got the highest score was 84 and the lowest score was 40. The calculation can be seen on the appendix 13. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

**Table 12. The Frequency Distribution of Students' Score**

No	Interval	Mid Point	Frequency	Percentages
1	40– 48	44	1	4.16%
2	49 – 57	53	2	8.33%
3	58 – 66	62	12	50%
4	67 – 75	71	4	16.16%
5	76 – 84	80	5	20.83%
<i>i</i> = 9			24	100%

Based on the table above, the frequency of students' score from 40 up to 48 was 1; 49 up to 57 was 2; 58 up to 66 was 66; 67 up to 73

was 4; 76 up to 84 was 5. Then, the interval which had highest frequency was 58 – 66(12 students) and the interval which had lowest frequency was 40– 48(1 students).



From the histogram of students' score of experimental class, it can be concluded that the most students are in interval 60 – 68 (12 students/50%). The least of students is 42 – 50(1 students/8.33%).

#### **b. Score of Control Class in Post Test**

As the control class, the researcher did not apply treatment but taught by lecturer method it is class VII-4. The result that had been gotten by the students in answering multiple choice (test) after the researcher taught the vocabulary by using conventional technique (lecturer method) can be seen in the following table:

**Table 13. The Score of Control Class in Post-Test**

Total	1279
Highest score	72
Lowest score	28
Mean	53.59
Median	54.5
Modus	47.92
Range	44
Interval	9
Standard deviation	12.24
Variant	3396.63

Based on the above table the total score of control class in post-test was 1279, mean was 53.59, standard deviation was 12.24, variant was 3396.63, median was 54.5, range was 44, modus was 47.92, and interval was 9. The researcher got the highest score was 72 and the lowest score was 28. It can be seen on appendix 13. Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

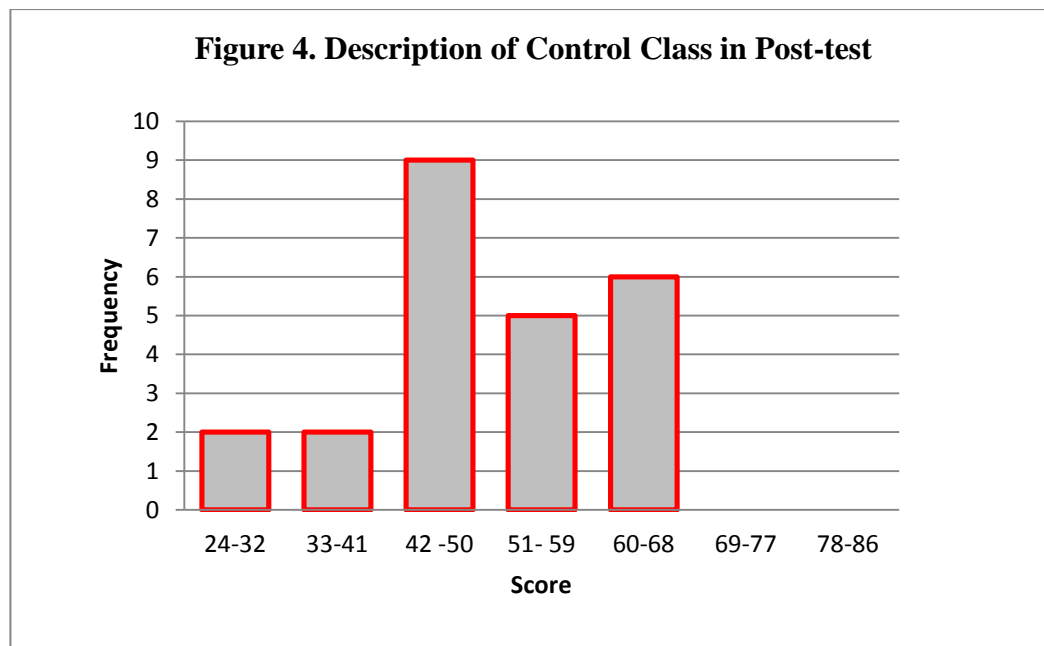
**Table 14. Frequency Distribution of Students' Score**

No	Interval	Mid Point	Frequency	Percentages
1	28-36	32	2	8.33%
2	37-45	41	2	8.33%
3	46-54	50	9	37.5%
4	55-63	59	5	20.83%
5	64-72	68	6	25%
$i = 5$			24	100%

Based on the table above, the frequency of students' score from 28 up to 36 was 2; 37 up to 45 was 2; 46 up to 54 was 9 ; 55 up to 63 was 5; 64 up to 72 was 6. Then, the interval which had highest

frequency was 46 – 54(9 students) and the interval which had lowest frequency was 28 – 36 and 37-45 (2 students).

For the clear description of the data, the researcher presents them in histogram on the following figure:



From the histogram of students' score of control class, it can be concluded that the most students are in interval 42 – 50 (9 students/37.5%). The least of students is 24–32 and 33-41(2 students/8.33%).

### 3. Description of the Comparison Data between Pre-test and Post-test of Experimental Class and Control Class

#### a. The Comparison Data between Experimental Class and Control Class in Pre-test

The comparison score of experimental class and control class in pre-test can be seen in following table:

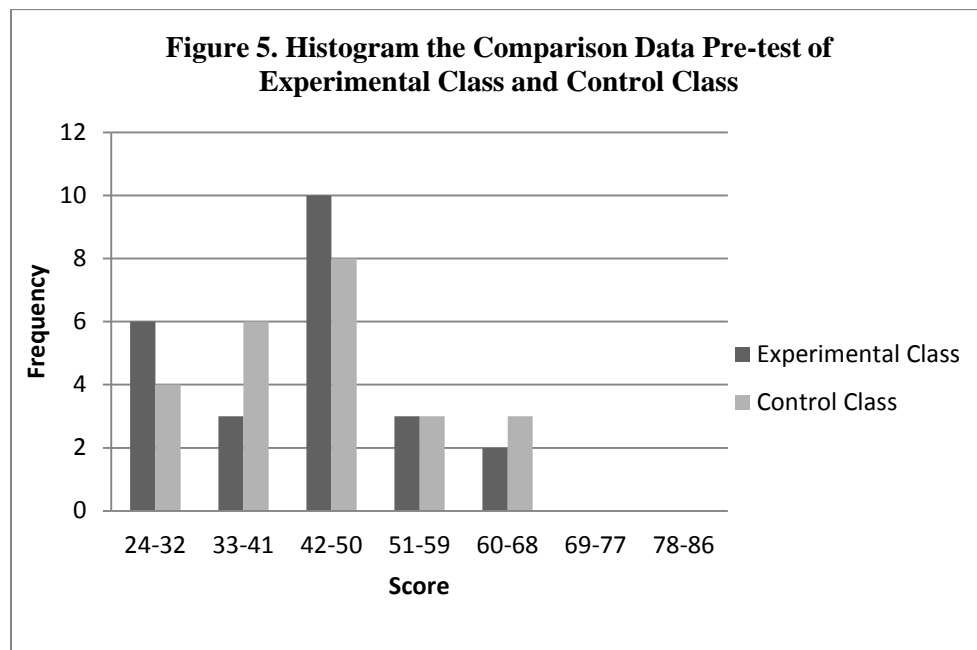
**Table 15. The Comparison Data of Experimental Class and control Class in Pre-test.**

Description	Experimental Class	Control Class
Total	1048	1216
Highest score	68	72
Lowest score	24	28
Mean	49	47.37
Median	44.2	47.5
Modus	46	51.5
Range	44	44
Interval	9	9
Standard deviation	8.27	10.22
Variant	2136.47	2802.66

Based on the table above the score in pre-test of experimental class was 1048, control class 1216, experimental class mean score was 49, post-test was 47.37, experimental class standard deviation was 8.75, control class was 10.22, experimental class variants was 2136.47, control class was 2802.66, experimental class median was 44.2, control class was 47.5, experimental class range was 44, control class was 44, experimental class modus was 46, control class was 51.5, experimental class interval was 9, control class was 9. The researcher got the highest score of experimental class was 68 and the

lowest score was 24, meanwhile the highest score of control class score was 72 and the lowest score was 28.

For the clear description of the data, researcher present them in histogram on the following figure:



From the histogram above, it can be concluded that the students' score of experimental class in pre-test was higher than control class.

**b. The Comparison between Description Data Post-test of Experimental Class and Control Class**

The comparison score of experimental class and control class in post-test can be seen in following table:

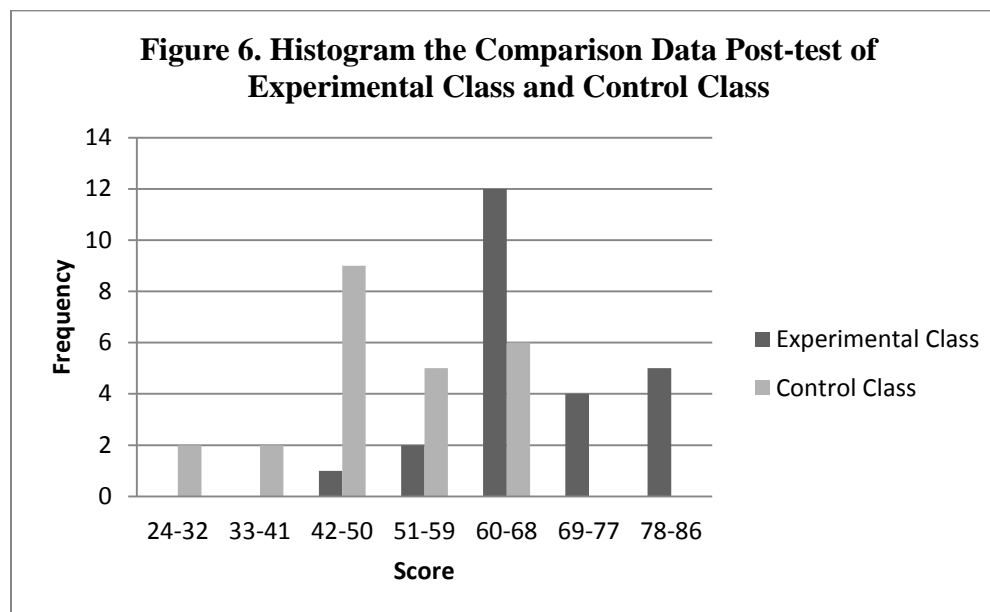
**Table 16. The Comparison Data of Experimental Class and control Class in Post-test.**

<b>Description</b>	<b>Experimental Class</b>	<b>Control Class</b>
Total	1724	1279
Highest Score	84	72
Lowest Score	40	28
Mean	94.25	53.59
Median	64.25	54.5
Modus	60.5	47.92
Range	44	44
Interval	9	9
Standar Deviation	9.35	12.24
Variant	5150.26	3396.63

Based on the table above the score in post-test of experimental class was 1724, control class 1279, experimental class mean score was 94.25, post-test was 53.59, experimental class standard deviation was 89.35, control class was 12.24, experimental class variants was 5150.26, control class was 3396.63, experimental class median was 64.25, control class was 54.5, experimental class range was 44, control class was 44, experimental class modus was 60.5, control class was 47.92, experimental class interval was 9, control class was 9. The researcher got the highest score of experimental class was 84 and the lowest score was 40, meanwhile the highest score of control class score was 72 and the lowest score was 28.

For the clear description of the data, researcher present them in histogram on the following figure:





From the histogram above, it can be concluded that the students' score of experimental class in pre-test was higher than control class.

**c. The Comparison Data between Pre-test and Post-test in Experimental Class (Pictionary Game Technique)**

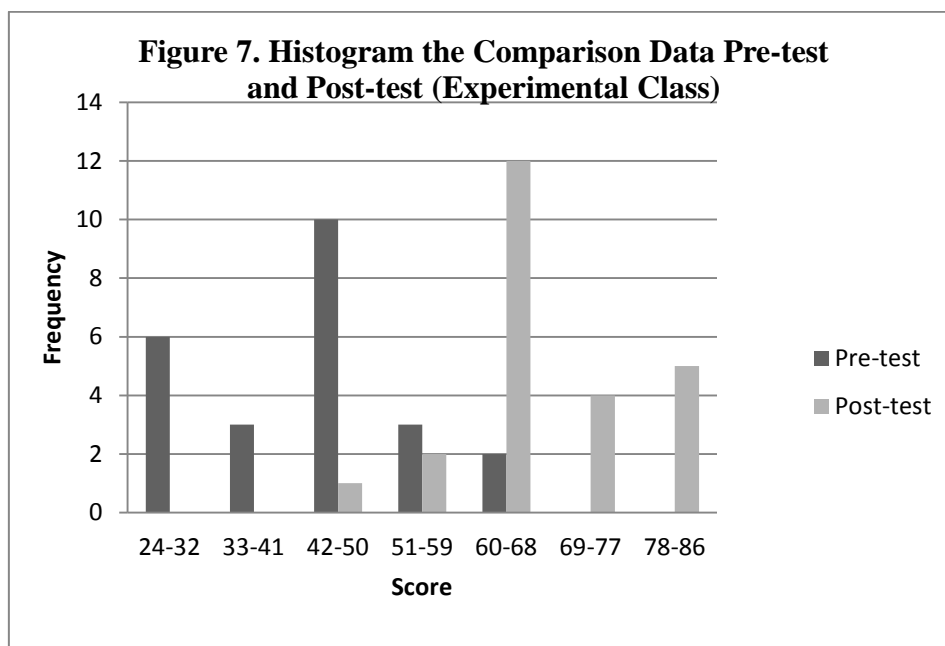
The comparison score between pre-test and post-test of experimental class can be seen in following table:

**Table 17. The Comparison Score students' vocabulary mastery in Pre-test and Post-test (Experimental Class)**

Description	Pre-test	Post-test
Total	1048	1724
Highest score	68	84
Lowest score	24	40
Mean	49	94.25
Median	44.2	64.25
Modus	46	60.5
Range	44	44
Interval	9	9
Standard deviation	8.27	9.35
Variant	2136.47	5150.26

Based on the table above the score of experimental class in pre-test was 1048, post-test 1724, pre-test mean score was 49, post-test was 94.25, pre-test standard deviation was 8.75, post-test was 9.35, pre-test variants was 2136.47, post-test was 5150.26, pre-test median was 44.2, post-test was 64.25, pre-test range was 44, post-test was 44, pre-test modus was 46, post-test was 60.5, pre-test interval was 9, post-test was 9. The researcher got the highest score of pre-test was 68 and the lowest score was 24, meanwhile the highest score of post-test score was 84 and the lowest score was 40.

In order to get the pre-test and post-test data description of experimental class clearly and completely, the researcher presents the histogram on the following figure:



From the description of comparison data above, it can be concluded that the students' scores of experimental class in post-test was higher than the students' score in pre-test.

**d. The Comparison Data between Pre-test and Post-test in Control Class (Conventional Technique)**

Based on the description data in pre-test and post-test of control class, there was the comparison score between pre-test control class before and after gave a treatment by using conventional technique. It can be seen in the following table:

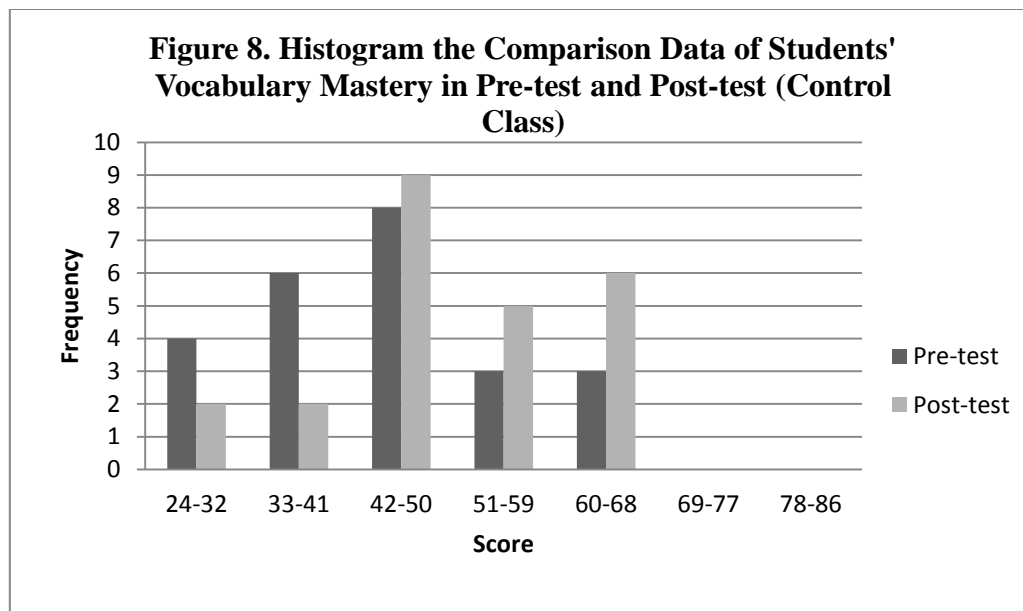
**Table18. The Comparison Score of Students' Vocabulary Mastery in Pre-test and Post-test (control class)**

Description	Pre-test	Post-test
Total	1216	1279
Highest score	72	72

Lowest score	28	28
Mean	47.37	55.6
Median	47.5	56.62
Modus	51.5	56
Range	44	44
Interval	9	9
Standard deviation	10.22	9.15
Variant	2802.66	3396.63

Based on the table above the score of control class in pre-test was 1216, post-test 1279, pre-test mean score was 47.37, post-test was 55.6, pre-test standard deviation was 10.22, post-test was 9.15, pre-test variants was 2802.66, post-test was 3396.63, pre-test median was 47.5, post-test was 56.62, pre-test range was 44, post-test was 44, pre-test modus was 51.5, post-test was 60.5, pre-test interval was 9, post-test was 9. The researcher got the highest score of pre-test was 72 and the lowest score was 28, meanwhile the highest score of post-test score was 72 and the lowest score was 28.

For the clear description of the data, researcher present them in histogram on the following figure:



From the histogram above, it can be concluded that the students' score of control class in post-test was higher than pre-test.

## B. Technique of Data Analysis

### 1. Requirement test

#### a. Normality and Homogeneity of Experimental and Control Class in Pre-Test

**Table 19. Normality and Homogeneity in Pre-Test**

Class	Normality Test		Homogeneity Test	
	$X_{count}$	$X_{table}$	$F_{count}$	$F_{table}$
Experimental Class	8.27	9.488	0.76 < 2.02	
Control Class	-34.89	9.488		

Based on the table above researcher calculation, the score of experiment class  $Lo = 8.27 < Lt = 9.488$  with  $n = 24$  and control class  $Lo = -34.89 < Lt = 9.488$  with  $n = 24$ , and real level  $\alpha 0.05$ . Because  $Lo < Lt$  in the both class, it means  $H_a$  was accepted. It meant that

experiment class and control class were distributed normal. The calculation can be seen in appendix 14 and appendix 15.

**b. Normality and Homogeneity of Experimental and Control Class in Post-Test**

**Table 20. Normality and Homogeneity in Post-Test**

Class	Normality Test		Homogeneity Test	
	$X_{count}$	$X_{table}$	$F_{count}$	$F_{table}$
Experimental Class	8.88	9.488	1.52 < 2.02	
Control Class	-5.45	9.488		

Previous table shows that the score of experimental class  $Lo = 8.88 < Lt = 9.488$  with  $n = 24$  and control class  $Lo = -5.45 < Lt = 9.488$  with  $n = 24$ , and real level  $\alpha 0.05$ . Because  $Lo < Lt$  in the both class, it means  $H_a$  was accepted. It meant that experiment class and control class were distributed normal. The calculation can be seen in appendix 16.

The coefficient of  $F_{count} = 1.52$  was compared with F table. Where F table was determined at real  $\alpha = 0.05$ , and the different numerator  $dk = N - 1 = 24 - 1 = 23$  and denominator  $dk N - 1 = 24 - 1 = 23$ . So, by using the list of critical value at F distribution is got  $F_{0.05} = 2.02$ . It showed that  $F_{count} 1.52 < F_{table} 2.02$ . So, the researcher concluded that the variant from the data of the students' vocabulary mastery at SMP Negeri 5 Padangsidempuan in experimental and control class was homogenous. The calculation can be seen on the appendix 17.

## 2. Hypothesis Test

After calculating the data of post-test, researcher has found that post-test result of experimental and control class is normal and homogenous. The data would be analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was “pictionary game technique has significant effect on vocabulary mastery at grade VII students of SMP Negeri 5 Padangsidempuan”. The calculation can be seen on the appendix 23. The result of t-test was as follow:

**Table 21. Result of T-test from the Both Averages**

Pre-test		Post-test	
$t_{count}$	$t_{table}$	$t_{count}$	$t_{table}$
0.11	2.02	2.18	2.02

The test hypothesis have two criteria. First, if  $t_{count} < t_{table}$ ,  $H_0$  is accepted. Second,  $t_{count} > t_{table}$ ,  $H_a$  is accepted. Based on researcher calculation in pre test, researcher found that  $t_{count}$  0.11 while  $t_{table}$  2.021 with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 24 + 24 - 2 = 46$ . Cause  $t_{count} < t_{table}$  (0.11 < 2.021), it means that hypothesis  $H_a$  was rejected and  $H_0$  was accepted.

So, in pre test, the two classes were same. There is no difference in the both classes. But, in post test, researcher found that  $t_{count}$  2.28 while  $t_{table}$  2.021 with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 24 + 24 - 2 = 46$ . Cause  $t_{count} > t_{table}$  (2.18 > 2.021), it means that hypothesis  $H_a$  was accepted and  $H_0$  was rejected. So, there

was the significant effect of Pictionary Game Technique on Students' Vocabulary Mastery at grade VII at SMP Negeri 5 Padangsidempuan. In this case, the mean score of experimental class by using pictionary game technique was 94.25 and mean score of control class was 53.39 that was taught by using conventional technique (lecturer method). The calculation can be seen on the appendix 18 and 19.

### C. Discussion

Based on the related findings, the researcher discussed the result of this research and compared with the related findings. It also discussed with the theory that has been stated by the researcher. First, Sri Mardiani<sup>1</sup> showed that the experimental group got 48.4. Second, Rina Dyah Iswandari<sup>2</sup> showed that the experimental group got 65 for the mean score of pre-test. Rina Dyah Iswandari's pre-test result was higher than Sri Mardiani's result. The last, Risma Isnaeni<sup>3</sup> showed the experimental group got 68.35 for the mean score of pre-test. Risma Isnaeni's pre test result was higher than Sri Mardiani and Rian Dyah Iswandari.

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<sup>1</sup>Sri Mardiani, "The Effectiveness of Guessing Game toward the students' vocabulary mastery. An Experimental Study at the second Grade Students of SMP Negeri 1 Praya Barat in Academic year 2013/2014. (Published Thesis), (Mataram : IKIP Mataram, 2014), (<http://lppm.ikipmataram.ac.id/wpcontent/uploads/2015/04/baiqsrilmardianiTheEffectivenessOfGuessingGameTowardTheStudentsVocabularyMasteryAnExperimental-StdyAtTheSecondGradeStudent-FPBS.Pdf>), accessed on Juni, 4<sup>th</sup> 2018 at 14.41 p.m.

<sup>2</sup>RinaDyahIswandari, "The Effectiveness of Pictionary Game in Improving Students Vocabulary mastery".(Published Thesis), (<lib.unnes.ac.id/30383/1/2201413162.pdf>) , accessed at August 9<sup>th</sup> 2018 retrieved On 09.22 pm.

<sup>3</sup>Risma IsnaeniRamdani "The Effect of Charades Technique on Students' Vocabulary Mastery at Grade VII SMP Negeri 5 Padangsidempuan".



Then, for the post-test, Sri Mardiani<sup>4</sup> got the experimental class' score was 76. Rina Dyah Iswandari<sup>5</sup> got the experimental class' score was 84, and it was higher than Sri's result. Risma Isnaeni<sup>6</sup> got the experimental class' score was 90.20, and it higher than Sri's and Rina's result. Beside, the reseacher got the mean score for experimental class after using pictionary game technique was 80.75 and it was the higher score than Sri's result.

Additionally, the score of  $t_{\text{test}}$  by Sri mardiani showed 8.25 and was higher than  $t_{\text{table}}$  1.67 ( $8.25 > 1.67$ ). Second, Rina Dyah Iswandary got the score of  $t_{\text{count}}$  was higher than  $t_{\text{table}}$  ( $2.94 > 2.03$ ). Third, Risma Isnaeni score of  $t_{\text{count}}$  was bigger than  $t_{\text{table}}$  ( $1.87 > 1.67$ ). Meanwhile the  $t_{\text{count}}$  about the effect of pictionary game technique on vocabulary mastery at grade VII students of SMP Negeri 5 padangsidimpuan on this research was bigger than  $t_{\text{table}}$  ( $2.18 > 2.021$ ). Where, the researcher result of t-test was the biggest among related findings result. It can be seen that among researches, the using of pictionary game technique gave the effect to students' vocabulary mastery especially at grade VII students of SMP Negeri 5 Padangsidimpuan where is suitable with the theory from Jeremy Harmer states that, pictionary game technique can encrich students' vocabulary.<sup>7</sup> Beside that, the students could

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<sup>4</sup>Sri Mardiani, *Op.cit*

<sup>5</sup>Rina Dyah Iswandari, *Op.Cit.*

<sup>6</sup>Risma Isnaeni, *Op.Cit.*

<sup>7</sup>Jeremy Harmer, *The Practical of English language Teaching*, (New York: Longman,2000),

active in their class more enjoyable and easy to remember new vocabulary. So, picture game technique has given the significant effect to the researcher that has been done by the researcher or other researcher who mentioned in related finding.

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

The researcher found the threats of this research as follows:

1. The students needed more time for answering the test.
2. There were some students that were noisy while teaching and learning process. So, it can disturb the concentration of the others.
3. There were some students that were lack of serious to answer the test in pre test and post test. It can be the threat of the research. So, the researcher can not reach the validity of trustworthiness data.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research, before using pictorial game technique the mean score of experimental class was 49 and the mean score of control class which was taught by conventional technique (lecturer method) was 47.37. Meanwhile, after using pictorial game technique the mean score of experimental class was 94.25 and the mean score of control class which was taught by conventional technique (lecturer method) was 53.39. The researcher found the result of t-test where  $t_0$  was higher than  $t_t$ .  $t_0$  was 2.18 and  $t_t$  was 2.02 ( $2.18 > 2.02$ ). It means that where  $H_a$  was accepted and  $H_0$  was rejected. The conclusions of this research is there was a significant effect of pictorial game technique on vocabulary mastery at grade VII students of SMP Negeri 5 Padangsidimpuan.

#### B. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the writer has suggestion to:

1. The principal of SMP Negeri 5 Padangsidimpuan, to motivate the teacher, especially English teachers to teach as well as possible by maximizing the using pictorial game technique or other game technique in teaching english.

2. English teacher, from the research result it can be seen that the students' score were unsatisfied. So, the researcher hopes to English teacher of SMPNegeri 5 Padangsidimpuan apply various innovative game technique in teaching English. It also can be supported by choosing right technique and good class management. Besides it, it is also important for students to follow learning process seriously because the success of learning is in students' result.
3. Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of these techniques deeply.

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## **CURRICULUM VITAE**

### **A. Identity**

Name : Hotiah  
Reg. No. : 14 203 00048  
Place/Birth : Serang/February, 5<sup>th</sup> 1995  
Sex : Female  
Religion : Islam  
Address : Pir Trans Sosa, Padang Lawas

### **B. Parents**

Father's Name : Sarman  
Mother's Name : Sarkamah

### **C. Educational Background**

1. Elementary School : SDN 0719 Pir Trans Sosa (2001-2007)
2. Junior High School : Mts N Sosa (2007-2010)
3. Senior High School : SMK N 1 Rambah (2010-2013)
4. Institute : IAIN Padangsidempuan (2014-2017)



## Appendix 1

### Experiment Class

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMP Negeri 5 Padangsidempuan  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII- 3  
Tema : Vocabulary (*Animals, Things and Public places*).  
Alokasi Waktu : 2 x 40 menit

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**Standar Kompetensi** : Memahami makna kosakata yang berkaitan dengan lingkungan sekitar.

**Kompetensi Dasar** : Mengungkapkan makna dari kosakata secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

**Indikator** : 1. Mengidentifikasi definisi kosakata yang berkaitan dengan topik ; *animals, things and public places*.  
2. Mengidentifikasi gambar sesuai dengan kosakata di dalam card.

**Tujuan Pembelajaran**: 1. Siswa mampu menjawab pertanyaan dan mengetahui makna kosakata yang diberikan, berdasarkan petunjuk-petunjuk yang diberikan.

2. Siswa mampu mengidentifikasi gambar sesuai dengan kosakata di dalam card.

**Materi Pembelajaran** : List of vocabulary with topic

1. Animals; Cat, Elephant, Buffalo, Giraffe, Snake, Crocodile, Ect.
2. Things; Mirror, Plate, Frying Pan, Ring, Box, Guitar, Ect

3. Public Places; Market,Hospital,Stadium,Zoo,Mosque,Library,Ect.

**Sumber Belajar** : -Buku yang berkaitan

**Media** : -Papan tulis, spidol/ kertas dan pulpen, card (list of vocabulary)

**Teknik Pembelajaran** : Pictionary Game Technique

Langkah-langkah Pembelajaran

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
Pendahuluan	<ol style="list-style-type: none"><li>1. Guru memasuki kelas dengan mengucapkan salam dan menyapa siswa dengan bahasa Inggris.</li><li>2. Guru meminta siswa untuk membuka kelas dengan berdo'a.</li><li>3. Guru mengabsen siswa.</li><li>4. Guru menjelaskan secara ringkas tentang materi yang akan dipelajari</li></ol>	10 menit
Kegiatan Inti	<ol style="list-style-type: none"><li>1. Guru menjelaskan bagaimana cara bermain pictionary dan menunjukkan card yang berisikan vocabulary atau phrase (name of animals, things, and public places) yang akan di pilih oleh siswa (artist).</li><li>2. Guru membagi siswa kedalam beberapa kelompok.</li><li>3. Guru meminta dari masing-masing</li></ol>	30 menit

	<p>kelompok memilih satu orang sebagai ‘artist’ atau penggambar di papan tulis.</p> <p>4. Artists 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 memperoleh skor.</p> <p>7. Ganti artist untuk ronde selanjutnya sampai siswa lain berpartisipasi menjadi artist.</p>	
Penutup	<p>1. Guru membuat kesimpulan pelajaran.</p> <p>2. Guru meminta siswa mengakhiri kelas dengan berdo’a</p> <p>3. Salam</p>	10 ment

**Penilaian**

Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument	Instrument soal
---------------------------------	------------------	-------------------	-----------------

1. Mengidentifikasi nama-nama hewan			
2. Mengidentifikasi nama benda-benda	Tes tulisan	Multiple choice	Memilih jawaban yang sesuai dengan petunjuk soal
3. Mengidentifikasi nama-nama tempat umum			

Jumlah soal keseluruhan adalah 25.

Jumlah skor maksimal keseluruhan adalah 100.

Setiap jawaban yang benar diberi skor 4

Jumlah skor keseluruhan  $4 \times 25 = 100$ .

Mengetahui

2018

Validator

Hapsyah Sri Mei Siregar, S.Pd

Padangsidempuan,

Peneliti

Hotiah

## Appendix 2

### Control Class

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMP Negeri 5 Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII- 4

Tema : Vocabulary (*Animals, and Things and Public Places*).

Alokasi Waktu : 2 x 40 menit

**Standar Kompetensi** : Memahami makna kosakata pada lingkungan sekitar.

**Kompetensi Dasar** : -Siswa mampu mengucapkan kosakata dengan benar.

-Siswa memahami arti dari kosakata tersebut.

- Siswa mampu menggunakan kosakata yang telah dipelajari.

**Indikator** :1. Siswa mampu menentukan kosakata yang tepat di dalam kalimat sesuai dengan deskripsinya.

2.Siswa mampu mengetahui makna dari kosakata.

**Tujuan pembelajaran:**Siswa mampu mengucapkan dan mengetahui makna dari kosakata yang dipelajari.

**Materi Pembelajaran** :list of vocabulary with topic

1. Animals; Cat,Elephant,Buffalo,Girrafe,Snake,Crocodile, Ect.
2. Things; Mirror,Plate, Frying Pan, Ring,Box,Guitar, Ect
3. Public Places; Market,Hospital,Stadium,Zoo,Mosque,Library,Ect.

**Teknik Pembelajaran:** Conventional Technique

**Sumber Belajar** : Buku bahasa Inggris, dan kamus bahasa Inggris.

**Media** : Papan tulis dan daftar vocabulary.

### Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"><li>1. Guru memasuki kelas dengan mengucapkan salam dan menyapa siswa dengan bahasa Inggris.</li><li>2. Guru meminta siswa untuk membuka kelas dengan berdo'a.</li></ol>	10 menit

	<ol style="list-style-type: none"> <li>3. Guru mengabsen siswa.</li> <li>4. Guru menjelaskan secara ringkas tentang materi yang akan dipelajari</li> </ol>	
Kegiatan Inti	<ol style="list-style-type: none"> <li>1. Guru menjelaskan tentang vocabulary yang akan dipelajari.</li> <li>2. Guru memberikan daftar vocabulary.</li> <li>3. Guru meminta siswa untuk mencari arti dari vocabulary tersebut di dalam kamus.</li> <li>4. Guru meminta siswa untuk menghafal vocabulary tersebut.</li> <li>5. Guru memberikan latihan kepada siswa tentang vocabulary yang dipelajari.</li> </ol>	30 menit
Penutup	<ol style="list-style-type: none"> <li>1. Guru membuat kesimpulan pelajaran.</li> <li>2. Guru meminta siswa mengakhiri kelas dengan berdo'a</li> <li>3. Salam</li> </ol>	10 ment

## Penilaian

<b>Indikator pencapaian kompetensi</b>	<b>Teknik penilaian</b>	<b>Bentuk instrument</b>	<b>Instrument soal</b>
1 Mengidentifikasi nama-nama hewan 2 Mengidentifikasi nama-nama benda 3 Mengidentifikasi nama-nama tempat umum	Tes tulisan	Multiple choice	Memilih jawaban yang sesuai dengan petunjuk soal

Jumlah soal keseluruhan adalah 25

Jumlah skor maksimal keseluruhan adalah 100.

Setiap jawaban yang benar diberi skor 4

Jumlah skor keseluruhan  $4 \times 25 = 100$ .

Mengetahui

2018

Validator

Padangsidempuan,

Peneliti

Hapsyah Sri Mei Siregar, S.Pd

Hotiah

NIM:1420300048

### APPENDIK 3

#### INSTRUMENT PRE-TEST

1. Pengantar

Tes ini bertujuan untuk menjaring data dari siswa/i mengenai students vocabulary mastery dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

2. Petunjuk

- Bacalah pertanyaan berikut dengan cermat dan teliti.
- Jawablah pertanyaan di bawah ini dengan tepat.
- Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

Name :

Class :

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

- A place where the criminals are put is.....  
a. Dispensary      b. Prison      c. Courthouse      d. Stationery
- Dina went to the ..... to change her money from Rupiah to Dollar yesterday.  
a. Value      b. Airport      c. Monastery      d. Currency Exchange
- Lia preferred to buy vegetables in the ... because it looks more fresh.  
a. Grocery      b. Market      c. Hospital      d. Court house
- I use a ..... to see my face  
a. Plate      b. Mirror      c. Computer      d. Light
- There are five ..... on the table  
a. Wardrobe      b. Plates      c. Table cloth      d. Bottle
- There is a ..... on the stove  
a. knife      b. Bowl      c. Plate      d. Frying pan
- I read book in the .....
- What do we call "Rumah Sakit" in English?  
a. Home      b. House      c. Market      d. Hospital
- I love my ....., she has three colors, white, yellow, and black.  
a. Horse      b. Cat      c. Butterfly      d. Kangaroo



10. In English is.....

- Knife      b. Bowl      c. Plate      d. Frying pan
- It is animal. It is have large ears. What animal is it?  
a. Elephant      b. Buffalo      c. Ant      d. Cave bat
  - A large open area with seats around it, used for playing and watching sports is called as.....  
a. Tower      b. Field      c. Factory      d. Stadium



13. It is a specific animal from Australia. It jumps with two legs and has a pouch to save its child. What animal is it?
- a. Kangaroo      b. Elephant      c. Giraffe      d. Frog
14. Cow produces ... for us to be drank
- a. Meat      b. Milk      c. Water      d. Flour
15. Giraffe has a ..... as their unique characteristic
- a. Bigear      b. Longneck      c. Longnose      d. longtongue
22. Siti does all her work on the .....
- a. computer      b. machice      c. desk      d. table
23. A large sea animal, similar with a long nose is called....
- a. Dolphin      b. fish      c. crab      d. shirmp
24. .... can jump so high
- a. Elephant      b. Fish      c. Kangaroo      d. Horse
- 25.. Mia is on her way to the police station, but her car is out of gasoline, so she goes to the ...
- a. Airport      b. market      c. petrol station      d. pawn shop

Mengetahui

Padangsidempuan, 2018

Validator

Peneliti

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#### APPENDIK 4

## INSTRUMENT POST-TEST

### 1. Pengantar

Tes ini bertujuan untuk menjangar data dari siswa/i mengenai students vocabulary mastery dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

### 2. Petunjuk

- Bacalah pertanyaan berikut dengan teliti.
- Jawablah pertanyaan di bawah ini dengan tepat.
- Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

Name :

Class :

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

- All the moeslem go to the ... to pray.  
a. Cathedral      b. mosque      c. monastery      d. Temple
- A musical instrument with six strings, used in a wide variety of musical styles is called...  
a.piano      b.guitar      c. Flute      d. Drum
- The farmers often use it to plow the rice field. It is a big animal. What animal is it?  
a.Bufallo      b.Cow      c.Cat      d.Sheep
- A woman wears her wedding ..... on the third finger on the left hand  
a.Bracelet      b.ring      c.lei      d.earring
- What does "crocodile" mean?  
a.Ular      b.Buaya      c.Semut      d.Kuda
- A public building or place where people sell and buy is called....  
a.Market      b.restaurant      c.bookstore      d.laboratory
- Your save books, pencil box eraser, etc in it. What things is it?  
a.Bag      b. Basket      c. Book      d. Cupboard.
- What is the meaning of "ruler"?  
a.Penghapus      b.Penggaris      c.Pena      d.Buku
- What is the meaningof "ruler".....  
a. Ular      b. Buaya      c. Semut      d. Kuda
- What do we call "elang" in English?  
a.Dove      b.Cockatoo      c.eagle      d.pigeon

17.It is a wild animal. It can swim in the river. It has sharp teeth. It often dangerous. Its skin is very rough. What kind of animal is it?

- a. Snake                      b. Crocodile                      c. Dog                      d. Elephant
18. The feathers are light brown. Its claws are very sharp. It hunts for chicken and small birds. What kind of bird is it?
- a. Dove                      b. Cockatoo                      c. eagle                      d. pigeon
19. It belongs to reptile. It is originally from one of the islands of the Indonesian Archipelago. People call it by its name as its place of origin. What animal is it?
- a. Komodo                      b. Snake                      c. crocodile                      d. Alligator
20. What is the meaning "jam dinding" in English?
- a. cupboard                      b. blackboard                      c. watch                      d. whiteboard
21. It is a pet. It is white in color. It is always eating carrots. What animal is it?
- a. Bird                      b. Rabbit                      c. Bat                      d. Kangaroo
22. It is an animal. It is poisonous. What animal is it?
- a. Cat                      b. Snake                      c. Pigeon                      d. Duck
23. A room or rooms where music or film, television show, or radio show is recorded is called.....
- a. Studio                      b. album                      c. arena                      d. building
24. A building where things are made is called as ...
- a. Monastery                      b. market                      c. factory                      d. Harbor
25. She is often sick. She goes to .....
- a. Hospital                      b. Bank                      c. Office                      d. Market

Mengetahui

Padangsidempuan, 2018

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Peneliti

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NIM.1420300048

## Appendix 5

### Key Answer

#### Pre-test

1. B	11. A	21. A
2. D	12. D	22. A
3. B	13. B	23. B
4. B	14. B	24. A
5. B	15. D	25. B
6. D	16. A	
7. B	17. B	
8. D	18. A	
9. B	19. A	
10. D	20. C	

#### Post-test

1. B	11. C	21. A
2. B	12. B	22. B
3. A	13. B	23. B
4. B	14. A	24. B
5. B	15. B	25. D
6. A	16. A	
7. A	17. B	
8. B	18. A	
9. C	19. B	
10. C	20. A	



Appendix 7

Validity of Post Test

No	NO ITEMS																									Xt	Xt <sup>2</sup>	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	22	484	
2	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	0	20	400	
3	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	1	1	1	19	361	
4	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	0	0	1	1	1	0	1	1	20	400	
5	1	1	1	0	0	1	1	0	0	0	0	0	1	0	0	1	0	1	0	0	1	1	1	0	0	10	100	
6	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	21	441	
7	0	1	1	0	0	1	0	1	0	1	0	1	1	0	1	1	1	0	0	1	1	1	1	0	0	14	196	
8	0	1	1	1	1	1	0	1	1	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	1	16	256	
9	0	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	17	324	
10	0	1	1	1	1	1	0	1	0	1	0	1	0	0	1	1	0	1	0	0	1	0	1	0	0	13	169	
11	1	1	1	0	0	0	1	0	1	0	1	0	1	0	0	0	0	0	1	0	0	0	0	1	1	0	10	100
12	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	20	400	
13	1	0	1	0	0	0	0	1	0	1	1	0	0	0	0	1	0	0	0	0	0	1	0	1	0	9	81	
14	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	19	361	
15	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	0	16	256	
16	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	0	1	1	1	1	20	400	
17	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	0	0	1	1	1	0	1	1	18	324	
18	1	1	1	1	1	0	1	0	1	0	0	1	0	1	0	1	0	0	1	1	0	0	1	0	1	15	225	
19	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	22	484	
20	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	0	1	0	1	1	18	324	
21	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	0	1	1	1	1	0	0	1	1	20	400	
22	0	1	1	1	0	0	1	1	0	0	0	0	1	0	1	0	1	0	0	0	0	1	1	1	0	10	100	
23	1	1	1	0	1	0	1	0	0	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	19	361	
24	0	0	0	0	0	0	1	1	1	0	0	0	0	0	1	1	1	0	0	0	0	1	0	0	0	6	36	
25	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	0	1	1	0	1	1	1	1	19	361	
26	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	5	25	
27	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	0	0	0	1	18	256	
28	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	0	0	1	1	0	1	1	1	1	17	289	
29	1	1	1	1	1	0	0	1	1	1	0	0	0	0	0	1	1	1	1	1	1	0	1	1	1	17	324	
30	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	1	1	1	1	20	400	
<b>N=30</b>	23	26	25	20	22	18	24	25	20	19	12	17	20	9	17	23	22	13	15	21	16	18	22	20	21	$\sum xt = 488$	$\sum xt^2 = 8636$	
<b>P</b>	0,7	0,8	0,8	0,6	0,7	0,6	0,8	0,8	0,6	0,6	0,4	0,6	0,6	0,3	0,5	0,7	0,7	0,4	0,5	0,7	0,5	0,6	0,7	0,6	0,7			
<b>Q</b>	0,3	0,2	0,2	0,4	0,3	0,4	0,2	0,2	0,4	0,4	0,6	0,4	0,4	0,7	0,5	0,3	0,3	0,6	0,5	0,3	0,5	0,4	0,3	0,4	0,3			



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ifat : Biasa

Padangsidempuan, 08 September 2017

ampiran : -

rihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;

1. Dr. Fitriadi Lubis, M.Pd (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum (Pembimbing II)

Di-  
Padangsidempuan

*Assalamu 'Alaikum Wr. Wb*

Dengan Hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Hotiah

Nim : 14 203 00048

Fak/ Jurusan : Tarbiyah dan Ilmu Keguruan / TBI-3


Judul Skripsi : **THE EFFECT OF Pictionary GAME TECHNIQUE ON VOCABULARY MASTERY AT GRADE VII STUDENTS OF SMP NEGERI 5 PADANGSIDIMPUAN**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

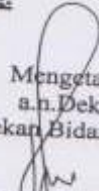
Ketua Jurusan Tadris bahasa Inggris

Sekretaris Jurusan Tadris Bahasa Inggris

  
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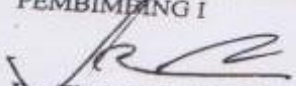
  
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a.n. Dekan  
Wakil Dekan Bidang Akademik

  
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN**  
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Nomor : B - 954 /In.14/E.4c/TL.00/06/2018  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

8 Juni 2018

Yth. Kepala SMP Negeri 5 Padangsidempuan  
Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Hotiah  
NIM : 1420300048  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Kompleks IAIN Padangsidempuan

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "*The Effect of Pictionary Game on Vocabulary Mastery at Grade VII Students' of SMP Negeri 5 Padangsidempuan*". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan  
Wakil Bidang Akademik



Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.  
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PEMERINTAH KOTA PADANGSIDIMPUAN  
DINAS PENDIDIKAN  
**SMP NEGERI 5 PADANGSIDIMPUAN**

Jl. Perintis Kemerdekaan No. 61 Padangsidempuan Selatan  
Telp. (0634)22255 Kode Pos 22727

**SURAT KETERANGAN**  
NOMOR 422/ 184 /SMP.5/2018

Yang bertanda tangan dibawah ini Kepala SMP Negeri 5 Padangsidempuan di Padangsidempuan, menerangkan bahwa:

Nama : **HOTIAH**  
NIM : 1420300048  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan  
Program Study : Tadris / Pendidikan Bahasa Inggris  
Alamat : Kompleks IAIN Padangsidempuan

benar telah mengadakan penelitian (Riset) di SMP Negeri 5 Padangsidempuan pada tanggal 30 Juli 2018 s/d selesai, guna untuk melengkapi penyelesaian skripsinya yang berjudul : **"THE EFFECT OF Pictionary GAME TECHNIQUE ON VOCABULARY MASTERY AT GRADE VII STUDENTS OF SMP NEGERI 5 PADANGSIDIMPUAN."** sesuai dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan, nomor : B-954/In.14/E.4c/TL.00/06/2018 tanggal 08 Juni 2018

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Padangsidempuan, 04 Agustus 2018  
Kepala SMP Negeri 5 Padangsidempuan



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