

**IMPROVING STUDENTS' VOCABULARY MASTERY
BY USING Pictionary GAME OF THE SEVENTH GRADE STUDENTS
AT MTsN 5 JEMBER IN THE 2019/2020 ACADEMIC YEAR**

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Abstract

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. This research discussed about using Pictionary Game to improve students' vocabulary mastery of the seventh grade students at MTsN 5 Jember in the 2019/2020 Academic year. The students of 7A at MTsN 5 Jember in the academic year 2019/2020 was a lack of vocabulary in learning English subject. The students assume that English was difficult lesson, especially in vocabulary mastery.

In this research, there is a problem, it is "how can Pictionary Game improve students' vocabulary mastery of the seventh grade students at MTsN 5 Jember in academic year 2019/2020?" and "How can Pictionary Game improve students' active participations of the seventh grade students at MTsN 5 Jember in academic year 2019/2020?". Based on the problem, the research objectives are intended "To know how Pictionary Game can improve the students' vocabulary mastery of the seventh grade students at MTsN 5 Jember in academic year 2019/2020" and "To know how the implementation of Pictionary Game can improve students' active participations of the seventh grade students at MTsN 5 Jember in academic years 2019/2020. Based on the result of preliminary study and the minimum standard score requirement (KKM), the actions are considered successful if 70% of student meet or achieve the target score 70.

The design of this research is classroom action research. The research subject are the students at the seventh grade especially class 7A which consist of 28 students. The data collection using vocabulary test, observation checklist and field note. This research found that Pictionary Game could improve students' vocabulary mastery of the seventh grade students at MTsN 5. It was proven by the calculation score of the test which had been improved. In the first cycle, the test result of the test was only 64% or 18 of 28 students who got ≥ 70 , and 36% or 10 of 28 students who got ≤ 70 that did not achieve the target score. In the second cycle, the result of the test was 75% or 21 of 28 students got ≥ 70 and 25% or 5 of 28 students got ≤ 70 . This showed that most of the students could achieve the target score.

Based on the research result, it can be concluded that Pictionary Game can to improve the students' vocabulary mastery at seventh grade students of MTsN 5

Jember in academic year 2019/2020 by sketching a picture and pronouncing a difficult word and Pictionary Game can improve student active participation at seventh grade students of MTsN 5 Jember in academic year 2019/2020 by giving fun activity that make students enjoy and enthusiasm in teaching learning process.

Key Words: Vocabulary Mastery, Pictionary Game.

Vocabulary is central to English language teaching because without sufficient vocabulary learners cannot understand others or express their own ideas. According to Wilkins (1987,p.135) ". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". From that statement, it can be assumed that if students have a little vocabulary, they will be difficult to communicate with other people. They will be difficult to say and express their ideas because they do not have enough vocabulary to communicate their ideas.

In learning English especially in Junior High School at MTsN 5 Jember, the students still had problem about vocabulary mastery. Based on the preliminary study had been done at MTsN 5 Jember by conducting interview with English teacher. Based on the teacher explanation, the standard score requirement (KKM) on MTsN 5 Jember is 75. The subject at this study was 7A. There were 31 students in VII A. Most of students had English scores under the 75. One reason was lack of vocabulary. The students assumed that English was difficult lesson, especially in vocabulary mastery.

Because of that problem, the teacher should use the effective strategy to teach vocabulary. Pictionary Game was expected to increase students' vocabulary mastery. Pictionary game is an interesting game for young learners. Based on Kreidler (1965, p.1) states that "Because pictures are recognized way of representing a real situation, they can

help the students what they hear with the real life experience. Game would support the media of picture to make the students happy and more enjoy in teaching and learning. According to Ku (2004) states that Pictionary Game is board game about communication among team members and we need at least two teams to play. Pictionary Game involves the students guessing words or phrases from drawings.

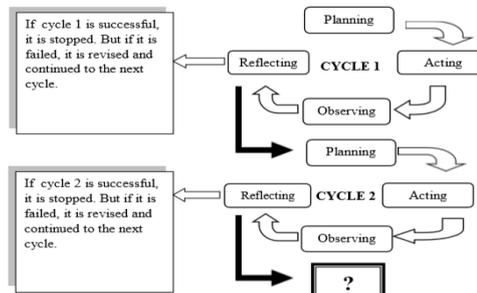
The previous research was done by Ayu (2018) by using Experimental Research. The title is "The effect of using Pictionary Games on students' English vocabulary". Based on the results and discussion of the data, it could be conclude that Pictionary Game is highly effective for teaching vocabulary. It is supported by the results of T-test formula to test the hypothesis.

Method

The method used in this research is Classroom Action Research. In their statement, Bogdan & Biklen (1992,p.223) mention that action research is systematic collection of information that is designed to bring about social change. Allwright and Bailey (1991,p.2) mention that is a research centers on the classroom, and simply tries to investigate what actually happens inside the classroom. Arikunto (2010,p.130), classroom action research is a research that is conducted by the teacher in the class to complete and improve teaching learning process.

This classroom action research will be done in a cycle model consists of four stages those are: 1.Planning the

action, 2. Implementing of the action, 3. Observing the classroom, 4. Reflecting of the action. The second cycle will be done whether the result of the first cycle does not achieve the target of the score that is 70.



The model of Classroom Action Research by Kemmis and McTaggart adapted from Arikunto (2013, p.137)

Planning is preparation what the researcher needs before doing the research such as making lesson plan, doing preliminary study etc. Acting is the implementation based on the lesson plan made by researcher. Observing is this step actually can be done with the acting directly and ask other person to help the observation during the acting is given and done at the same time. This step is about observing what happens when the researcher gives acting in the class. The last, reflecting is done to know what happened in doing acting. This step is useful to know if what has been implemented is success or there is some mistakes. The cycle was done to test the level of success of this research. The researcher must test more than one time in classroom action research because to know the different between cycle 1 and 2. To measure those data uses this following formula $E = \frac{n}{N} \times 100\%$ (Adapted from Ali, 1993: p.186).

The criteria of students active participation was 70%. The students were active if reach 3 indicator. If the students only reach ≤ 2 indicator its means that its a pasive students.

According to Arikunto (2006:149), research instrument are some tools used when a research is conducted in particular method. In this study, the data are collected from the Vocabulary test. Observation check list, and Field note.

Result and Discussion

In this research there were two cycles, and each cycle consist of three meetings. The cycle 1 held on 22th, 23th, and 29th July 2019 and the second cycles was done on 30th, 5th, and 6th August 2019. The implementation of the action in each cycle was done in every Monday and Tuesday. The procedure of each cycle was covered planning, acting, observing, and reflecting. The result of the students' test was only 64% or 18 of 28 students who get ≥ 70 , and 36% or 10 of 28 students ≤ 70 that did not achieve the target score. The action in cycle 1 was not successful yet, because the requirement of vocabulary test is ≥ 70 and only 64% or 18 of students who got ≥ 70 that did not achieve the target score. Then, the researcher continues to the next cycle.

The researcher and the observer did reflection cooperatively. There was some revision to do in the revision done is provided in table below:

The activity of Pictionary Game in cycle 1	The activity of Pictionary Game in cycle 2
The researcher did not suggested the students to use dictionary	The researcher suggested students to use dictionary

The researcher did not pay attention with students in the back seat who did not understand the sketch of the picture	The researcher paid attention to the students in the back seat and suggested the way how to sketch picture.
The researcher often used English and did not give work.	The researcher used bilingual in explaining the lesson and giving work.
The researcher make a group consisted of 4 students to play a game.	The researcher made a pair to be more effective in think and group work.

Since the result of the action in cycle 1 had not achieved the objective of the research yet, the action in cycle II were implemented. There were three meetings in cycle 2. The first meeting was done on 30th of June until 6nd of June 2019 from 07.25 – 08.50 in every meeting. The second cycle covered four stages of activities namely (1) Planning, (2) Acting (3) Observing and (4) Reflecting. Based on the calculation, the result of the test was 75% or 21 of 28 students got ≥ 70 and 25% or 5 of 28 students got ≤ 70 . This showed that most students could achieve the target score. One of the purpose in this research is improving students' vocabulary mastery by using Pictionary Game. Based on the research finding in chapter IV, after implementing the action in cycle 1 and cycle 2, it was proven that Pictionary Game was able to improve students' vocabulary mastery.

Arsyad (2017, p.89) visual based media (image or parable) play very important role in learning process. Visual media can facilitate

understanding and strengthen the memory. This could also made students remember the vocabulay though the picture that the teacher showed.

Conclusion

Based on the finding of the result, the conclusion are below:

1. Pictionary Game can improve students' vocabulary mastery at seventhgrade students of MTSN 5 Jember in academic year 2019/2020by sketching a picture and pronouncing a difficult word.
2. Pictionary Game can improve student active participation at seventh grade students of MTSN 5 Jember in academic year 2019/2020 by giving fun activity that make students enjoy and enthusiasm in teaching learning process.

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