

# CHAPTER I

## INTRODUCTION

### A. BACKGROUND

In learning English, students are expected to be able to master all language skills of English; listening, speaking, reading, and writing. It is based on the goal of teaching English. To be able to use English well, there are also some components of language involved, which the one of them is vocabulary. English becomes a more and more important in international communication.

Learning vocabulary as a foreign language seems easy but some students feel fear. Realizing how important the vocabulary and how difficult students to build up the teachers of English have provided students with rich exciting exercise which are expected to help vocabulary must be very helpful to improve the students' ability in English communication.

Through vocabulary, we convey our ideas, emotion, and efficiently. Without mastering it, people will not be able to use English effectively. In all language teaching, students must continually learn vocabulary as they learn structure (Allen 1997:149).

In teaching vocabulary, it is really important to make the students become interested in learning vocabulary. Graves (2000) in Diamond and Gutlohn (2006) states that "if we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a life time interest".

Pictionary Game is a guessing word game invented by Robert Angel with graphic design by Gary Everson and first published in 1985 by Angel Games Inc. (Ravulur, 1997). In playing Pictionary Game, the students have to make their own pictures or drawings based on the English vocabulary which is shown on card.

The research on the use of Pictionary Games has been conducted by several researchers. One of which is the research conducted by Rusyda et.al (2013). The purposes of the research were: (1) analyzing students' vocabulary achievement after being taught by using Pictionary Game, and (2) describing the process of the implementation of Pictionary Game in teaching vocabulary. The data were collected by using vocabulary test and observation sheet, and were computed by using Repeated Measures t-test. The results showed that students got higher increase in vocabulary.

This research used the same method using the Pictionary Game. However, this research is different from the previous research since it concerns on increasing students' vocabulary bank on nouns.

Based on theories above, this research is conducted fun games, Pictionary Game. It can be describe the young learners' ability to master vocabulary and think critically. Therefore, this research was conducted and had results that provided useful data and information about fun games, Pictionary Game in application of vocabulary. Therefore, this research entitled; "USING Pictionary GAME TO DEVELOP STUDENTS' NOUN VOCABULARY MASTERY"

## **B. RESEARCH QUESTION**

According to the background above, this formulates the following statements of the problem to be examined;

1. How is the students' achievement in English noun vocabulary mastery before applying Pictionary Game?
2. How is the students' achievement in English noun vocabulary mastery after applying Pictionary Game?
3. Is there any significant influence of the application of Pictionary Game on the students' achievement in English noun vocabulary mastery?

## **C. RESEARCH PURPOSE**

Based on the research questions above, these purpose of research is to know:

1. To find out the students' achievement in English noun vocabulary mastery before applying Pictionary Game.
2. To find out the students' achievement in English noun vocabulary mastery after applying Pictionary Game.
3. To reveal any significant influence of the application of pictionary method on students' achievement in English noun vocabulary mastery.

## **D. SIGNIFICANT OF THE RESEARCH**

Based on this learning study is expected to get maximum results. Theoretically, this research becomes a reference to develop the ability of vocabulary mastery. Practically, this research is expected that the young learners' enrich their vocabulary mastery.

## **E. RATIONALE**

Lessard-Clouston (2013:2) defines vocabulary as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. It means vocabulary is not limited only for single words, but also phrases which contain more than two or more words.

Simpson (2011) states that “teacher should be encouraged to use games to help practice new language in the classroom”. He also states that “games can indeed teach, they offer a way to practice new structures and add genuine enjoyment to a lesson”. In addition, Shaptohvili (2002:36-37) states that “games can be important and enjoyable ways of practicing vocabulary for learners”.

According to Hinebaugh (2009:188-193), Pictionary Game can be used as excellent teaching tool for developing communication and creative thinking skills; it is suited to reinforce ideas in other subject matters for those students who are visual learners; it can develop and reinforce any number of facts, figures, or concepts; Pictionary rules focus on the development of creativity and corollary thinking. Players not only must be creative but also must choose sketches that effectively communicate the association to the rest of their team; and it is well suited for developing specific grammar and vocabulary skills. As other games in common, Pictionary Game has a set of procedure.

1. The students are divided into group of five or six.
2. Each member of each group consecutively comes to the front.
3. The teacher flashes a word to the representative of each group.
4. The representative has to draw pictorial clues of the word on the blackboard. Written words, verbal clues and gestures are forbidden.
5. The group members make guesses of the word in English in a certain amount of time.

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

Pictionary Game as a technique in teaching common noun is one of many interesting vocabulary games. The advantages of using this game in language learning are as follow (Hinebaugh, 2009:193):

1. Pictionary Game is very effective for visual learners or individuals with greater artistic ability who will enjoy turning complex vocabulary words into detailed pictures.
2. It encourages cooperation in the teamwork.
3. It creates a meaningful context of language use.
4. It encourages students to interact and communicate.
5. It provides language practice in the various skills- speaking, writing, listening and reading, depending on the variation of the game.
6. It is motivating and challenging.

## **F. HYPOTHESES**

Based on the theories, and previous related studies above, the researcher assumes that there is a significant effect of Pictionary Game on students vocabulary. The statistical hypotheses of this research are:

1.  $H_a$ : There is an effect of Pictionary Game on students' noun vocabulary (the mean score of the experimental class post-test is higher than the mean score of the controlled class, or  $p < \alpha$ ; sig. 2 tailed is lower than alpha; there are differences from the score of the classes).
2.  $H_o$ : There is no effect of Pictionary Game on students' noun vocabulary (the mean score of the experimental class post-test is lower than the mean score of the controlled class, or  $p < \alpha$ ; sig. 2 tailed is higher than alpha; there are no differences from the score of the classes).

## **G. PREVIOUS STUDY**

Several types of research have been conducted to find out whether or not Pictionary Game can be used as a medium to improve students' vocabulary. There are three previous related studies that were described.

The first previous related study was conducted by Marziech Taheri. The title of the research was “The Effect of Using Language Games on Vocabulary Retention of Iranian Elementary EFL Learners”. It was conducted in a private Language Institutes in Iran. The participants were thirty two female students ranged from 11 to 16 years old. The objective of the research is to find out whether or not there is an effect of using language games towards students’ vocabulary retention. The method that was used was experimental study.

Since it was experimental study, the students were separated into two classes, there were experimental class and controlled class. Each class consisted of sixteen students. The experimental class was treated by using language games such as puzzle, crossword game, etc., while the controlled class was treated by using the traditional method of teaching such as drills, definitions, etc. The instrument which was used was in this research tested. Tests were conducted four times, there were pre-test, post-test 1, post-test 2, and post-test 3. The result of the research shows that there is a significant difference in the achievement between students who were taught by using games and those who were taught by using the traditional method. It was proved by the mean score of the post-test 1, post-test 2, and post-test 3. In the post-test 1, the mean score of the experimental class was 16 while the controlled class was 14.25. In the post-test 2, the mean score of the experimental class was 15.69 while the controlled class was 12.19. In the post-test 3, the mean score of the experimental class was 15.6 while the controlled class was 10.75.39 Based on the result of the post-test 1, post-test 2, and post-test 3, the mean score of both groups decreased from test to test, but it showed that the mean score of the experimental class was higher than controlled class. Therefore, it could be concluded that language games were able to improve students’ vocabulary retention.

The second previous study was conducted by Wan Noorli Razali, Noraziah Mohd. Amin, Nazima Versay Kudus, and Muriatul Khusmah Musa. The title of the research was “Using Card Game to Improve Vocabulary Retention: A Preliminary Study.” It studied whether or not the word card GOT IT (Group-Oriented Thematic Interactive Technique) could help the students improve students’ vocabulary retention. The research was conducted in primary schools in Pulau Pinang. The participants were twenty-five students who got low competency in class. The instruments that were used GOT IT card games and also tests. The tests were conducted two times, pre-test and post-test. The result of the test showed that the mean score of post-test was 15.88 while the mean

score of pre-test was 7.16.40 The result of the research proved that GOT IT card game could improve the students' vocabulary retention, especially those who were weak learners in the class.

The third previous study was conducted by Maryam Rohani and Behzad Pourgharib. The title of the research was "Teaching Effect of Games on Learning Vocabulary." The objective of the research was to determine the effect of games on students' vocabulary. The method of this research was experimental design so that there were two classes that were observed, controlled class and experimental class. The experimental class was treated by using games, while the controlled class was treated by using a textbook. The instrument for this research was tests. Tests were conducted two times, pre-test and post-test. After doing the post-test, the mean score of the experimental class was 16, while the mean score of the controlled class was 15.5.41 It could be concluded from the result of the test that there was no significant difference of students' vocabulary in the both experimental and controlled classes.

The fourth previous study was conducted by Sahar Ameer Bakhsh. The title of the research was "Using Games as a Tool in Teaching Vocabulary to Young Learners". The purpose of this research was to find an evidence of the effectiveness of games as tools to teach vocabulary in order to make the students remember the new vocabulary. This research focused on discussing how to implement games in teaching vocabulary, the example of games that could be used for teaching vocabulary and the challenges of applying games that were encountered by students and teachers in teaching vocabulary. The result of this research showed that games would be beneficial for both students and teachers, but games also had advantages and disadvantages that needed to be considered. Therefore, the teacher needed to consider students' level, context, and interest before conducting games.<sup>42</sup> The result of this research showed that the teacher should be able to choose appropriate games to be used for the students in order to achieve a successful teaching and learning process. The similarity between all the previous related studies and this research was all the studies tried to find out whether or not there was an effect of using games in teaching vocabulary. However, the difference between this study and all those studies was this research specifically tried one game to be observed whether or not there was an effect of the game on students' vocabulary retention. Meanwhile, two of the related studies above used several kinds of games as a treatment for experimental class to know the effect on students' vocabulary retention. Although one of the studies used one specific game to be used as a treatment, the study did not compare between one group and another group.



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UNIVERSITAS ISLAM NEGERI  
SUNAN GUNUNG DJATI  
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