

**ENHANCING THE VOCABULARY MASTERY OF THE EIGHTH
GRADE STUDENTS BY USING PICTONARY GAME
AT SMPN 1 KABAT BANYUWANGI
IN THE ACADEMIC YEAR 2024/2025**

THESIS

submitted to Islamic University of Kiai Haji Achmad Siddiq Jember
to Fulfill of the Requirement for Bachelor Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department



By:

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SRN: 201101060024

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ JEMBER
2024**

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**ENHANCING THE VOCABULARY MASTERY
OF THE EIGHTH GRADE STUDENTS BY USING Pictionary GAME
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THESIS

It has been examined and approved by the board of examiners in fulfillment of
The requirements for the bachelor degree of education (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day: Monday

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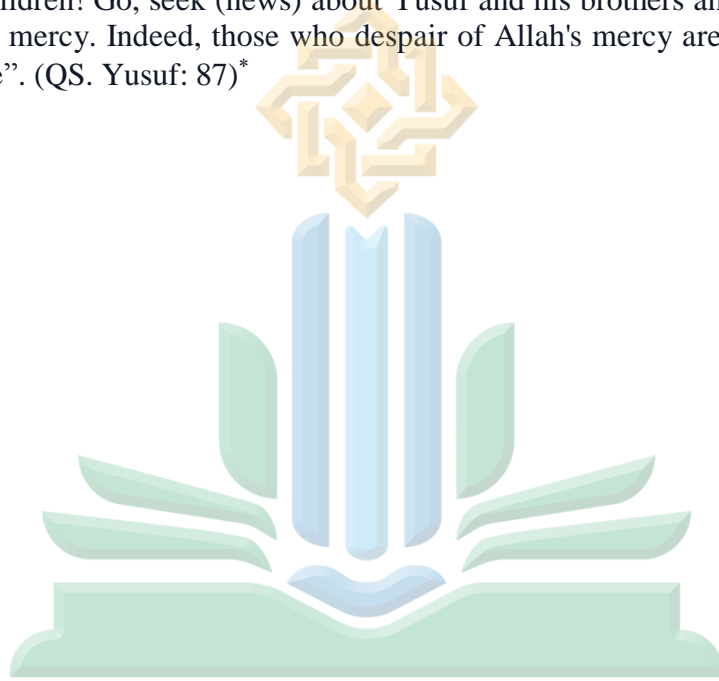


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MOTTO

يَبْنَئِ أَذْهَبُوا فَتَحَسَّسُوا مِنْ يُوسُفَ وَأَخِيهِ وَلَا تَأْيَسُوا مِنْ رَوْحِ اللَّهِ إِنَّهُ لَا
يَأْيَسُ مِنْ رَوْحِ اللَّهِ إِلَّا الْقَوْمُ الْكَافِرُونَ ﴿٨٧﴾

“O my children! Go, seek (news) about Yusuf and his brothers and do not despair of Allah's mercy. Indeed, those who despair of Allah's mercy are only those who disbelieve”. (QS. Yusuf: 87)*



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* Quran.com, 'surah Yusuf – 87'. <https://quran.com/id/yusuf/87>

DEDICATION

I proudly dedicate this thesis to:

1. My beloved parents, Mr. Sunjoto and Mrs. Sri Wahyuni. The most important people in my life. They are my heart, my home, and my friend. They always pray for, support and believe in me with love. They educate me to be a woman who is always grateful and strong. May Allah SWT bless my parents in this life and the here after. This is for you, I love you 'ayah, ibu'.
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3. My siblings, Faiq Atul Ulya and Firman Risky Pranyoto. Thank you for all the prayers and support that had been given to me in the process of writing this thesis.

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Alhamdulillah robbil alamin, all praised be to Allah SWT, the Lord of the universe, because with His grace and blessings, the writer can finish her thesis for the one of requirements for completing a bachelor's program. Peace and salutation may always address to our prophet Muhammad SAW who has guided us from the darkness to the brightness.

The writer would like to express special gratitude and appreciation to the horrible people who give their help, encouragement, and countless contribution to the writer in the process of the study:

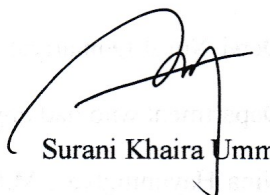
1. Prof. Dr. H. Hepni, S.Ag, M.M. CPEM., as the Rector of University of Kiai Haji. Achmad Siddiq Jember who has given me opportunity to study in this University.
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10. The examinations team, as the examiners who has provided good direction for this thesis.

The writer realized that this thesis is still very far from being perfect. But the writer hopes that this thesis would be beneficial not only for the writer herself, but also for the readers and the next researchers who need as the references.

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Jember, October 9th 2024


Surani Khaira Ummah

ABSTRACT

Surani Khaira Ummah, 2024: *Enhancing the Vocabulary Mastery of The Eighth Grade Students by Using Pictionary Game at SMPN 1 Kabat Banyuwangi in the Academic Year 2024/2025*

Key Words: Pictionary game, Vocabulary, CAR

These days, mastering a language is essential, and English is no exception. Vocabulary building is one of the most important parts of learning English. For the purpose of assisting them in learning English, the students must first acquire basic vocabulary before mastering all other skills. Nonetheless, there were issues that the students encountered when learning vocabulary, including their fear of making mistakes due to their limited vocabulary, since they were unable to spell the word, their lack of passion for the subject matter, their inability to recognize synonyms and antonyms, and their difficulty remembering and understanding word meanings. Therefore, to overcome the issue, the researcher and the English teacher decided to use the Pictionary game, which is believed can improve the students' vocabulary mastery.

The research question formulated in this research was: "How can the implementation of Pictionary game enhance the students' vocabulary mastery at SMPN 1 Kabat Banyuwangi?". The objective of this research was to find out how the implementation of Pictionary game can enhance the students' vocabulary mastery.

The research used Classroom Action Research (CAR), which was adapted from Kemmis & Mc Taggart. There are four stages: planning, acting, observing, and reflecting. The classroom action research was conducted in two cycles. Each cycle comprised the four stages of classroom action research. The qualitative data were collected through observations, interviews, and document review. While, the quantitative data were obtained through vocabulary tests as primary data. The participants of this research were the eight-grade students of SMPN 1 Kabat which consisted of 28 students.

The research' result showed that using the Pictionary game in the classroom can improve the vocabulary of the students in the areas of spelling, parts of speech, synonym and antonym, and meaning. It was supported by the improvement in test scores obtained by the students who met the success criterion of 78%. This indicates that, out of all the students who took post-test two, 23 students (or 82,1% of the total) met the minimal requirements. It is possible to conclude that using Pictionary game can make students' vocabulary mastery better than before.

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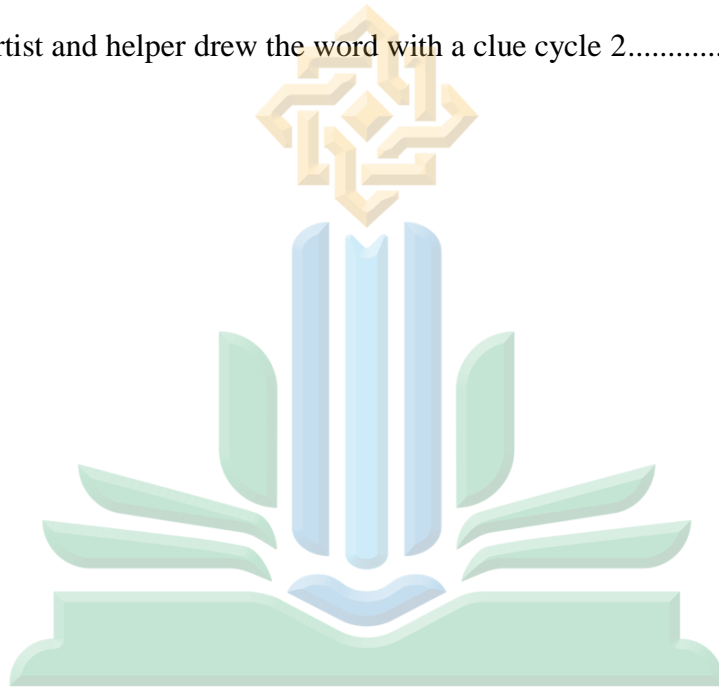
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CHAPTER I

INTRODUCTION

A. Research Background

In this era of globalization, language has a very important role in communication. English is one of language that must be mastered today, it is supported by Rao, that said in practically every major field in the world, English is the language that is most commonly spoken and used.¹ In some countries, English is not always be the first language, there are also countries that use English as a second language and even make English as a foreign language.

The national education system regulations in Indonesia, which stipulate that English be the only foreign language that students from Junior High School to Higher Education must study.² Students in Indonesia as a foreign language are required to take English classes through high school, and some universities even require students to have a certain score on an English proficiency test before admittance.³ Therefore, English is very important for mastery in the current era

One of the most crucial aspects of learning English as a foreign language, is vocabulary. According to Coxhead, English language learners

¹ P. S Rao, 'The Role of English as a Global Language', *Research Journal Of English (RJOE)*, 4.1 (2019), 66

² 'Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional', pasal 37 ayat (1).

³ Krishna Ardian and others, 'The Correlation Between Students' Vocabulary Mastery And Speaking Ability of Eight-Grade Students at MTs Negeri 1 Tanjung Pura', *JOURNAL OF APPLIED LINGUISTICS*, 2.2 (2023), 29.

who possess a large vocabulary generally display high proficiency levels.⁴ Before the students master all the skills, they must know some vocabulary first to support them in learning English as stated by Yanti, in order to successfully perform in an academic context, students must acquire an adequate vocabulary.⁵

Learning vocabulary is not easy for learners. It certainly occurs during the process of teaching and learning English. The problem that causes students to have difficulty is that almost students do not know the meaning of difficult words because of the new words they get and another reason is a lack of vocabulary. One reason for students' lack of vocabulary is that they are not as motivated to learn English. This statement is in line with Cahya, Kusnadi, & Anggraeni that, Indonesian students believe learning English is hard because of a variety of factors, including the school's inability to encourage students to speak English, the atmosphere, their lack of motivation, the teacher's preference for explaining material to students in their mother tongue rather than English, and many more.⁶

Realizing that vocabulary has a very important role in process of learning English, the teacher needs to encourage students to be able to increase vocabulary in English learning. However, some teachers experience

⁴ Averil Coxhead, 'Vocabulary in English in Tertiary Contexts: Connecting Research and Learning', *LEARN Journal: Language Education and Acquisition Research Network*, 14.1 (2021), 3.

⁵ Cita Hikmah Yanti, 'Academic Vocabulary Mastery and Perception for Efl Students of Universitas Bina Darma', *Holistics Journal*, 10.19 (2018), 2.

⁶ Tedi Cahya, Anggraeni Novianti Kusnadi, and Anita Anggraeni, 'The Influence of Tangible Rewards To Student'S Motivation in 4Th Grade Sdn Sinargalih 1 Ciranjang Students', *PROJECT (Professional Journal of English Education)*, 1.4 (2018), p. 350, doi:10.22460/project.v1i4. 351.

difficulties in developing students' vocabulary, this occurs because of students' lack of motivation to learn English and teachers sometimes do not always motivate their students.

Based on the preliminary study that was conducted by the researcher at SMPN 1 Kabat on 18th April 2024, the researcher found problems faced by students, such as during the learning process the students were reluctant to respond because they felt confused in mastering the vocabulary and felt embarrassed if they said something wrong, since they were unable to spell the word. They are confused about determining the correct word to be said because of their lack of vocabulary ability. On the other hand, in acquiring the material, the students felt difficult. This can be seen from the number of students who had not paid attention to the teacher's explanation, but only chatted and played with their classmates during the lesson. Therefore, the completeness of student learning outcomes is influenced by many factors, one of which is related to the selection of appropriate learning media.⁷

The researcher also found that the students felt difficult when they had to remember new vocabulary. They also had difficulty in interpreting the meaning of words. However, due to students' lack of knowledge and interest of students in vocabulary, they were reluctant to open an English dictionary or use a cell phone to hear the correct pronunciation of vocabulary and the meaning of words. Based on the interview with the English teacher, it was found that students preferred to wait for the teacher to translate the vocabulary

⁷ Observation at SMPN 1 Kabat, 18th April 2024

instead of learning it by themselves. They were unable to recognize synonyms and antonyms. They also tended to forget the meaning of the word taught or practiced before.⁸ Students consider English as a difficult language and do not need to be studied seriously.⁹ In fact, the students needed something fun and easy to do in learning vocabulary.

The observations above was supported by students' vocabulary scores which state that students still had insufficient ability in vocabulary. 36% or 10 from 28 students who passed the Minimum Criteria of Mastery Learning of English subject, and the rest got scores below the KKM score. The KKM score is 78.

As a teacher it is important to choose technique or method that is suitable and interesting in increasing students' vocabulary. According to Thornbury, vocabulary learning must be carried out in a fun and relaxed environment to reduce student fears. One way is by using games. Good games are games that encourage students to remember words well.¹⁰

On this occasion, the researcher and the teacher were interested in choosing the Pictionary game to be applied in the teaching and learning process to develop students' vocabulary mastery. The teacher and the researcher believed that this game could help students improve and acquire vocabulary more easily and interestingly.

⁸ English Teacher, interviewed by Researcher 20th April 2024

⁹ Sellta Tri Lesrtari, interviewed by Researcher 20th April 2024

¹⁰ Scout Thornbury, 'How to Teach Vocabulary', 2002, 104.

According to Gruss, game is defined as an activity carried out for enjoyment and pleasure.¹¹ Using game as a way of teaching will allow teachers to see the personalities of their students, help them learn how to working in a team or group, and gives students an enjoyable way to practice a variety of skills.

Pictionary game is an interesting game that can help students to increase their vocabulary in learning English by guessing words from drawing. With this game, the students can produce as much vocabulary as possible. In addition, Darmawan & Fatmawati state that in the Pictionary game, students have to guess words or phrases from drawings.¹² It means that Pictionary game is a game that make the students think faster to get a word. According to Thornbury, they collaborate in groups, with each member taking turns acting as the artist.¹³ Based on the explanation above, it can be said that this game is considered appropriate in teaching and learning process which help the students to remember the words that they have known by guessing a picture of the word that given by the teacher.

Students' vocabulary increased rapidly with the implementation of the Pictionary Game implemented by Purba, Uni Wannu et al,¹⁴ in their research on second grade students at SMPN 1 Raya. The research was conducted using Classroom Action Research. The results of this research are that there is a

¹¹ Janina Gruss, 'Games as a Tool for Teaching English Vocabulary to Young Learners', *Wsn*, 53.2 (2016), 83.

¹² Syaifudin Latif Darmawan and Grassilia Nenny Fatmawati, 'Intensive Journal', 2.1 (2019), 3.

¹³ Thornbury, 104.

¹⁴ Uni Wannu Purba and others, 'The Use of Pictionary Game in Teaching Vocabulary to Second Grade Students of SMPN 1 Raya', *Pioneer: Journal of Language and Literature*, 14.1 (2022), 156.

significant increase in students' vocabulary by using the Pictionary game and it is recommended that English teachers use the Pictionary game as a technique in teaching vocabulary.

Based on the explanation above, the researcher applied the Pictionary Game to enhance students' vocabulary mastery with the title "Enhancing the Vocabulary mastery of The Eighth Grade Students by Using Pictionary Game at SMPN 1 Kabat Banyuwangi in The Academic Year 2024/2025".

B. Research Question

Based on the background above, the researcher formulated the following research question to be answered in the result of this research: How can the implementation of Pictionary game enhance the students' vocabulary mastery at SMPN 1 Kabat Banyuwangi?

C. Objective of the Research

Based on the research question, the research objective is to know the implementation of Pictionary game can enhance students' vocabulary mastery at SMPN 1 Kabat Banyuwangi.

D. Research Significance

This research is expected to provide some contributions which are divided into two parts, as follows:

1. Theoretical Significance

The result of this research is to give the contribution to the theory about students' perception and how to increase students' vocabulary mastery by using Pictionary game.

2. Practical Significance

a. For the students

The researcher hoped that the students' vocabulary could be improved, and the students had easy to understand the process of teaching and learning English.

b. For the teacher

The results of this development research are expected to be able to provide innovation for teachers in crying out effective, efficient, and interesting English learning, especially on the vocabulary aspect.

c. For the researcher

Get additional experience using the Pictionary game method to enhance students' vocabulary mastery.

d. Future Researcher

The results of this study are expected to be used as a reference to other researchers who is interested in conducting further research, especially for students Education Department.

E. Scope of the Research

In this research, the researcher would be focused on enhancing students' vocabulary mastery by using Pictionary game as the teaching tool at VIII E SMPN 1 Kabat Banyuwangi. The researcher focused on "Greeting card" as the topic that would be taught to enhance the students' vocabulary mastery in terms of spelling, parts of speech, meaning relationships (synonym, antonym), and meaning.

F. Definition of Key Terms

The researcher has three definitions of key terms that were used to clarify the meaning terms. They were:

1. Pictionary Game

The Pictionary game is a game that can help students increase their vocabulary by guessing words based on the picture. Materials used in playing the Pictionary game, such as a list of vocabulary item cards, whiteboard or blackboard, and markers or chalk. Playing Pictionary games encourages students to attempt producing words out loud, which helps them remember new vocabulary automatically.

2. Vocabulary

Vocabulary is the basis of communication. Vocabulary knowledge is frequently regarded as a key tool for second language learners. The students need to learn vocabulary first because vocabulary play significant role in learning new language, and students can quickly learn listening, speaking, reading, and writing by mastering English vocabulary. In this research, the students learnt about spelling, synonym, antonym, and parts of speech that all of them are included in the vocabulary aspects.

3. Classroom Action Research (CAR)

Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. There are some steps that must be followed by researcher in conducting CAR, namely planning, acting, observing and reflecting.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

This chapter discusses previous studies and theories that support current research. With this in mind, the researcher searched and review previous study. Here are five previous studied that were selected:

1. First, the journal written by South, Maru, and Rorimpandey, English Education Department, Faculty of Language and Arts Universitas Negeri Manado, Tondano, Indonesia, 2021, entitled “The Use of Pictionary Games in Improving Students’ Vocabulary Mastery in SMP Negeri 8 Satap Tondano”. The objective of this research was to determine how well junior high school students learned vocabulary using Pictionary games. The research was applied using pre-experimental quantitative design. This research collects the data by giving pre-test and post-test.

The findings of this research showed that the post-test indicated that there was a significance difference between the score of Pre-test.

2. Second, is the journal by Purba, Sipayung, Lumbantoruan, and Simanjutak, Universitas HKBP Nommensen, Indonesia 2022, entitled “The Use of Pictionary Game in Teaching Vocabulary to Second Grade Students of SMPN 1 RAYA”. From this research, researcher state that Pictionary game can improve students’ vocabulary and suggested that English teachers should use the Pictionary game as a technique in teaching vocabulary. The researcher used Classroom Action Research

(CAR). In this study, researcher used two cycles that occur of two meetings. The results of this research were that there was a significant increase in students' vocabulary by using the Pictionary game.

3. The third is the journal by Yelvia, Safitri, Kardena, and Dewi, Universitas Islam Negeri Sjech M. Djamil Djambek Bukittingg, 2023, entitled “The Effect of Using Pictionary Games on Students’ Vocabulary Mastery”. The objective of this research is to finding out the effect of using Pictionary Game on students’ Vocabulary Mastery. The research design applied uses a quasi-experimental design. To analyze data collection procedures, the t-test formula was used in this research. Based on the research findings, that using a Pictionary game can assist students in improving their vocabulary mastery.
4. The fourth research was conducted by Zebua, Waruwu, Zebua, and Harefa, English Education Study Program/Universitas Nias/Indonesia, 2023, entitled “Increasing Students Vocabulary Mastery by Using Pictionary Games at the Tenth Grade of SMA Negeri 1 Gunungsitoli Idanoi in 2022/2023”. The aim of this research is to increase student vocabulary mastery. The method used in this research was quantitative method. The data are collected by researcher from the result of the observation, field notes and the evaluation papers. From this research, the researcher recommended the students and the teacher play Pictionary Game to increase their ability in mastering vocabulary.

5. The fifth research was conducted by Fatmawati, Miranty, and Hamer, Universitas Sultan Ageng Tirtasaya, Indonesia, 2023, entitled “The Effectiveness of Pictionary Games as tool to teach Vocabulary for Senior High School Students”. From this research, the researcher state that the Pictionary games effectively to teach vocabulary. The objective of this research is to investigates the effectiveness of Pictionary game as a tool to teach senior high school students vocabulary. This research was used quantitative research method by implemented a quasi-experimental research design.

Table 2.1
Similarities and Differences Previous Research

No	Researcher and the title	Similarities	Difference
1	2	3	4
1.	Gloria South, Mister Gidion Maru, and Rini Rorimpandey, 2021, entitled “The Use of Pictionary Games in Improving Students’ Vocabulary Mastery in SMP Negeri 8 Satap Tondano”.	<ul style="list-style-type: none"> • Both researchers have similarities in the use of Pictionary game to teach vocabulary. • Both researchers have similarities in the aim of the research that to increase students’ vocabulary mastery by using Pictionary game 	<ul style="list-style-type: none"> • The previous research was used quantitative approach with pre-experimental design, while this research use CAR as research design. • The subject of the previous research was seventh grade junior high school, while the subject of this research would eight-grade Junior High School. • The previous research only used pre and post-test to collect the data, while this research would use observation, test, interview and

No	Researcher and the title	Similarities	Difference
1	2	3	4
			document review.
2.	Uni Wann Purba, Kammer Sipayung, Febrika Lumbatoruan, Renata Vanbora Simanjutak, 2022, entitled “The Use of Pictionary Game in Teaching Vocabulary to Second Grade Students of SMPN 1 RAYA”.	<ul style="list-style-type: none"> • Both of researchers have similarities in the use of Pictionary Game to teaching vocabulary. • Both of researchers have similarities in the use of CAR for the research design. • Both of researchers have similarities in the aim of the research that to increase students’ vocabulary mastery through Pictionary game • Both of researches use quantitative and qualitative data for the research. • Both of researchers have similarities in the research subject of second grade second grade Junior High School. 	<ul style="list-style-type: none"> • The previous study used 25 items questions about vocabulary for the test. Meanwhile this research used 20 items questions about vocabulary.
3.	Erli Yelvia, Widya Syafitri, Absharini Kardena, and Merry Prima Dewi, 2023, entitled “The Effect of Using Pictionary Games on Students’ Vocabulary Mastery”	<ul style="list-style-type: none"> • Both researchers have similarities in using the Pictionary game to enhance students’ 	<ul style="list-style-type: none"> • The previous research was applied by used a quasi-experimental design, while this research use CAR as research design. • The research subject

No	Researcher and the title	Similarities	Difference
1	2	3	4
			<p>for this previous research was seventh grade junior high school, while this research would be conducted for the second grade junior high school The aim of the previous research was to find the effect of the Pictionary game on students' vocabulary, while the aim of this research is to find on how the implementation of Pictionary game can enhance students' vocabulary mastery.</p> <ul style="list-style-type: none"> The previous research only used pre and post-test to collect the data, while this research would use observation, test, interview and document review.
4.	<p>Novita Sari Zebua, Yaredi Waruwu, Elwin Piarawan Zebua, and Trisman Harefa, English Education Study Program/Universitas Nias/Indonesia, 2023, Entitled "Increasing Students Vocabulary Mastery by Using Pictionary Games at the Tenth Grade of SMA Negeri 1 Gunungsitoli Idanoi in 2022/2023.</p>	<ul style="list-style-type: none"> Both researchers have similarities in the aim of the research Increase students' vocabulary mastery by using Pictionary game Both of researchers have similarities in using Classroom Action Research (CAR). 	<ul style="list-style-type: none"> The previous research was conducted to the Senior High School, while this research would be Conducted in the Junior High School.

No	Researcher and the title	Similarities	Difference
1	2	3	4
5.	Amelia Yustina Fatmawati, Delsa Miranty, and Wellian Hamer, Universitas Sultan Ageng Tirtasaya, Indonesia, 2023, entitled “The Effectiveness of Pictionary Games as a tool to teach Vocabulary for Senior High School Student.	<ul style="list-style-type: none"> Both researchers have similarities in the use of Pictionary game as tool in teaching vocabulary. 	<ul style="list-style-type: none"> The previous research was used quantitative method to collect the data by applied a quasi-experimental design, while this research use CAR as research design. The previous research was conducted to the Senior High School, while this research would be conducted in the Junior High School. The aim of the previous research was to find the effect of the Pictionary game on on students’ vocabulary, while the aim of this research is to find out how the implementation of Pictionary game can enhance students’ vocabulary mastery.

From table 2.1 it can be concluded from several previous studies which show that the Pictionary games can be an interesting technique to increase students’ vocabulary in teaching and learning English. Also, with using this game can make students’ more active and class more fun. Therefore, this research is focused on enhancing students’ vocabulary by guessing words based on the picture and several questions about vocabulary with ‘Greeting cards’ topic.

B. Theoretical Framework

1. Vocabulary

a. Definition of Vocabulary

There are some definitions and perspective of vocabulary proposed by some experts. According to Richards and Schmidt, vocabulary is a group of words, comprising idioms, compound words, and single word.¹⁵ While, Hiebert and Kamil state that vocabulary is knowledge about words and words meaning.¹⁶ In addition, Yanti state that the collection of words used in a specific language is called its vocabulary. These words can be single words, phrases, or sections of larger words that together convey a particular meaning. Learners with a large vocabulary in English usually have high levels of proficiency.¹⁷ It means, someone will be easier to communicate if have a lot of vocabulary.

According to Susanti and Zainuddin, one of the fundamental components of developing language skills is vocabulary.¹⁸ It means that vocabulary is a very important field, and is more than just presenting and introducing new vocabulary to the students. When someone speaks, those with large vocabulary and those with little

¹⁵ Jack C Richards and Richard W Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 629.

¹⁶ Hiebert Elfrieda H and Kamil Michael L, *Teaching and Learning Vocabulary Bringing Research to Practice*, Taylor & Francis E-Library, 2009,1-2.

¹⁷ Coxhead, 3.

¹⁸ Rini Susanti And Zainuddin, 'Improving the Students' Vocabulary Achievement by Applying Tic-Tac-Toe Game', *REGISTER Journal of English Language Teaching of FBS-Unimed*, 2.3 (2013), 1.

vocabulary can be recognized or identified.¹⁹ In addition, Nunan defined that vocabulary is a list of words, and it is a crucial component of learning a language. And adds that the goal of the vocabulary lesson is to teach students how to use a variety of clues and to develop strategies for deducing the meaning of new words from the context in which they appear.²⁰

According to Ur, Vocabulary is defined roughly as words that are taught in a foreign language, even though part of a word consists of several syllables but explains one idea or one meaning. For example, sit-down, this word has two syllables but describes one idea.²¹ According to Cameron said that if vocabulary growth is prioritized, we won't be able to ignore grammar.²² It is supported by Thornbury, said that without grammar very little information can be conveyed, without vocabulary nothing can be conveyed.²³

Based on such definitions, it can be said that vocabulary is the list of words that can make a sentence in a language and it is used as the means of communication in learning a language. In other words, vocabulary has many functions in learning a language, especially English. Furthermore, those definitions make it abundantly evident that

¹⁹ Ahmed Sardi, 'Building up of Students' Vocabulary Mastery through Knowing by Heart Strategy', *LETS: Journal of Linguistics and English Teaching Studies*, 4.1 (2022), 63.

²⁰ David Nunan, T. D. Terrell, and H. Douglas Brown, *Practical English Language Teaching, Language*, 2003, 135.

²¹ Ur Penny, 'A Course in Language Teaching Practice an Theory', *IOSR Journal of Humanities and Social Science* (Cambridge University Press, 2014), 60.

²² Lynne Cameron, 'Teaching Languages to Young Learners', 72.

²³ Thornbury,3.

learning vocabulary is the first and most fundamental ability that English language learners should acquire in order to master the language, even before they learn other English components and skills.

Meanwhile vocabulary in this research is guessing words or vocabulary by the picture that would be drawn by the students. Vocabulary aspect that use to be measured are Spelling; Parts of speech (adjective, verb, noun); Meaning relationships (synonym, antonym); and Meaning. The material topic chosen in this research is 'Greeting Card' (Graduation card, Birthday card, sympathy card, and wedding card). The students would produce as many words as they know related to the topic 'Greeting Cards'.

b. Vocabulary Mastery

Vocabulary mastery is the amount of words that a language user possesses in their native tongue which contain information about its meaning, form, and usage in the context of communication. Basic learning English word in general, students should understand these extremely basic concepts. It is because vocabulary learning is a principal issue for learning because it comprises the basic building blocks of English sentences.

Furthermore, vocabulary is crucial to language use, especially for students who wants to express their opinions both in writing and orally. If the students have some vocabulary, they can write well and speak clearly, it is one of the requirements for learning English as a

second language. It is suitable with the statement of Darmawan and Fatmawati, they said that vocabulary is the most crucial component of learning a foreign language and is essential for communication. On the other hand, vocabulary can be thought of as a component of a language that gives meaning to the means of communication.²⁴ In addition, Syarifudin, Marbun, and Novita state that one of the most crucial components to enhancing a learner's English mastery is vocabulary, which can also originally grow from life experiences based on needs and education.²⁵

c. Aspect of Vocabulary

There were several aspects to consider when teaching vocabulary. According to Ur, state that are several aspects of vocabulary²⁶:

1) From: pronunciation and spelling

The learner must be able to pronounce words correctly and spell them using their written form. These are clear characteristic that will be understood by students. In teaching, teachers must ensure that these two aspects are taught carefully and accurately.

2) Grammar

If a new item's grammar isn't evidently covered by general grammar rules, it will need to be taught. Acquiring knowledge of

²⁴ Darmawan and Fatmawati, 2.

²⁵ Aswal Syarifudin, Rismaya Marbun, and Dewi Novita, 'Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTs', *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 3.9 (2014), 3.

²⁶ Penny, 60-62.

an item's strange way of connecting with other words in sentences or its unpredictable change of form in specific grammatical contexts is crucial, and it should be taught to learners concurrently with the instruction of base form. It is important to explain to students about verb, noun, or adjectives.

3) Collocation

The collocations that are typical of specific items or another element that determines whether a certain combination sounds "right" or "wrong" in a specific situation. Collocation is a pair of words, for example word "do homework not make homework".

4) Aspects of meaning (1): denotation, connotation, appropriateness

The meaning of a word is divided into two aspects. Denotation and connotation. Word's denotation, or what it actually refers to, is what gives it its meaning. Connotation is a less evident aspect of an item's meaning.

5) Aspect of meaning (2): meaning relationships

How the meaning of an item relates to other meanings can also be useful in teaching. There are various kinds of meaning relationships:

- a) Synonyms: words that mean the same or nearly the same, for example: cheerful, bright, glad, blissful can be used as synonym of happy.

- b) Antonyms: words that mean contradictory or the opposite, for example: love is an antonym of hate.
- c) Hyponyms: words that describe the specifics of several words, for example: lemons, cherry, oranges, apples, watermelon are hyponyms of fruit.
- d) Co-hyponym or coordinates: words that describe the word similar, for example: yellow, green, brown and red are coordinates.
- e) Superordinates: words that include words that cover certain parts, for example: Animals are mouse, cats, tigers and lions.
- f) Translation: the word in the source language is changed to the target language.

6) Word formation

Word formation refers to word formation such as adding a word ending or adding a word to the prefix of a word.

In addition, according to Cameron, vocabulary aspects included: pronunciation, spelling, grammar, and meaning.

a) Pronunciation

Pronunciation is one of the aspects that have a great influence of vocabulary. The learner has to know what a word sound like. Children need to hear a new word in foreign language in order they can notice the sound at the beginning and at the end, the stress pattern of the word. Based on the

definition, pronunciation becomes an important component of the language. Therefore, it is very necessary for students to have good pronunciation, because if students have good pronunciation then what is conveyed will be easy understand. According to Ur, gives her ideas in helping students' pronunciation²⁷:

- 1) Imitating teacher or recorded model of sound word and sentences
- 2) Recording of learner speech, contrasted with native model
- 3) Systematic explanation and instruction (including detail of the structure and movement of part of the mouth)
- 4) Imitation drill, repetition of sounds, words and sentences
- 5) Choral repetition of drill
- 6) Varied repetition of drill
- 7) Tongue twister
- 8) Learning and performing dialog
- 9) Self-correction through listening to recording of own speech

b) Spelling

Children also need to know the letters and syllables that make up the word that is called spelling. According to Treiman, to spell well, a child must know how the writing system works.

²⁷ Penny, 54.

This allows the child to produce correct or at least reasonable spellings for both familiar words and novel words.²⁸

c) Grammar

Maintaining the traditional division between vocabulary and grammar gets harder as we learn more about how words function in language and how vocabulary is learned, stored, and used. Words contain a wealth of crucial grammatical information, so learning words can help students advance in their grammar studies.

d) Meaning

Nation and Cameron argue ways to explain the meaning of new words in the young learner classroom that is by using an object, a cut-out figure, gesture, performing an action, photograph, drawing or diagram on the board and pictures from story books. Actually, learning the meaning of a new word in a foreign language depends on how much mental effort the learner puts in. The more the students have to think about the word and its meaning, the more likely it is that they will remember it.

Based on some aspects of vocabulary, for important to understand or learning vocabulary mastery. So, in this research the

²⁸ Rebecca Treiman, 'Teaching and Learning Spelling', *Child Development Perspectives*, 12.4 (2018), 1-5.

researcher would use spelling, meaning relationships (synonym, antonym), and meaning as the aspect of teaching vocabulary.

d. Types of Vocabulary

Hiebert and Kamil state that words come in at least two forms; oral and print²⁹:

- 1) Oral vocabulary: The collection of words that we are familiar with when we speak or read aloud is known as our oral vocabulary.
- 2) Print vocabulary: Print vocabulary is made up of words that, when written or read aloud, we already know what they mean.

Therefore, Hiebert and Kamil also state that knowledge of words also comes in at least two forms; Receptive vocabulary and Productive vocabulary:

- 1) Productive (active) vocabulary

An individual's vocabulary that they can utilize in both writing and speaking is known as their productive vocabulary.

These are words that are widely used, well-known, and comfortable.

In sum, this is usually used when someone conveys their ideas when speaking or writing. When someone speaks or writes something, they usually use words that are familiar to them. These kinds of words are included in productive vocabulary.

²⁹ Elfrieda H. Hiebert and Michael L. Kamil, 'Teaching and Learning Vocabulary: Bringing Research to Practice', *Teaching and Learning Vocabulary: Bringing Research to Practice*, July 2005, 2005, 1-4.

2) Receptive (passive) vocabulary

On the other hand, receptive vocabulary, also known as recognition vocabulary, is the collection of words that a person can define while reading or listening. These are terms that students frequently don't know as well as frequently use. Even if they are not fully aware of the subtle differences, people might be able to give them some kind of meaning. These are also typically words that people do not use on their own. People do, however, recognize these words when they come across them.

According to Thornbury, vocabulary includes the category of word classes.³⁰ Word classes are small parts of words built around the grammatical features of words and their use in sentence. Words are analysed based on their formation and use in sentences. Words fall into various classes, which are also referred to as 'parts of speech'.³¹ There are eight parts of speech in English, such as:

1) Verb

Verbs are words that describe an action, so they are called action verbs. Action verbs tell what people or things are doing. These are a few typical verbs for actions: drink, eat, laugh, look, run, dance, fall, etc.

³⁰ Thornbury 3.

³¹ John Eastwood, 'Oxford Guide to English Grammar', *Online*, 2003, p. 2.

2) Noun

A noun is the name of a thing. Everything that exists has a name, whether you can see it or not (that which exist in our minds, like hope, beauty).³² It means noun is relate with name of something like place, plant, people, and others. For example: Maxwell, teacher or student, school, table, cow, dog and etc.

3) Adjective

Adjective is a word that use to expand a narrow the meaning of noun. It means adjectives describe nouns and pronouns. They give you more information about people, places, and things. For example: beautiful, happy, good, small and others.

4) Adverb

An adverb is a word that adds meaning to any other word, except a noun or pronoun (that being the job of an adjective).³³

According to Srageant, Adverbs are words that tell you more about verbs, adjectives and other adverbs. Many adverbs end in 'ly'.³⁴ In sum adverb is a word that explain about how, where and when a thing happen or to explain related with the how process, time, and where the thing happen. For example: tomorrow, maybe, certainly, and other.

³² Dykes, 22-27.

³³ Dykes, 62.

³⁴ Srageant, 95.

5) Prepositions

According to Sergeant, a preposition is a word that shows a connection between other words. Most prepositions are little words like *at*, *in* and *on*.³⁵ Just as the word denotes, a preposition normally precedes a noun or pronoun. It shows a relationship to something, mainly according to place (on the chair) or time (at 4.00 pm) and less obviously to a notion, i.e. something abstract (beyond belief).

6) Determiner

Determiners or signals are special adjective used before nouns. There are many types of determiners, quantitative qualifiers, interrogative qualifiers, possessive determiners, and so on. The articles are (*the*, *a*, *an*) belong to a class of words called determiners. Other examples of determiners are *this*, *that*, *these*, *those*, *some*, *all*. Determiners usually come before a noun or at the beginning of a noun phrase, e.g. 'an apple', 'a red bus', 'some of my best friends', 'a Spanish teacher I know'.³⁶ The words *a* and *an* are indefinite articles. They are used with singular nouns. When a noun starts with a consonant, use *a*. Before nouns that start with a vowel, use *an*.³⁷ For example: Kevin is reading *a* newspaper. The word is called the definite article.

³⁵ Srageant, 101.

³⁶ Jeremy Harmer, 'How To Teach English', 45.

³⁷ Srageant, 44.

7) Pronoun

The words we use in place of nouns are called pronouns. To be clear about who or what we are talking about, we use pronouns instead of awkward or confusing repetition.³⁸ In addition, according to Srageant, a word that substitutes for a noun is called a pronoun.³⁹ The following words are common pronouns for a person or thing: I, you, he, she, it, me, her, him. And for more than one person or thing: we, you, they, us, them. There are three basic types of pronoun such as personal pronouns, reflexive pronouns and relative pronouns.

8) Conjunction

Conjunctions are words used to link words, phrases or clauses.⁴⁰ Some common conjunctions are *and*, *but* and *or*. A conjunction unites two or more sentence parts or parts of speech of the same kind.⁴¹

- a) Use *and* to link words that are similar example: The house is warm *and* comfortable.
- b) Use *but* to link words that are different and do not normally go together. Example: Football is tired *but* fun.
- c) Use *or* to talk about choices. Example: would you like orange juice *or* apple juice?

³⁸ Dykes, 35.

³⁹ Srageant 24.

⁴⁰ Dykes, 73.

⁴¹ Srageant, 109.

Based on the eight parts of speech, the researcher put more attention by focusing on three types of parts of speech taught in the second grade of junior high school, in the form of adjective, verb, and noun.

e. Technique for teaching Vocabulary

Technique for Teaching Vocabulary is really essential in language learning. The teacher should be to use appropriate way for teaching vocabulary so that the students can learn vocabulary effectively. According to Harmer, there are some techniques for teaching vocabulary, as follows:⁴²

1) Using Realia

Using Realia can be defined as the real object that can be seen by the students. To convey the meaning of a word, the teacher can directly show the real thing to the students so that the students

can easily understand the meaning of the word. For example, if a teacher wants to convey the meaning of the word "book", it can easily be conveyed by showing the book to students. However, this technique has limitations, because the teacher cannot display all objects in real objects. Limited to only one thing or certain words that are easy to bring into the classroom or easy for students to find.

⁴² Jeremy Harmer, 'The Practice of English Language Teaching', *Curriculum Inquiry*, 17.3 (1987), 229-234.

2) Showing Pictures

When the teacher wants to teach vocabulary by showing pictures, the teacher can use some media such as wall pictures, blackboard drawing, charts, flashcards, table or statistic, etc. those medias can be as visual representation of the real thing that cannot be shown directly by the teacher.

3) Mime, Action, and Gesture

Sometimes it is about impossible in explain about the meaning of a word by using realia or showing pictures. In this case, the teacher can use, mime, action, and gesture in easily explain the meaning of a word to the students. Commonly, a teacher can use this technique when a teacher needs to convey the meaning of verb, such as walk, run, jump, cry, etc.

4) Contrast

In this technique, the teacher can explain the meaning of word by contrasting that word with the opposite. For example, the word "smart" is contrasting with the word "stupid".

5) Enumeration

When a teacher is having trouble explaining a certain word, they can utilize this strategy. As an illustration, if the instructor wishes to define the term "transportation," they can group the phrase into terms like "bus," "motorcycle," "car," and so on.

6) Explanation

When the teacher wants to teach a new word to the students, the teacher can use this technique by giving explanation about certain word. The teacher can use one of more sentences to explain a word.

7) Translation

Sometimes, when a word is really difficult to be understood by the students, the teacher can translate that word into the students' language or students' mother tongue.

Based on the explanation above, in this research, the researcher would use 'explanation, translation, showing picture, mime, action and gesture, and also contrast' as a technique of teaching vocabulary.

f. Steps of Teaching Vocabulary

In teaching vocabulary, the teacher should be able to find various methods and some teaching techniques which are suitable according to the situation of students. Students need to be able identify words and understand what they mean. Therefore, a student already knows the meaning of a word then they can recognize it, use it effectively in a variety of contexts, speak, write, and pronounce that word well, that student already has knowledge and meaning of this

word. According to Marzano, there are six steps for teaching vocabulary, as follows⁴³:

- 1) Explain: Provide a student-friendly description, explanation, or example of the new term.
- 2) Restate: Ask students to restate the description, explanation, or example in their own words.
- 3) Show: Ask students to construct a picture, symbol, or graphic representation of the term.
- 4) Discuss: Engage students periodically in structured vocabulary discussions that help them add to their knowledge of the terms in their vocabulary notebooks.
- 5) Refine and reflect: Periodically ask students to return to their notebooks to discuss and refine entries.
- 6) Apply in Learning Games: Involve students periodically in games that allow them to play with terms.

Based on the six steps of teaching vocabulary, the researcher conclude that teacher must use the media to motivate students to teach.

The teacher can use an exciting game that effectively increases the student's motivation and interest to learn vocabulary because it can help them learn vocabulary quickly. In addition, Rilly said that it is very important for the teacher to make the students eager in learning

⁴³ Robert J Marzano, 'A Six-Step Process for Teaching Vocabulary', *Educational Leadership*, 67 (1) (2009), 28.

vocabularies by using enjoyable teaching technique, one way is by using games.⁴⁴

2. The Definition of Game

Games are utilized to help students as they study languages. It keeps students interested in class and makes it entertaining. This is in line with Daulay et al, who said that a game can assist students in their learning process. Playing games in class promotes collaboration and enjoyment. Incorporating games into the classroom not only keeps students engaged but also enables teachers to observe students' personalities, cooperation, relationships, and practicality.⁴⁵

In addition, Thornbury defines some word games to try when teaching vocabulary, there are⁴⁶:

- a. Word clap: Following the teacher's lead, the students stand or sit in a circle and clap their hands on their thighs three times (one-two-three...) before putting both hands together (four!). The clapping can gradually pick up speed as the game gets underway. Every fourth beat, participants are to alternately shout out a new word from a predetermined lexical set (fruits and vegetables, for example) in a clockwise manner. Those who break the rhythm, say nothing, or repeat a word that has already been said are 'out,' and the game continues

⁴⁴ Rilly Yaumil Akrimah, 'Teaching Vocabulary Through Pictionary Game to First Grade Students of SMPN 1Way Tuba', 2017, 12.

⁴⁵ Sholihatul Hamidah Daulay and others, 'Does Pictionary Game Effective for Students' Speaking Skill?', *Journal of English Language Teaching and Linguistics*, 6.1 (2021), 15.

⁴⁶ Thornbury, 102-104.

without them until there is only one player remaining. At key moments, the instructor can switch up the vocabulary by calling out the name of a new set: Furniture! nationalities! Jobs!

- b. Categories: Students collaborate in small groups or pairs. Following a model on the board, they sketch several columns on paper, labeling each one with the name of a lexical set (fruit, transportation, clothes, animals, sports, etc.). Students are given a time limit (e.g., three minutes) to write as many words as they can that start with the letter (e.g., B) in the separate columns (banana, berry, bus, bikini, blouse, bear, bat, baseball, basketball, etc.). The team that uses the most (appropriate) words wins.
- c. Noughts and crosses: Draw two noughts and crosses grids on the board; one is blank. In the alternative, each square has a label that designates a category, nine distinct phrasal verb particles (such as up, on, off, in, and back), or nine distinct affixes (such as un-, non-, -less, and -tion). Make sure you have several questions prepared for each category. If the class only speaks one language, for instance: How is "tamburo" said in English? Or, what does "shy" mean in reverse? Assign the class to the noughts and crosses teams. To earn the right to place their team's symbol in the corresponding position in the blank grid, players must alternately select a category and correctly answer a question within it. The winning team is the first to form a vertically,

horizontally, or diagonally aligned line of three (noughts or crosses), either vertically, horizontally, or diagonally.

- d. Coffeepot: This is a guessing game. In response to questions from the class or group regarding verbs she has thought of or that the teacher has whispered to her, one student responds with a yes or no. The mystery verb is replaced in the questions by the word coffeepot. Thus, for instance, a student might inquire, "Do you coffeepot outside or indoors?" Is it hard or easy to pot coffee? Is it possible to make coffee with your hands? The answers would be: Both indoors and outdoors; It's easy; No, you can't, but you might use your hands... if the student had chosen the verb "yawn." A list of, say, twenty verbs could be written on the board to make the game easier. The player who is "it" then selects one of the verbs. This
- e. Back to board: This is just another guessing game where the "it" student has to guess a word by posing queries to the other students in the class. The student faces the class with their back to the board, and the teacher writes a word, phrase, or idiom that has been studied recently—out of the student's line of sight. To guess the word, the student poses either/or or yes/no questions to various classmates. As an illustration: Is it a verb or a noun, Helga? (A verb.) Dittmar, is that a movement? (Again, no.) Karl-Heinz, is this something you do with your mind? (Yes)... etc. The words selected can be restricted in some

manner to make the game easier, such as all phrasal verbs, all character adjectives, and so forth.

- f. Pictionary: This activity, which is based on the commercial game of the same name, has students make word or phrase guesses from drawings. They collaborate in groups, with each team member taking turns acting as the "artist." For instance, if there are three teams, the teacher will show the three "artists" a word (or phrase) on a card as they approach the front of the room. When the time is right, they dash back to their group and use a pen and paper to sketch the word in an attempt to get everyone to guess it correctly. Three new "artists" take turns guessing another word, with the first team to guess correctly earning a point. This is useful for going over colloquial phrases like "over the moon," "down in the dumps," "green with envy," and "under the weather."

- g. Word snap: Students work in small groups to gather as many words "pairs" as they can using word cards, such as those from the word box or class word bag. Two words cards are "dealt" by one player, face up for everyone to see. Two additional words are placed down, and the pair is kept by the first player to come up with a connection between the words. The same part of speech, synonyms or antonyms, the same lexical set, or the ability to construct a meaningful sentence with both words are examples of connections. In the event that no match is found, the two cards are reshuffled into the deck. In the event that a

connection is "challenged," the teacher must be accessible to make a determination.

- h. Word race: A board marker pen (or piece of chalk) is given to each team after the class is divided into groups. The number of sections on the board equals the number of teams. The first team to correctly translate a word into English on the board wins a point. The teacher (or a specially selected student) speaks to the class in their native tongue. The game goes on for as long as it seems like it needs to be reviewed. The game is appropriate for single-language classrooms, but there is a variation that would work well in multilingual settings: instead of providing translations, read out word definitions, synonyms, or pictures.
- i. Spelling race: The board is divided in two halves, a word on a card is displayed to the class as a whole by the teacher. To their representative, who is blind, each team must simultaneously spell the word—not say it. A point is awarded to the first team to write the word on the board using the proper spelling. As the game progresses, various students alternate in serving as the team representative. This game is trickier than it looks, especially if you choose words with frequently confused letters like I and e, v and b, or j and g. There are a ton of ways to play this game differently. To force the teams to identify the word before they can spell it, the word could be shown as a picture.

Based on the statement above, the researcher chose the Pictionary game as the technique in enhancing students' vocabulary mastery. However, in implementing the Pictionary game to students, the researcher modified several steps and rules based on the teaching module of each meeting which adjusted with the materials and the situation in the classroom.

3. Pictionary Game

a. The definition of Pictionary game

There are many games which are appropriate for use with collections of vocabulary items. According to Thornbury, Pictionary is a game that involves students guessing words or phrases from drawing. Teams play this game, with each member taking turns acting as the artist.⁴⁷ According to Santi and Binawan, through this game, students must play this game actively and attentively in order to retain some new vocabulary in English.⁴⁸ It is supported by Jumarthini et al, said that the Pictionary game is an effective teaching method for vocabulary because it lets students actively participate in remembering English vocabulary by having them describe the words through drawings. This is especially useful when reviewing vocabulary that has been studied by the class.⁴⁹

⁴⁷ Thornbury, 104.

⁴⁸ Hesty Aris Santi and Herbertus Binawan, 'The Seventh-Grade Students' Perception of Pictionary Game in Learning English Vocabulary at SMP N 2 Sedayu', 9.25 (2023), 430.

⁴⁹ Sry Jumartini and others, 'The Effect Of Pictionary Game Toward Student's Vocabulary Mastery In Mental Lexicon', *La Ogi : English Language Journal*, 8.2 (2022), 163

According to Peterson, the procedures of Pictionary game are⁵⁰:

- a. Teacher prepares some sheets that have written the words or vocabularies. The students mark their team or give a specific name for signing their group.
- b. Teacher writes down the name of their team on the board, where the scores will be tallied.
- c. To begin the game, one student from the first team comes to the front of the class and selects a sheet that has prepared by the teacher. Make sure the students do not show the word to the class. The student is given chance around. 15 to 30 seconds to think about how to draw the word or vocabulary. Then the student is given up to one minute to draw the term on the board. Only the student's team members can answer the words or vocabulary by guessing from the picture.
- d. The student is not allowed to give a clue by writing words or numbers and verbal cues. If the team can guess the word or vocabulary, the team gets a point. If the drawer of the team cannot identify the illustration in a minute, the next team can give one guess to indicate the word or vocabulary. If this team identifies the word or vocabulary, they get the point.

⁵⁰ Stacey N. Peterson, 'Using a Modified Version of Pictionary to Help Students Review Course Material', *Journal of Microbiology & Biology Education*, 18.3 (2017), 1.

- e. After the first team has done, other team gets the opportunities to play the game.

In addition, Harmer and Lely also explained the instruction for using Pictionary games, there are⁵¹:

- 1) The teacher divided students into teams.
- 2) The teacher establishes the game's rules.
- 3) The teacher prepares the word from the vocabulary list and writes into cards.
- 4) Each team set the member to illustrate the word from the teacher, and others member tried to guess it.
- 5) After the team is ready, the game start to play it.
- 6) A team member starts taking one of the cards, drawing and then telling the other members to guess.
- 7) Each team member should take one of the card words and to guess by other members.
- 8) The team with the high score answer is winner

b. The advantages and disadvantages of Pictionary Game

Every method and strategy have the advantages and disadvantages. The Pictionary game is no different. There are advantages and disadvantages to the Pictionary game that should be considered. There are:

⁵¹ Welliam Hamer and Ledy Nur Lely, 'Using Pictionary Game to Increase Learners' Vocabulary Mastery in English Language Instruction', *Journal of English Education Studies*, 2.1 (2019), 43–51.

- 1) The advantages
 - a) Many vocabulary words will appear
 - b) Students are engaged and active in the game
 - c) It made learning enjoyable
 - d) It produced a competitive and cooperative environment
 - e) Students are able to describe something that is related to a vocabulary word
- 2) The disadvantages
 - a) Only creative students can play this game
 - b) There will be a crowded classroom

From the explanation above, it can be known that the advantages so many from disadvantages. Pictionary game would make the students enjoy and easy to learn word or vocabulary. Therefore, the disadvantages of playing Pictionary in the classroom should concern the teacher.

c. Teaching Vocabulary by using Pictionary Game

Teaching vocabulary is not an effortless or spontaneous process. The teacher should find the technique that makes student motivated and interesting in learning vocabulary.

Pictionary game now days has been adapted into game which can be applied in the classroom. Pictionary game involves the students guessing words or phrases from drawings. While, before applying this game to teach vocabulary, the researcher should prepare the procedure

of this game in the classroom. There are several steps in teaching vocabulary by using Pictionary game:

- 1) Pre - activity: The teacher opened the meeting by giving a greeting to the students. After that, the teacher explained the theme or topic of the lesson and techniques for using the Pictionary game before the teacher started the activities.
- 2) During activity: In the next step, the teacher drew words related to the topic that had been taught before. Students should guess, arrange, classify into parts of speech, find the synonym or antonym, and interpret the words based on the picture. After that, the researcher divided students into several groups, and also the teacher gave a list of topic words for that day. At this stage, the students would focus on the vocabulary aspect that would be applied with Pictionary game.
- 3) Post activity: After finishing the lesson, the teacher given worksheet to know the students' ability in knowing vocabulary after using Pictionary game. In this step, the teacher took the assessment based on the materials had been taught before.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used Classroom Action Research as the research design related to enhancing students' vocabulary mastery by using Pictionary game in the teaching and learning process.

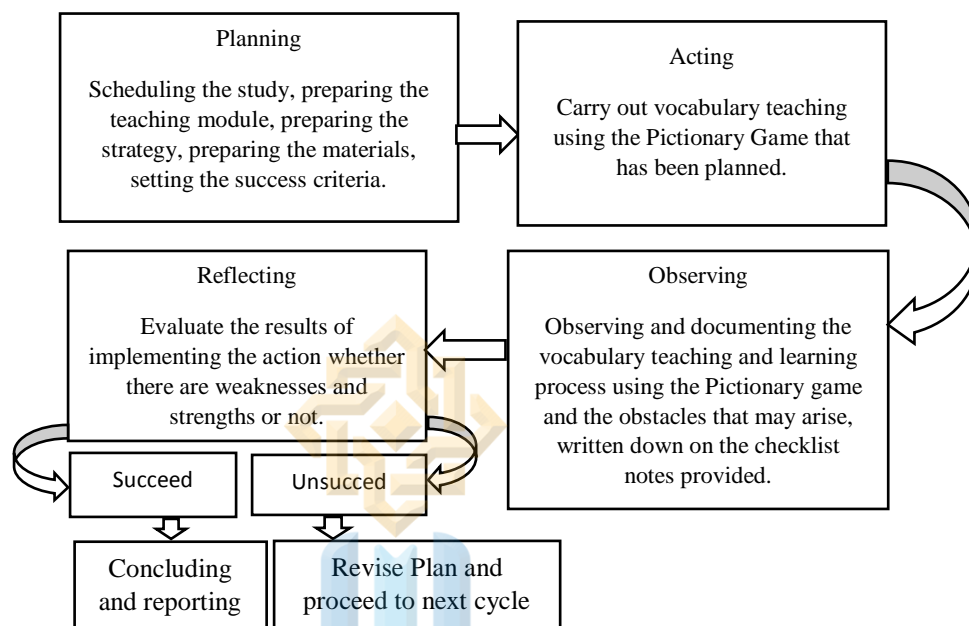
Classroom Action Research is a research design that easily conducted during teaching and learning process. It is carried out collaboratively between the researcher and the teacher. This aim is to find out how it can enhance students' vocabulary mastery after implementing this strategy in the learning process.

The research design used the model from Kemmis and Mc Taggart. According to Kemmis and Mc Taggart, Action Research was a form of collective self-reflection enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situation in which these practices were carried out.⁵²

There are four phases where each phase has its own involvement in research. Namely, planning, acting, observing, and reflecting.⁵³

⁵² Stephen Kemmis and McTaggart, *The Action Research Planner, Angewandte Chemie International Edition*, 6(11), 951–952., (2015), 12.

⁵³ McTaggart, 19.



Pictures 3.1 (the model of Action Research of Kemmis and Mc. Taggart)

1. Planning

In planning, researcher prepared the material that was thought in class based on CP. The planning would be reference in doing action. In this phase, the researcher made a series of planning as follows:

- a. The researcher discussed with the English teacher about the material or topic related to the CP.
- b. The researcher and the teacher decided a topic that would be focused on the research, the topic is “Greeting Card”.
- c. The researcher and the teacher prepared an appropriate the Pictionary game method that would be implemented on the research to enhance the students’ vocabulary mastery.

- d. The researcher and the English teacher discussed about the procedure to apply the Pictionary game on the teaching and learning process in the classroom.
- e. The researcher and the English teacher created the teaching module.
- f. Researcher and the English teacher created learning material about “Greeting Card”.
- g. Researcher and the English teacher made vocabulary test for the students as the post test.
- h. Researcher and the English teacher made a vocabulary assessment.
- i. Researcher created research instrument.

2. Acting

Acting is the implementation of actions in the classroom. These actions were carried out based on plans that had been made. The action that would be took is the implementation of the Pictionary game to enhance students’ vocabulary. The researcher began to implement teaching vocabulary using the Pictionary game. The researcher gives students the treatment on how to enhancing students’ vocabulary mastery by giving tasks, evaluate the mistake, and summarize the material. Without acting on the plan, the research objectives would never be successful.

3. Observing

Observing is used to observe and doing any documentations that happened during the implementation of the classroom action research. In this step, the teacher act as an observer and the researcher participates in

implementing the Pictionary game. Observer or teacher observe the student teaching and learning process carried out by researcher using the Pictionary game. The researcher and the collaborator observed the class situation include of: the students' vocabulary activities, the students' respond to the material in teaching and learning process when they were taught by using Pictionary game; the students' interaction, enthusiastic participation in discussion, doing exercise and other activities. The results of existing observations are used as consideration for next steps. Observation data as follows:

Table 3.2
Observation Checklist

No	Activity	Grade					Score
		1	2	3	4	5	
1.	Students' pay attention to the researcher as a teacher						
2.	Students understand the material told by the researcher						
3.	Students were understood how to implemented the Pictionary game which related to the material						
4.	Students were enthusiastic in finding vocabulary through Pictionary game						
5.	Students try to find difficult vocabulary						
Total							

Score	Description	Grade	Criteria
5 = Very Good	81% - 100%	A = 21 – 25	A = Complete
4 = Good	61% - 80%	B = 16 – 20	B = Complete
3 = Enough	41% - 60%	C = 11 – 15	C = Enough
2 = Bad	21% - 40%	D = 6 – 10	D = Not Complete
1 = Poor	0% - 20%	E = 1 - 5	E = Not Complete

4. Reflecting

Reflection is an action to explain what happened during the teaching and learning process in the classroom. At this stage, the researcher reflects on what happened in the classroom as a result of the action. The researcher evaluated test results, as well as observation made by collaborator during the teaching and learning process. The purpose of reflection is to find out the weaknesses and strengths of the actions that had been implemented which could be used as recommendation for next steps.

B. Research Setting

This research was conducted at SMPN 1 Kabat Banyuwangi. That located in Kedayunan Village, Kabat District, Banyuwangi City, East Java. The school has 18 classrooms, which consist of 6 classes for class VII, 6 classes for class VIII, and 6 classes for class XI.

The researcher chose this place because some reasons, such as: (a) The students faced some problems in vocabulary. (b) The English teacher had not yet applied Pictionary game as a technique to enhance students' vocabulary mastery. (c) The teacher agreed to conduct this research with the aim to enhance students' vocabulary mastery by using Pictionary game. The researcher implemented the teaching and learning activity using Pictionary game in 3 meetings including post-test in each cycle.

C. Research Subject

The subjects of this research are the eight-grade students of SMPN 1 Kabat Banyuwangi. The class is 8 E and consists of 28 students. The

researcher chose this class because some reasons, such as: (a) The students had low abilities in vocabulary, since they were unable to spell the word. (b) Their inability to recognize synonyms and antonyms. (c) Their difficulty remembering and understanding word meanings. (d) The students were not enthusiastic in learning English subject. (e) Almost students feel ashamed to say English and not confident in their expression.

D. Data Collection Technique

In this research, data are collected using two methods at once, namely qualitative and quantitative data. Qualitative data is collected based on the teaching situation and learning process. While quantitative data is collected based on student's scores after giving the pre-test and post-test. Therefore, to obtain data, the researcher would conduct interview, observation, document review and test.

1. Vocabulary Test

The test used in this research is multiple choice, especially about vocabulary. This test is given after implementing the action to determine changes in strategy use on students' vocabulary. The test model given is in the form of vocabulary, especially on the topic 'Greeting Card'. In this action, students are instructed to answer 20 questions about vocabulary included 5 questions of spelling, 5 questions of parts of speech in the form of essay, 2 questions of synonym, 3 for antonym and 5 questions of meaning in the form of multiple choice. After that, the researcher assessed

their vocabulary test according to the scoring rubric that had been set. The vocabulary rubric shown on table below:

Table 3.3
Scoring Rubric of Vocabulary

Aspect	Score	Criteria
I Spelling (5 questions essay and max score 25)	5	The vocabulary answers are correct according to spelling
	0	The vocabulary answers are incorrect because it does not match the spelling and the word order is wrong
	0	The vocabulary answers are incorrect because there are missing letters
	0	Did not answer
II P.O.S (5 questions essay and max score 25)	5	Vocabulary answers are correct in determining the correct parts of speech
	0	Answer Vocabulary incorrectly determines the correct parts of speech
	0	Did not answer
III Word Relationships (5 multiple choice questions and max score 25)	5	Vocabulary answers are correct in determining synonym or antonym
	0	Answer vocabulary incorrectly determines the correct synonym or antonym
	0	Did not answer
IV Meaning (5 questions multiple choice and max score 25)	5	The meaning of word is appropriate
	0	Answer vocabulary incorrectly determines the correct meaning
	0	Did not answer

For the example:

Name	Correct answer	CA X 5	Score
SRN	16	16 x 5	80

2. Observation

Observation sheet was in instrument used collect data trough field observation. It was conducted in preliminary study to collect the data about the students' vocabulary mastery. To get results of observations, the researcher collect data through recording the teaching and learning process.

3. Interview

In practice, the researcher conducted interview with English teacher and students to know the problems related to the students' vocabulary mastery. The data was collected by interviewing the English teacher and the students. In the preliminary research, the interview aimed to get data of the teachers' and students' opinion, information, also expectation about vocabulary skill in the English teaching and learning process.

4. Document Review

Document review is a way of collecting data by reviewing existing documents related to the teaching and learning process. The document review that used were teaching module, students' vocabulary score, the presence list of the students' class VIII E. The document review that used for making the research process run well.

E. Data Analysis Technique

In this research, the researcher categorized the data into two techniques, there are qualitative data and quantitative data. The qualitative data got from the observation during the teaching and learning process, interview and

document review. While, the quantitative data got from the students' vocabulary test that have done in each cycle.

In this case, the researcher used data analysis to analyze the data that had been obtained. To identify the improvement of students' vocabulary, the researcher used some steps to analyze the vocabulary ability and to know the result of students' vocabulary. In completing the numerical data, the researcher tried to get the average student vocabulary score before implementation and in each cycle to find out how well the Pictionary game strategy was used.

The researcher used certain formula to identify the mean of the student's score. The formula is⁵⁴

$$x: \frac{\sum x}{n}$$

Notes:

x : the average of student's score

Σ : the individual score

n : the number of students

Then, the researcher tried to get the class percentage which pass the target score or the criteria of mastery learning (KKM). The score that must be achieved considering the students vocabulary score is 78. The result of vocabulary test was analyzed by using the following formula to find out the percentage score:

⁵⁴ Ary Donald and others, 'Introduction to Research in Education', *New York: Nelson Education, Ltd*, 2010, 108..

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: the class percentage

F: the percentage score (the number of students who pass the KKM)

N: the number of the students

F. Data validity

In this research, the researcher used content validity. Data validity is the measure of the accuracy and reliability of information within a dataset or database. It involves verifying that the data conforms to predefined standards, rules, or constraints, ensuring the information is trustworthy and fit for its intended purpose. Burn stated that validity is an essential criterion for doing an evaluation about the quality and acceptability of a research.⁵⁵

G. Criteria of Success

Classroom Action Research is said to be successful if it exceeds predetermined criteria. The researcher and English teacher have determined that the criteria for success achieved by students in vocabulary skill is 78%. In other words, if the class percentage who pass the KKM (78) was 78% from 28 students. It means the criteria of action success are reached. Therefore, if the success criteria in this research have been achieved, then the implementation of the Pictionary game in this research would be stopped. But, if the number of percentages are did not reached then the researcher need to do the next cycle.

⁵⁵ Anne Burns, 'Collaborative Action Research for English Language Teachers More Information Collaborative Action Research for English Language Teachers (Cambridge University Press', October, 1999), 160.

2. Vision and Mission of SMPN 1 Kabat

a. Vision of SMPN 1 Kabat

“To become an Adiwiyata school that forms virtuous students who are proficient in technology, knowledge and religion, who enjoy the environment and sports”

b. Mission of SMPN 1 Kabat

- 1) Create a school that has the characteristics of the Adiwiyata school expected by the central and regional government,
- 2) Forming graduate students who have noble character as required and guided as human beings who believe and are devoted to God Almighty,
- 3) Forming graduate students who are proficient in 21st century technology as a means of surviving in the era of digitalization and globalization,
- 4) Forming graduate students who are proficient in various sciences as preparation for continuing further education,
- 5) Forming graduate students who are proficient in the field of religion according to their beliefs,
- 6) Forming graduate students who like the environment so that they are able to maintain and utilize the potential of the environment into something useful and valuable,
- 7) Forming graduate students who enjoy sports who realize that physical health is useful for social activities and worship,

- 8) Instilling the 6 dimensions of the Pancasila student profile in students, so that they get graduate students who have faith, are devoted to God Almighty, and have noble character; Independent; Critical Reasoning; Creative; Worked together; and Global diversity.

3. Extracurricular Program (Featured Activities)

- 1) Scout class
- 2) PMR class
- 3) TKJ class
- 4) Hadroh class
- 5) Gamelan Music class
- 6) Dance class
- 7) Karate class
- 8) Digital Graphic Design class
- 9) Volley Ball class
- 10) Football class
- 11) Futsal class
- 12) Basketball class
- 13) Reading and writing Al-Qur'an class



4. Facilities and Infrastructures

Table 4.2
Facilities and infrastructures

NO	FACILITIES	AMOUNT	CONDITION
1.	Principal's Office	1	GOOD
2.	Teacher's Room	1	GOOD
3.	Administration's Office	1	GOOD
4.	Library	1	GOOD
5.	Classroom	18	GOOD
6.	Musholla	1	GOOD
7.	School's Toilet	3	GOOD
8.	School Hall	1	GOOD
9.	Canteen	1	GOOD
10.	Computer Lab	1	GOOD
11.	Science Laboratory	1	GOOD
12.	Guidance and Counseling Room (BK)	1	GOOD
13.	Student's Council Room	1	GOOD
14.	UKS Room	1	GOOD
15.	Field	1	GOOD

B. Research Findings

This research was done on May, 27th 2024, at SMPN 1 Kabat Banyuwangi. This research was conducted in two cycle that consisted of 2 meetings and 1 post-test. The implementation of the cycle consisted of four main stages: planning, acting, observing, and reflecting. The research objective of this research is to find out how the implementation of Pictionary Game can enhance students' vocabulary mastery. In this chapter, the researcher presents the research instruments and implements the procedures of Classroom Action Research and Pictionary Game technique. The description of the research implementation can be seen as follows:

1. Preliminary research

Researcher carried out preliminary research before start the cycle. First, the researcher conducted interviews with English teacher and the students of VIII E of SMPN 1 Kabat. This interviews activity aimed to identify the students' problem during teaching and learning process.

The result of interviewing with the English teacher showed that the students vocabulary was still low due to several reasons. The English teacher explained the problems' faced by the students in the class during teaching and learning process. Students prefer to wait for the teacher to translate the vocabulary instead of leaning it themselves, they tend to forget the meaning of the word taught or practiced before, and they also unable to recognize synonyms and antonyms. It is mean that students are less focused because of the lack of vocabulary they have. Most of students' score in the preliminary study was below the criteria of success.

It can be seen in the table below:

Table 4. 3
Students' score in Pre-test

No	Name of students'	Correct answer	Calculation for total score	Final score
			CA X 5	
1.	AN	12	12 x 5	60
2.	ATO	12	12 x 5	60
3.	AEJ	13	13 x 5	65
4.	BRA	16	16 x 5	80*
5.	DAM	12	12 x 5	60
6.	DSI	16	16 x 5	80*
7.	EWS	12	12 x 5	60
8.	FAP	14	14 x 5	70
9.	F	16	16 x 5	80*
10.	HNW	16	16 x 5	80*

11.	ID	13	13 x 5	65
12.	KMF	16	16 x 5	80*
13.	MSP	14	14 x 5	70
14.	MDDS	16	16 x 5	80*
15.	MG	13	13 x 5	65
16.	MIP	11	11 x 5	55
17.	MNA	13	13 x 5	65
18.	NAK	13	13 x 5	65
19.	NSO	12	12 x 5	60
20.	NPASD	13	13 x 5	65
21.	RAA	16	16 x 5	80*
22.	RHP	10	10 x 5	50
23.	STL	16	16 x 5	80*
24.	SM	16	16 x 5	80*
25.	SDY	16	16 x 5	80*
26.	SW	12	12 x 5	60
27.	TASP	13	13 x 5	65
28.	WDS	12	12 x 5	60
	Total			1920

**The students who passed the KKM (Accomplished)*

The researcher calculated the data by using with the formula below:

a. Mean of the students' VIII E Class score: $x: \frac{\sum x}{n}$

$$: \frac{1920}{28}$$

$$: 68,5$$

The description for formula:

X : The average of student's scores

$\sum x$: The individual score

n : The number of students

b. Percentage of completeness of vocabulary: $P = \frac{F}{N} \times 100\%$

$$= \frac{10}{28} \times 100\%$$

$$= 35,7\%$$

From the result of preliminary study test, we can conclude that the students' vocabulary skill still low. It can be seen that there were only 10 or 35,7% from 28 students who passed the minimum criteria (KKM 78). It means that, there were 18 or 64,2% students' who not passed the minimum criteria. Hence, the researcher would conduct the current research to enhance students' ability in term of vocabulary.

2. Cycle One

The first meeting was conducted from 2nd May to 13th May 2024. It was conducted in three meetings, included two meetings for active teaching and learning process and one meeting of post-test. The steps were:

a. Planning

Planning is the first step in starting the cycle of classroom action research. This step was started after conducting the Preliminary

research with some supporting activities, such as interviewing the English Teacher, doing observation in the class, and doing a document review by paying attention to and analysing the students' English scores, especially in the aspect of Vocabulary. For the very first stage had done by the researcher was interviewing the English teacher to find out the students' problem related to the teaching and learning English lesson process. Meanwhile, the observation was done to observe and analyse the classroom's teaching and learning process situation especially on the Vocabulary aspect. On the case, a

preliminary test was conducted to ensure students' vocabulary scores with their abilities. Based on the preliminary research result, the main problem that faced by the students on learning English subject was Vocabulary ability.

After preliminary research done by the researcher, the researcher decided to do the research planning with some procedures. First. The researcher discussed with the English teacher about the material or topic related to the CP. Second, the researcher and English teacher decided to the topic that would be used in the research, it was "Greeting Card" topic. Third, the researcher offered and appropriate technique 'Pictionary Game' that can be implemented on the research to enhance students' vocabulary to the English teacher. Fourth, the researcher and the English teacher made the lesson plans. While making the lesson plan, both of the English teacher prepared the learning material of Greeting Card topic. After making the learning material, the researcher and the English teacher made the vocabulary test for the students as the post-test. Then, the researcher and English teacher prepared about the assessment sheet scoring rubric of the students' vocabulary test. Also, the researcher prepared about the instrument of observation.

b. Acting

The implementation of activities in the first cycle was conducted after the planning stage on Thursday, 2nd May 2024. In this research,

the researcher collaborated with the English teacher who acted as the observer who observed the class while teaching and learning process. In this stage, the researcher implemented all the plan that had planned before, especially carried out the learning activities based on teaching module. The observation sheet here made to enrich the data as a note dealing with the students' activities while the teaching and learning process.

1) The first meeting

The first meeting on this research was conducted on Thursday, May 2nd 2024 from 08.35-09.55 a.m. The time allocation at the first meeting was 80 minutes. Before starting the class, the researcher made a plan for the action or treatment determined to the select the material, and the media into a teaching module.

During teaching vocabulary in the VIII E class, the researcher collaborated with the English teacher as a collaborator of this research. In the first meeting, the researcher taught the students while the English teacher helped the researcher to observe the class to know the result of students' activities and situation during teaching and learning process.

The researcher continued the activities with greeting, praying, and checking student's attendance. The researcher informed the purpose of the research and explained the lesson plan to the students. Next, the researcher explained about Pictionary

game, the function and the purpose of researcher using the Pictionary game as a technique in teaching and learning English. After that, the researcher explained material about greeting card, the definition, function, structure, language features and various kinds of greeting card with examples. In the next steps the researcher continued explained parts of speech which focused at noun, adjective, and verb.

Next, the researcher asked the students orally questions related to the material that they had studied. After that, the researcher gave students the opportunity to actively answer some of these questions. The questions such as: “Can you mention some words that often written on graduation card students?” the answers are various, such as: *Success, Dream, and future.*

Then they were given different words related to graduation card. The researcher wrote one jumble word (R-E-M-A-D = dream) and asked the students how to arrange the jumble word into the correct word. In this phase, some students tried arrange word correctly in a short time, and other students need a long time to arrange them correctly. Next, the researcher asked again “how to draw this word into a picture?”. At this stage, some students said “drawing a person with dreaming”. Then, the researcher drew the picture of dream on whiteboard, and asked the students to classify the words into noun, adjective or verb; find the synonym or

gave the meaning, synonym or antonym of it, pronounce it with correct pronunciation and also classify the word into its parts of speech (noun, adjective and verb)

Before the teaching and learning activities closed, the researcher concluded and reviewed the material that has been learned. The researcher also conveyed several activities that would be carried out at the next meeting. Teaching and learning activities at the first meeting were closed with prayer.

2) The second meeting

The second meeting was conducted on Monday, May 6th 2024 from 07.55–09.15 a.m. The learning activities on that day took 80 minutes, as the same as the first meeting. At the second meeting, the researcher opened the class by greeting, praying and checking student attendance. After the researcher opened the class, the researcher reviewed the material that had been studied. Second, the researcher gave them an example of another greeting card, namely 'Birthday card'. Then, the researcher asked "Can you mention the words that are often written on birthday cards?". They gave various answers, such as: *health, happiness, and joy*. Here, all students were invited to classify into parts of speech, find the meaning, the synonym or antonym, and spell the words that they had mentioned before.

In the second meeting, the researcher would apply the Pictionary game and asked students to form groups of five to six people by counting. The total group in the class were 5 groups. Before the game begin, the researcher explained the rules of Pictionary game and the topic that would be used. The topic is about 'birthday card'. The time limit for drawing and guessing the word based on the picture is 30 seconds each. Each group have to always pay attention to the artist at the front. If the group failed, their points would wear off. The winner was the group that correctly guessed the words in the shortest amount of time.

In this activity, the researcher gave one word to each group, so there were five words for five groups namely balloons, candles, gift, cake and hat party. The first group had the word balloons, the second had gift, the third had hat party, while the fourth and fifth had candles and cake. The researcher also reminded students to pay attention to the words they got when they were going to draw them, because the words could be plural or singular.

The game start from the first group. The artist from the first group started drew word without hesitant. The artist drew three balloons which showed that the object was more than one. Here, team one success in guessing the word that had been drawn correctly according to the spelling and the specified time. Next, the researcher asked about parts of speech. "okay, good job students,

He erased and drew many times so that he used more than 30 seconds. The artist wanted to draw clearly to make sure his team guessed correctly. Because the artist from group three drew not according to the time rules that had been set, group three did not get a point. However, the researcher gave the correct picture, then spelt it, found the meaning, synonym, and classify the word 'hat' into parts of speech.

The fourth group got the word candles. Candles here are plural or more than one. However, the artist here drew only one candle, so the team only said "candle" without 's'. Here, the researcher gave correct answer, and invited students to found the meaning, and classify it into parts of speech. The fourth group got one point because they can guess the word based the picture.

The last was group five. The artist started drew the word quickly and clearly. The artist drew four layers of cake with candles and team five succeed in guessing word based on the picture. So, the group five got a point. Here, the researcher also asked about the spelling of word, meaning and parts of speech of the word that had been guessed based on the picture.

The winner in this meeting is the first group that correctly guessed the word in the shortest amount of time. They succeed in guessing the picture in 23 seconds. When this game was going on, the class became a bit noisy because of the students' enthusiasm.

Students, look more enthusiastic when tried to find the correct words based on the picture. However, there were two students felt confused when drew a word and also there are some students did not understand the material. It can be seen at the group four, they got 'candles' but the artist only drew a 'candle'. After the game was implemented, the researcher gave them worksheet to find out their vocabulary mastery. In the worksheet the students had to arrange the word and classify it into their Parts of Speech. They had 5 numbers of it (see appendix 10).

Before the teaching and learning activities closed, the researcher made conclusion about the material to make students more understand. The researcher also provided information that the next meeting would be carried out the following week, because Thursday was a red date. Teaching and learning activities at the second meeting were closed with prayer.

3) The third meeting

The third meeting was conducted on Monday, 13th May 2024 at 07.55-09.15 a.m. The researcher continued the activities with greeting, praying, and checking the attendance. After opened the class, the researcher started shared the test paper to the students.

The researcher asked students to do the test. The form of the test was essay about spelling and parts of speech which

consisted of 10 items, and 10 multiple choices about synonym and meaning with the theme graduation and birthday card. The researcher asked the students to choose the best answer. The students answered all of the test and submitted. The result of the test was low. Some of students still got low score. There were only 57,1% of the students who got the score of minimum criteria. The score was shown in the table below:

Table 4.6
Post-test cycle one

No	Name of Students'	Correct Answer	Calculation for total score	Final score
			CA X 5	
1.	AN	16	16 x 5	80*
2.	ATO	15	15 x 5	75
3.	AEJ	16	16 x 5	80*
4.	BRA	17	17 x 5	85*
5.	DAM	14	14 x 5	70
6.	DSI	16	16 x 5	80*
7.	EWS	14	14 x 5	70
8.	FAP	16	16 x 5	80*
9.	F	18	18 x 5	90*
10.	HNW	17	17 x 5	85*
11.	ID	15	15 x 5	75
12.	KMF	17	17 x 5	85*
13.	MSP	16	16 x 5	80*
14.	MDDS	18	18 x 5	90*
15.	MG	15	15 x 5	75
16.	MIP	13	13 x 5	65
17.	MNA	14	14 x 5	70
18.	NAK	15	15 x 5	75
19.	NSO	14	14 x 5	70
20.	NPASD	16	16 x 5	80*
21.	RAA	16	16 x 5	80*
22.	RHP	14	14 x 5	70
23.	STL	16	16 x 5	80*
24.	SM	17	17 x 5	85*
25.	SDY	16	16 x 5	80*

26.	SW	14	14 x 5	70
27.	TASP	16	16 x 5	80*
28.	WDS	14	14 x 5	70
	Total			2175

*The students who pass the KKM (Accomplished)

- 1) Mean of the students VIII E Class score in cycle 1:

$$\begin{aligned} \bar{x} &= \frac{\sum x}{n} \\ &= \frac{2175}{28} = 77,6 \end{aligned}$$

- 2) Percentage of completeness of vocabulary in cycle 1:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ P &= \frac{16}{28} \times 100\% = 57,1\% \end{aligned}$$

The students' progress was done after calculating the students' score in the Post-test 1. The percentage of students who got ≥ 78 in the Post-test I it was 57,1% and the students' mean score was 77,6.

This mean that there were only 16 students of 28 students who got ≥ 78 . It means that the criteria of success had not been reached yet.

Therefore, the second cycle was needed to be conducted.

- c. Observing

In this phase, the English teacher was role as the observer who observed the teaching and learning process during the research. The teacher observed about the class situation, students' involvement in the teaching and learning process and the students' activity while the teaching and learning. The researcher checked the observation checklist from the English teacher after giving pots-test to the

students. The observation indicator showed in the following table below:

Table 4.7
Observation checklist meeting one cycle 1 (2/5/2024)

No	Observation List	Score				
		1	2	3	4	5
1.	Students' pay attention to the researcher as a teacher		√			
2.	Students understand the material told by the researcher		√			
3.	Students were understood how to implemented the Pictionary game which related to the material			√		
4.	Students were enthusiastic in finding vocabulary through Pictionary game			√		
5.	Students try to find difficult vocabulary		√			
Total score		12				
Grade		C				
Criterion		Enough				

On the first meeting that was conducted on 2nd of May 2024, the observation checklist above showed the result of the students' behaviour during the learning process. From the result it could be known that the students' attention, students' understanding about the material and students' activeness in finding difficult vocabulary was low. On the first day of the meeting, the researcher explained the material, taught vocabulary and also explained about Pictionary game. The English teacher observed that only a few students that understand to the teacher explanation and other students still confused with the material.

When the researcher asked the students about the meaning of some words related to graduation card such as "can you mention some words that often written on graduation card students?" and there were

three students answered: “success, dream, and future”. Some students made noise since they did not understand what should they talk. They asked their friends and also the researcher to find out the answer. After the researcher gave clue with the jumble words ‘R – E – M – A – D’ and ‘S – L – M – E – I’ more students succeed mentioning the correct ones, although they needed more time. Words were ‘dream and smile’. The students were more enthusiastic when the researcher drew the word dream and smile into a picture. Sometimes they laughed and felt happy to find out that the words can be drawn into pictures. They asked to the researcher whether they could practice it, but they felt confused how to draw the word into a picture.

Table 4.8
Observation checklist meeting two cycle 1 (6/5/2024)

No	Observation List	Score				
		1	2	3	4	5
1.	Students' pay attention to the researcher as a teacher			√		
2.	Students understand the material told by the researcher			√		
3.	Students were understood how to implemented the Pictionary game which related to the material			√		
4.	Students were enthusiastic in finding vocabulary through Pictionary game			√		
5.	Students try to find difficult vocabulary			√		
	Total score	15				
	Grade	C				
	Criterion	Enough				

On the second meeting that was conducted on 6th of May 2024.

The observation checklist showed a change for the better progress

from the first to the second meeting in the learning process for students that occurred in the classroom. The students seemed enthusiastic and interested for the learning activities in the second meeting. In here, they started to practice Pictionary games in groups. They were affected when they had to guess the words: balloons, gift, hat party, candles, and cake from the picture made by their friend. All students were active in participating in this activity. The students in each group tried hard to guess the correct word, guess the meaning, the synonym and tried to classify the parts of speech. Then, they also screamed loudly to pronounce the word. Although it was still seen that only a few students did not pay attention as well as the others since they did not understand the word was drawn by their friend. So, they still remained to be silent.

In this meeting, the researcher and the teacher found that the students felt difficult when they had to draw the picture. The researcher found that group three could not draw the word 'hat party', they needed more time to draw the word. The artist sometimes said "how to draw it? I cannot draw it". That made the group failed.

d. Reflecting

The last phase in this cycle was reflection. Reflection was conducted to know whether the result of the first cycle after implementing the Pictionary game to enhance the students' vocabulary mastery in "Greeting card" topic. In this phase, the

researcher and the English teacher discussed about the strengths and the weakness of the strategy that had been implemented. The data could be seen from the result of the test and the observation sheet.

In the first cycle, the researcher and English teacher discovered the difficulties experienced by the students. They had little difficulty when drawing a word. They also had difficulty in guessing the correct word according to the picture that had been presented. This happened because of the lack of vocabulary that they memorize and also some students who were not good at drawing. In terms of spelling, students still needed quite a long time to be able to determine the correct spelling of words. Meanwhile, during teaching and learning process using the Pictionary game, the teacher found that some students seemed hesitant to answer what was on their minds.

Related to game procedures that were difficult for students, making students feel a little afraid and nervous about answering questions in the Pictionary game. Then researcher and English teacher recreated appropriate procedures for students in the teaching and learning process using the Pictionary game at the next cycle. In carrying out the following teaching and learning activities, the English teacher as a collaborator gave suggestions to the researcher to change the procedure of the Pictionary game. For this reason, the teacher suggested that two students in each group draw the picture. This additional person would act as helper so that student who was drawing

did not feel stress or pressured with the time allotted. The teacher also suggested to the researcher that when students finished drawing the words they got, the students wrote a clue under the picture with the initial word to make it easier for students to think quickly and accurately.

Apart from that, the researcher and English teacher were re-creating teaching module to increase activities that can enhance students' vocabulary mastery, such as emphasizing students on aspect of spelling, synonym and antonym that students still found difficult.

Reflection was carried out after discussing with collaborator, observing students, and also calculating students' vocabulary test scores in the first cycle. Based on the results of the percentage calculation, the students who got a score of ≥ 78 were 16 or 57,1% of the total 28 students. The percentage of students who passed the criteria minimum (KKM) have not been reached yet since the criteria of successful was 78%. So, the researcher decided conduct the second cycle.

3. Cycle two

The second cycle was conducted on May 16th to 27th May 2024. The second cycle was conducted in three meetings. The three meetings were included two meetings of active teaching and learning process and one Post-Test. The steps of cycle two were described as follows:

a. Planning

The planning phase of the second cycle was implemented into a teaching module. In this case, the researcher modified the previous teaching module based on the result of the reflecting phase in the first cycle. The teaching module used was still about teaching and learning vocabulary with Pictionary game and Greeting card (sympathy and wedding card) as the topic of the learning activities to enhance the students' vocabulary mastery. There were not significant differences with the previous teaching module.

Based on the reflection was done, what made it different in designing teaching module in this cycle from the previous cycle were; the researcher selected the suitable word for the students when they carried out teaching and learning activities using Pictionary game, especially when they drew and guessed the words. The researcher added more time to draw and guess the word and also added initial clue to the beginning of the vocabulary to be guessed.

The researcher strived to create an enjoyable class. In the previous cycle, the researcher rarely used ice breaking to motivate the students in learning English lesson, because in the researchers' perspective, the students were not young learners and they would be passive in following the ice breaking. In fact, this small things like ice breaking was necessary. So that, the learning activity was not bored.

However, there were several modifications in the second cycle, namely that the researcher needed to focus on presenting the material in more detail, especially in synonym; antonym, and teach how to spell the correct words. Choosing appropriate words, and making the class fun. The researcher also added time when playing Pictionary. The previous time was 30 seconds, this time the researcher would try one minute to draw and guess the word. Beside that the researcher also prepared the teaching module related to the reflecting of the first cycle, observation sheet, and also prepared worksheet and questions for the post-test two.

b. Acting

The action of the second cycle was on May 16th to 27th May 2024 that were consisting of three meetings. In this research, the researcher collaborated with the English teacher who acted as the observer who observed the class while the teaching and learning process. In this stage, the researcher implemented all the new plans that have modified before based on the result reflecting phase. The observation sheet here made to enrich the data as a note dealing with the students' activities while the teaching and learning process.

1) The first meeting

The first meeting was conducted on Thursday, May 16th, 2024 from 08.35-09.55 a.m. The learning activities on that day took 80 minutes, as the same as the previous meeting.

In the opening session, the teacher opened the lesson by greeting the students, leading the students to pray, then the teacher also pays attention to the students who were present that day. To help students become more comfortable and enthusiastic about learning, the researcher also gave them ice breaking activities. After the ice breaking has been applied, students look very cheerful and energetic, they are happy and ready to learn.

In this meeting, the researcher explained the previous material again and more focused on the synonym, antonym and spelling. Second, the researcher gave them others example of greeting card, namely "sympathy card". The researcher asked "Can you mention words related to the sympathy card?". There are various answers, such as: Farjana said 'loss', Hananta said 'cry', and Sella said 'sad'. Here all students were invited to classify into parts of speech, find synonym or antonym, and spell the words that they had mentioned before.

Next activity was learning and teaching vocabulary using the Pictionary game. Because there were several modifications, the researcher explained again how to play the latest version of the Pictionary game. Each group is was asked to determine two students who would be the artist and helper. After the explanation of the procedure, the Pictionary game was begun. The theme in this meeting was related to sympathy card.

The first group had the word 'broken heart', the second had 'memories', the third had 'tears', while the fourth and fifth had 'pray' and 'time'. Different with the previous meeting, students had to draw and guess the word in a maximum of 30 seconds. Meanwhile, after modification and discussion with the English teacher, at this meeting the students were given a maximum of one minute to draw and guess a word. In this phase, the artist and helper would collaborate together to achieve the target. The researcher continued to caution group members to be prepared at all times when their representatives begin drawing words. Guessers received an additional clue that had been planned.

Artist and helper from the first group came forward and began to draw the word. They discussed for a while to draw a word clearly. They were able to draw a 'broken heart' clearly in less than one minute. With a clue, the guessers were more helped and quickly answered the correct word based on the picture. Even though the clue was been added, the researcher always checked the students' understanding vocabulary by asked the team how to spell the word correctly, the meaning, the synonym, antonym and classify into parts of speech. The first group succeed in guessing the correct word. So, they got a point.

correct word, invited them to spell it, find the meaning, and also classify it into parts of speech.

Next was the fourth group. They draw the word 'pray'. The artist and the helper started discussing how to draw the word clearly. They looked confused but keep trying, and finally they drew two hands and add a clue below the picture. Then the members started guess the word based on the picture. In this phase, the members succeed in guessing the word and asked the group how to spell it, pronounce it, find the meaning, and classify the word. They got a point.

The last group drew the word 'time'. The artist and helper quickly drew a clock and added a clue below the picture. The group members also quickly guessed the word that had been drawn. They succeed in guessing the correct word. Then as usual, the researcher asked the group how to spell, pronounce it, find the meaning, synonym and classify the word into parts of speech. They got the point.

In this meeting, the fifth group was the winner. They succeed in guessing the picture in 38 seconds. After the game was implemented, the students were given worksheet and then collected them to the researcher (see appendix 10). At the end of the meeting, the researcher concluded and reviewed the material that has been studied and also conveyed several activities that would be

carried out at the next meeting. The class was ended by praying together.

2) The second meeting

The second meeting was conducted on Monday, May 20th 2024 from 07.55-09.15 a.m. The learning activities took 80 minutes as the same as the previous meetings. The researcher opened the learning activities by praying, greeting students and also checking the attendance of the students who presented at that time.

The learning warm-up activity was carried out by doing ice breaking accompanied by a few questions and answers related to the vocabulary that had been studied previously using the Pictionary game. “Do you still remember the vocabulary that was learned in the previous meeting?”, “Can you mentions and classify it?”. Based all the activities above, the researcher observed several students already understood how to classify the word and spell word correctly.

The main activity in the second meeting was not so different from the first meeting. The theme at this meeting was related to wedding card. The researcher asked the students to gather with their groups. After that the researcher showed words list about wedding card to every groups. At this stage, the first group had the word ‘couple’, the second had ‘ring’, the third had

'baby', while the fourth and the five groups had 'flower' and 'family'.

The first group succeed in drawing and guessed the word based on the picture. The artist and helper draw two people with heart and added a clue 'C-----'. They also can spell it, find the meaning, synonym and classify into parts of speech.

The second group also succeed in drawing and guessed a 'ring' with the specific time. Here, they spelt it correctly, find the meaning, and classify into parts of speech.

The third group had the word 'baby'. The artist and helper discussed how to draw a 'baby'. They drew the baby with diaper then added a clue below the picture. The members of third group automatically said "baby!". Then the researcher asked about how to spelt it, find the meaning, synonym, and classify the word into parts of speech.

The fourth group also drew and guess the word 'flower'. Before the artist and the helper added a clue, the members had already guessed exactly, they said loudly "flower!". The fourth group spelt the word, find the meaning, and classify into parts of speech.

The last group had the word 'family'. The artist and helper drew four persons: father, mother, and two children. Then they added a clue below the picture. The members succeed in guessing

the word based on the picture. They also spelt it, find the meaning, and classify the word into parts of speech.

The learning activity at this meeting ran well as the researcher expected. The winner at this meeting is the second group that had guessed in 36 seconds. Before the second meeting closed, the researcher gave them worksheet (see appendix 10). Today's activity was closed with greeting and praying.

3) The third meeting

The third meeting was Post-test. This Post-test was held on Monday, May 27th 2024, 07.55-09.15 a.m. In this meeting, the researcher opened the class with greeting, praying, and checking the attendance. After opened the class, the researcher shared the test paper to the students. The researcher also explained the role and timing of the test. The test was consisted of 20 questions included 10 questions of spelling and parts of speech in the form of essay, 10 questions of synonym, antonym and meaning in the form of multiple choice. The result of the post test of the second cycle was showed in the table as follows:

Table 4.10
Post-test second cycle

No	Students' Code	Correct answer	Calculation for total score CA X 5	Final score
1	AN	18	18 x 5	90
2.	ATO	16	16 x 5	80
3.	AEJ	17	17 x 5	85
4.	BRA	18	18 x 5	90

5.	DAM	15	15 x 5	75*
6.	DSI	18	18 x 5	90
7.	EWS	16	16 x 5	80
8.	FAP	17	17 x 5	85
9.	F	19	19 x 5	95
10.	HNW	18	18 x 5	90
11.	ID	17	17 x 5	85
12.	KMF	19	19 x 5	95
13.	MSP	18	18 x 5	90
14.	MDDS	19	19 x 5	95
15.	MG	16	16 x 5	80
16.	MIP	15	15 x 5	75*
17.	MNA	16	16 x 5	80
18.	NAK	17	17 x 5	85
19.	NSO	15	15 x 5	75*
20.	NPASD	17	17 x 5	85
21.	RAA	18	18 x 5	90
22.	RHP	15	15 x 5	75*
23.	STL	17	17 x 5	85
24.	SM	18	18 x 5	90
25.	SDY	17	17 x 5	85
26.	SW	16	16 x 5	80
27.	TASP	17	17 x 5	85
28.	WDS	15	15 x 5	75*
	Total			2365

*The students who not pass the KKM (Unaccomplished)

a. Mean of the students VIII E Class in cycle 2:

$$\bar{x} = \frac{\sum x}{n}$$

$$= \frac{2365}{28} = 84,4$$

b. Percentage of completeness of vocabulary in cycle 2:

$$P = \frac{F}{N} \times 100\%$$

$$P: \frac{23}{28} \times 100\% = 82,1\%$$

On the last meetings of cycle two, the researcher held post-test

II regarding to the students' vocabulary. The students' achievement

about vocabulary aspect was increased. Based on the result of the post-test II, the mean score of class in vocabulary gained 84,4. The percentage of the students who reach the score ≥ 78 was 82,1%. It means that, there were 23 students who passed the passing criterion. From the explanation above, the researcher concluded that the cycle two was successful, because it could achieve the criteria of success of the research. Therefore, the cycle was stopped and did not continue to the next cycle.

c. Observing

The observation checklist of the students' behaviour during the teaching and learning process using Pictionary game as the learning strategies in the second cycle could be seen in the following table as follows:

Table 4.11
Observation checklist meeting 1 cycle 2 (16/5/2024)

No	Observation List	Score				
		1	2	3	4	5
1.	Students pay attention to the researcher			√		
2.	Students understand the material told by the researcher				√	
3.	Students were understood how to implemented the Pictionary game which related to the material					√
4.	Students were enthusiastic in finding vocabulary through Pictionary game				√	
5.	Students try to find difficult vocabulary				√	
	Total score	20				
	Grade	B				
	Criterion	Complete				

On the first meeting that was conducted on 16th of May, 2024. The researcher controlled the students to join with their groups and played the game. In here, the students gave good impression and better change from the previous meetings. The artist and helper from each group can draw the word given by the researcher. Almost all group succeed answered the word that had been drawn by their friend. They also answered question well, especially in how to spell the word and find the synonym or antonym.

In this meeting, the researcher and the English teacher found that, when playing the game, the students looked very challenged and enthusiastic to guess the word. It was much then previous cycle. Although, there was one group that still could not guessed the word well.

Table 4.12
Observation checklist meeting 2 cycle 2 (20/5/2024)

No	Observation List	Score				
		1	2	3	4	5
1.	Students pay attention to the researcher				√	
2.	Students understand the material told by the researcher				√	
3.	Students were understood how to implemented the Pictionary game which related to the material					√
4.	Students were enthusiastic in finding vocabulary through Pictionary game					√
5.	Students try to find difficult vocabulary				√	
	Total score	22				
	Grade	A				
	Criterion	Complete				

The second observation was done on Thursday, 20th May 2024, when the second meeting was conducted. In this observation, the students looked very energetic, happy, and enthusiastic in learning vocabulary with Pictionary game. All students from each group member succeed in guessing the word based on the picture, and each of them worked together as a good teamwork. In the second cycle, generally the class condition in the learning process was better than the previous cycle. It could be seen from the result of the observation sheet that have been mentioned above.

From the observations the researcher and also English teacher found that the student spelt the word better than before, since the researcher gave them more examples before the game and also guided them when they played the Pictionary game. Same with the problem of synonym and antonym, the researcher gave some examples of synonym and also antonym before the game and gave the clue with mime and body language when the students played the game. Those activity seemed to be successful in helping the students to overcome their problem especially in synonym, antonym and spelling. The addition of partner as the helper also helped each group to shorten the time in guessing the word.

d. Reflecting

The last phase in this cycle was reflection. Based on the observation sheet that was observed directly by the English teacher as

the collaborator, there were many improvements and changes in the activities and leaning processes of the students. It was seen from the progress of the first, second and third meetings in the first cycle and the second cycle every week.

After implementing the research using the Pictionary game as the technique of the teaching and learning process, the students experienced many changes for the better in the vocabulary aspect. As explained in the preliminary study, the English teacher revealed according to the fact that the students were very weak in the vocabulary aspect, because most of them did not master vocabulary included spelling, parts of speech, synonym antonym, and meaning. However, the students experienced a lot of improvement in vocabulary aspect. There were many new vocabularies that they got after implementing Pictionary game strategy in every learning process. They also knew the meaning, the synonym and antonym, the parts of speech of the word, and could spell it correctly.

The table of scores from preliminary study, post-test cycle 1, and post-test cycle 2 would be discussed in the following table:

Table 4.13
The percentage of the students' vocabulary mastery

Meeting	Students' who got score higher than 78	Mean score	Percentage
Pre-test	10	68,5	35,7%
Cycle 1	16	77,6	57,1%
Cycle 2	23	84,4	82,1%

From the table 4.13 above, it can be seen that the mean score of cycle 1 was 77 and cycle 2 was 84. It means that the score of cycle 2 was an improvement from cycle 1. The percentage of students who got score above in cycle 1 was 57,1% and cycle 2 was 82,1%. It indicated the students who mastering vocabulary increased up to 25%. There were many students passed the KKM 78. In conclusion, the implementation of Pictionary game was appropriate to enhance students' vocabulary mastery since there were some activity which helped them to create good atmosphere, enthusiasm, and think critically. In implementing the Pictionary game, the students figured a lot of new vocabularies, meaning, synonym or antonym, and how to spell.

Since the criteria success was reached, the researcher and the English teacher as the collaborator decided to stopped the Classroom Action Research (CAR). The researcher did not need revise plan or move to the next cycle.

C. Discussion

This section presented the discussion of the research finding of improving vocabulary by using Pictionary game which related to the theories. After the implementation of Pictionary game, the students got better scores in the test. The students mean score of Pre-test was 68,5 and the students mean score of Post-test was 84,4. It means, the students had higher vocabulary achievement after having treatment using Pictionary game. This is in line with

Aminah and Mayasari, that state Pictionary game was effective to be used in teaching vocabulary and can improve the students' vocabulary achievement.⁵⁶

By using Pictionary game, the students can communicate effectively and also remember new vocabulary easily. They spelt the word correctly, pronounced it well, and knew the meaning of the words. They also succeed in figure the synonym and the antonym out then classify the word into parts of speech. The same statement comes from Harahap and Hidayani, who stated that students participate actively in learning activities by using Pictionary game.⁵⁷

Form the findings we can see that most of the students felt happy in doing the learning process, energetic in following the game, and enthusiasm in answering the questions. This is in line with Rusyda et al, in the research stated playing the Pictionary game can be a fun activity. Not only boost students' motivation to memorize and understand the meaning of vocabulary, but also helps them become problem solvers, active, independent learners, and help them to be creative thinking learners.⁵⁸

Based on the result of students' vocabulary after implementing the Pictionary game as the learning technique in the second cycle, the students' vocabulary mastery improved. This was proven by the improvement of the students' vocabulary test scores on students' mean score and that mean score

⁵⁶ Siti Aminah and Wan Julia Mayasari, 'The Effect of Using Pictionary Game To Increase the Students' Vocabulary Mastery of the Seventh Grade At Smpn 4 Bantan', *Inovish Journal*, 7.1 (2022), 54.

⁵⁷ Sartika Dewi Harahap, 'Flash (Fun Learning English) With Pictionary for Vocabulary Enahning on Rural Students', *Journal of English Education and Linguistics*, 2.2 (2021), 58

⁵⁸ Shirtha El Rusyda and Ujag Supnarman, 'Taching Vocabulary Through Pictionary Game to First Grade Students of SMP AL-Kautsar', *UNILA Journal of English Teaching*, 3.7 (2014), 11.

reached 84,4 with a percentage was 82,1% or 23 students who passed the minimum score. This result supported by Dwi, that said the use of Pictionary game can improve the students' vocabulary mastery.⁵⁹

Overall the findings indicated that the Pictionary game was appropriate to enhance the students' vocabulary mastery in the aspect of spelling, words relationship (synonym, antonym), parts of speech and meaning. From those explanation above, it could be considered that most of the Eight-grade (VIII E) of SMPN 1 Kabat had improved their vocabulary mastery after the implementation of Pictionary game as the learning technique in the aspect of spelling, word relationship (synonym, antonym), parts of speech, and meaning. The researcher revealed that the Pictionary game made significant improvement on the learning activities. It made students were more happy, energetic, enthusiastic and active in teaching and learning vocabulary.



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⁵⁹ Lidya Efiza Dwi and Lidya Efiza Dwi STIBA Persada Bunda Pekanbaru, *Improving Students' Vocabulary Mastery Through Pictionary Board Game at Grade IV B of Elementary School 36 Pekanbaru*, *Al-Ishlah: Jurnal Pendidikan*, (2017), 11.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As a result of research obtained, Classroom Action Research had been conducted in two cycle that consisting of 2 meetings and 1 meeting for the post test in every cycle. The researcher concluded that implementing the Pictionary game enhances the students' vocabulary mastery, it is supported by the results of the pre-test and post-test result, as well as student participation observation sheet assisted by the English teacher in learning in the classroom. There was improvement from the post-test in cycle 1 to cycle 2. The mean score of the post-test in cycle 1 is 77,6 and the mean score of the post-test in cycle 2 is 84,4. It can be said that Pictionary game enhanced the students' vocabulary mastery, including four aspects namely spelling, meaning relationships (synonym, antonym), parts of speech, and meaning. Moreover, the Pictionary game increased students' participation. It was considered interesting and fun to attract the students' attention in eighth-grade of SMPN 1 Kabat Banyuwangi.

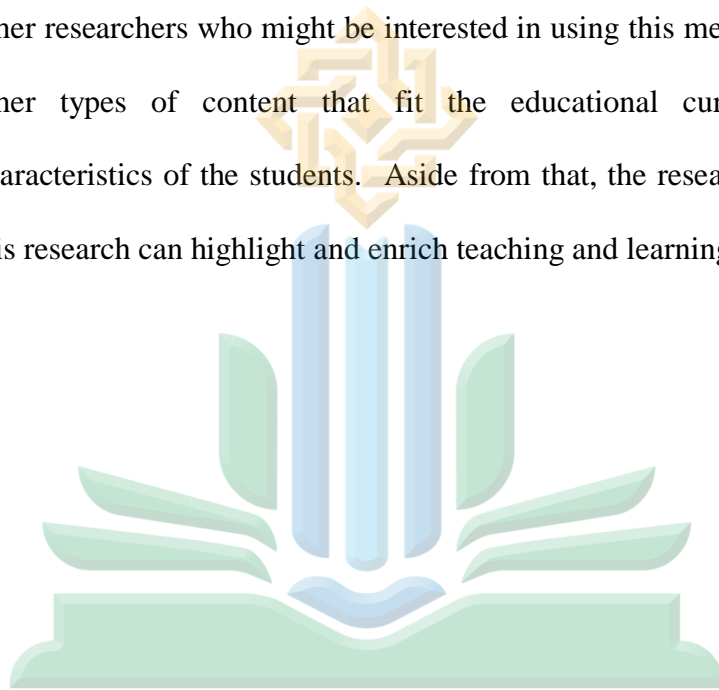
B. Suggestion

Following the completion of the study, the researcher made the following notes recommendations that could be beneficial for teacher and future researcher:

1. The researcher hopes the English teacher to implement the Pictionary game as the alternative technique in teaching vocabulary. It makes the

students more interested and enthusiastic in learning vocabulary, and can make the class atmosphere more enjoyable. This can enhance the students' vocabulary mastery.

2. The researcher hopes that this research to serve as a helpful resource for other researchers. In addition, the researcher makes recommendations to other researchers who might be interested in using this method to examine other types of content that fit the educational curricula and the characteristics of the students. Aside from that, the researcher hopes that this research can highlight and enrich teaching and learning strategies.



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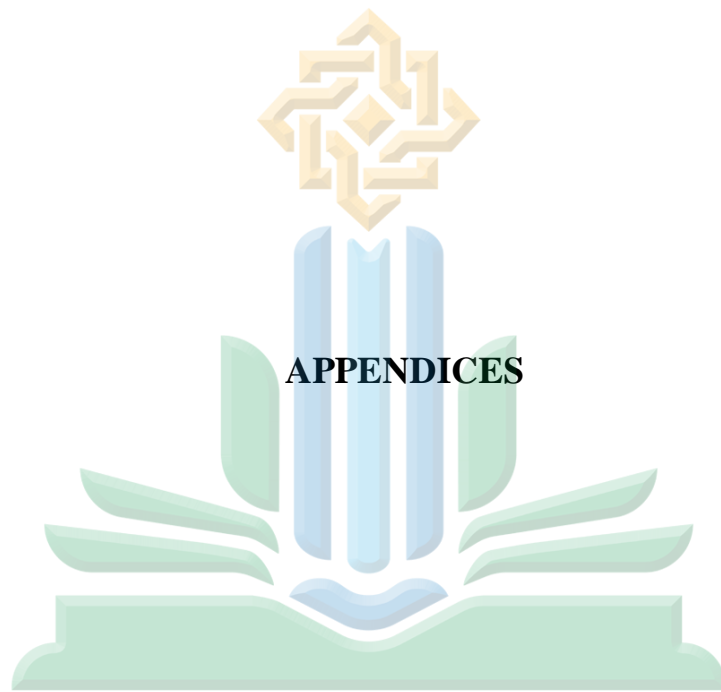
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APPENDICES

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Appendix 1

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Surani Khaira Ummah

NIM : 201101060024

Program : English Education Department

Faculty : Tarbiyah and Teaching Training

University : State Islamic University of Kiai Haji Achmad Shiddiq Jember

State the undergraduate thesis entitled "*Enhancing the Vocabulary Mastery of Eight Grade Students by Using Pictionary Game at SMPN 1 Kabat Banyuwangi in the Academic Year 2024/2025*" is truly my original work from the result of conducting a research at Eight-grade (VIII E) Students of SMPN 1 Kabat, except some resources which are accepted from references mentioned.

Jember, October 9th 2024

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JEMBER



Surani Khaira Ummah
NIM:201101060024

Appendix 2

MATRIX OF RESEARCH

TITLE	VARIABLE	INDICATOR	DATA SOURCES	RESEARCH METHODOLOGY	RESEARCH QUESTION
Enhancing the Vocabulary Mastery of The Eighth Grade Students by Using Pictionary Game at SMPN 1 Kabat Banyuwangi in the Academic Year 2024/2025	1. Pictionary game 2. Vocabulary	<ul style="list-style-type: none"> - Definition of Pictionary game - The advantages and disadvantages of Pictionary game - Spelling - Parts of Speech (Adjective, verb, noun) - Synonym, antonym - Meaning 	Primary Data: <ul style="list-style-type: none"> - Students' vocabulary score Secondary Data: <ol style="list-style-type: none"> 1. Documentation 2. Interview data (students and the teacher) 3. Observation sheet 	Research Design: Classroom Action Research Data collection technique: <ul style="list-style-type: none"> - Observation - Vocabulary test - Interview - Document review Data analysis technique <ol style="list-style-type: none"> a. Qualitative Stage of CAR: <ol style="list-style-type: none"> 1. Planning 2. Acting 3. Observing 4. Reflecting b. Quantitative The mean or students' score: $x: \frac{\sum x}{n}$ The result of students' vocabulary: $P = \frac{E}{N} \times 100\%$	How can the implementation of Pictionary game enhance the students' vocabulary mastery at SMPN 1 Kabat Banyuwangi?

Appendix 3

RESEARCH OF JOURNAL ACTIVITIES











RESEARCH OF JOURNAL ACTIVITIES

Nama: Surani Khaira Ummah

NIM: 201101060024

Title: Enhancing the Vocabulary Mastery of Eight Grade Students by Using Pictionary Game at SMPN 1 Kabat Banyuwangi in the Academic Year 2024/2025

Location: SMP Negeri 1 Kabat

No	Date	Activity	Informant's Name	Signatures
1.	Thursday, April 18 th 2024	The researcher was giving research permission letter and observe the classroom activity at the eight grade students	Headmaster of SMPN 1 Kabat	
2.	Saturday, April 20 th 2024	Interview with the English teacher and students	Anisatul Munadhiroh, M.Pd	
4.	Monday, April 29 th 2024	The researcher gives the pre-test to the students	Anisatul Munadhiroh, M.Pd	
5.	Thursday, May 2 nd 2024	The researcher applies the action (1 st meeting cycle 1)	Anisatul Munadhiroh, M.Pd	
6.	Monday, May 6 th 2024	The researcher applies the action (2 nd meeting cycle 1)	Anisatul Munadhiroh, M.Pd	
7.	Monday, May 13 th 2024	The researcher gives a post test (post-test cycle 1)	Anisatul Munadhiroh, M.Pd	
8.	Thursday, May 16 th 2024	The researcher applies the action (1 st meeting cycle 2)	Anisatul Munadhiroh, M.Pd	
9.	Monday, May 20 th 2024	The researcher applies the action (2 nd meeting cycle 2)	Anisatul Munadhiroh, M.Pd	
10.	Monday, May 27 th 2024	The researcher gives a post test (post-test cycle 2)	Anisatul Munadhiroh, M.Pd	
11.	Friday, May 31 st 2024	Request a letter has been completed the research	Headmaster of SMPN 1 Kabat	


English teacher



Anisatul Munadhiroh M.Pd
NIP. 19730706 200003 2 006



Banyuwangi, 31 Mei 2024
The Head Master of School


Agus Tonny M. S.Pd
NIP. 19700124 199301 1001

Appendix 4

TEACHERS' PRE-INTERVIEW

The result of the English Teachers' Pre-Interview before Classroom Action Research (CAR)

Interviewer: Surani Khaira Ummah

Interviewee: Anisatul Munadhiroh M.Pd

Profession: English Teacher

Day, Date: Saturday, April 20th 2024

Time: 08.00-08.30

Place: SMP Negeri 1 Kabat, Teachers' Office

(R: Researcher, T: Teacher)

R: "Hello, Good Morning ma'am Anis."

T: "Good Morning"

R: "How in the process of teaching and learning English subject so far, what obstacles have you faced in the class?"

T: "The obstacles I have faced so far is mastering the class, getting them to focus is very difficult."

R: "How did you deal with this problem?"

T: "I did some jokes to get them to focus again, and also made small groups."

R: "Then, as you observed so far. What are the most significant problems faced by students in the process of learning English?"

T: "The most significant problem or one that I often encounter is vocabulary. students' lack of vocabulary makes them difficult. Some of them cannot spell words, and do not understand the meaning of words, they preferred to wait me as a teacher to translate the word, they were unable to recognize synonyms and antonyms and they also tend to forget the meaning of the word taught or practiced before."

R: "As some of the problems from the student learning process that have been mentioned, what efforts did you made?"

T: "I have tried many ways. To overcome students' vocabulary problems, I order students to memorize and understand the vocabulary in sentences and present them directly to me. So, they make their own values. If they really want to get good grades, then they have to focus and always understand what they are going to do."

R: "How do you assess the "Vocabulary"? Do you give assignments related to the vocabulary skill aspect, or do you only observe the learning process?"

T: "For the process of assessing students' vocabulary, I can assets from their assignments."

R: "How do you evaluated students. Do you grade or provide comments/explanations?"

T: "For evaluation, I usually provide comments or explanations. Sometimes I give them small gifts like value additions."

R: "How do students respond when learning vocabulary?"

T: "Some students responded well and some others did not respond well, they lost focus a lot because they joked with their classmates when I explained."

R: "Have you ever used games for teaching English?"

T: "Not yet, I think it's a good idea if implemented, maybe it can make students more enthusiastic in learning English"

R: "How much is the KKM for English lesson here, ma'am?"

T: "78"

R: "Have the 8th grade students achieve the KKM?"

T: No, there were still many students who got scores below the KKM considering they did not like English because it is a foreign language."

R: "Of all the 8th grades, which class have the most difficulties in mastering vocabulary?"

T: "One class that is lacking in vocabulary mastery is class 8 E.

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Appendix 5

STUDENTS' PRE-INTERVIEW

The result of the Student's Pre-Interview before Classroom Action Research

(CAR)

Interviewer : Surani Khaira Ummah

Interviewee : Sella Tri Lestari

Profession : Student

Day, Date : Saturday, 20th April 2024

Time : 09.55-10.20

Place : SMPN 1 Kabat, Classroom (VIII E)

(R: Researcher, S: Student)

R: "Hi! Nice to know you, what's your name?"

S: "I am Sella Tri Lestari, you can call me Sella miss."

R: "Ok Sella, do you mind if I ask you some questions related to the English lesson?"

S: "Yes, I don't mind miss."

R: "Ok then. Do you like English lesson?"

S: "Honestly, I don't really like English lesson miss."

R: "Can you explain me more about your answer just it?"

S: "I don't know exactly miss, because English is not my favorite subject. Sometimes I like English lesson because the way teacher taught me. But in other times, it also happened and makes me didn't like about the English lesson."

R: "Okay. You said that you don't like English lessons. Why? And what do you think about English lessons?"

S: "In my mind, English lessons are difficult to understand, there is a lot to do to master it, such as learning vocabulary and others."

R: "What makes you feel English is difficult in the vocabulary aspect?"

S: "I think because there are so many kinds of vocabulary. I, who lack vocabulary, feel difficult and afraid if I make a mistake when expressing something. Maybe that's all what I can say to you miss."

R: "Ok, thank you so much for your explanation, Sella. Do you think that your friends will have the same problems and difficulties like what you think?"

S: "I think they will feel like what I feel miss. Because I know that almost all my friends in this class don't like about English lesson. Maybe just 8 till 10 persons who like English, that us."

R: "Thank you very much for all your information, Sella. I hope someday English will became your favorite lesson. As you know how important English in our life. Isn't it?"

S: "Yes miss. You're welcome."

Appendix 6

OBSERVATION CHECKLIST

(Preliminary Study)

Day : Thursday

Date : April, 18th 2024

Time : 08.35-09.55

Class : VIII E

Observer : Surani Khaira Ummah

No	Observation List	Score				
		1	2	3	4	5
1	Students' pay attention to the teacher		√			
2	Students interested to the teaching and learning process		√			
3	Students enthusiastic in learning English		√			
4	Students' answer teacher questions	√				
5	Students' work on the learning evaluation				√	
	Total score					11
	Grade					C
	Criterion					Enough

Appendix 7

THE RESULT OF PRELIMINARY SCORE

No	Students' Initial Name	Correct answer	Calculation for total score	Final score
			CA X 5	
1.	AN	12	12 x 5	60
2.	ATO	12	12 x 5	60
3.	AEJ	13	13 x 5	65
4.	BRA	16	16 x 5	80*
5.	DAM	12	12 x 5	60
6.	DSI	16	16 x 5	80*
7.	EWS	12	12 x 5	60
8.	FAP	14	14 x 5	70
9.	F	16	16 x 5	80*
10.	HNW	16	16 x 5	80*
11.	ID	13	13 x 5	65
12.	KMF	16	16 x 5	80*
13.	MSP	14	14 x 5	70
14.	MDDS	16	16 x 5	80*
15.	MG	13	13 x 5	65
16.	MIP	11	11 x 5	55
17.	MNA	13	13 x 5	65
18.	NAK	13	13 x 5	65
19.	NSO	12	12 x 5	60
20.	NPASD	13	13 x 5	65
21.	RAA	16	16 x 5	80*
22.	RHP	10	10 x 5	50
23.	STL	16	16 x 5	80*
24.	SM	16	16 x 5	80*
25.	SDY	16	16 x 5	80*
26.	SW	12	12 x 5	60
27.	TASP	13	13 x 5	65
28.	WDS	12	12 x 5	60
		Total		1920

**The student who pass the KKM (Accomplished)*

Appendix 8

OBSERVATION CHECKLIST FIRST CYCLE

1. Observation checklist meeting 1 (2/5/2024)

No	Observation List	Score				
		1	2	3	4	5
1.	Students' pay attention to the researcher as a teacher		√			
2.	Students understand the material told by the researcher		√			
3.	Students were understood how to implemented the Pictionary game which related to the material			√		
4.	Students were enthusiastic in finding vocabulary through Pictionary game			√		
5.	Students try to find difficult vocabulary		√			
Total score		12				
Grade		C				
Criterion		Enough				

2. Observation checklist meeting 2 (6/5/24)

No	Observation List	Score				
		1	2	3	4	5
1.	Students' pay attention to the researcher as a teacher			√		
2.	Students understand the material told by the researcher			√		
3.	Students were understood how to implemented the Pictionary game which related to the material			√		
4.	Students were enthusiastic in finding vocabulary through Pictionary game			√		
5.	Students try to find difficult vocabulary			√		
Total score		15				
Grade		C				
Criterion		Enough				

Appendix 9

OBSERVATION CHECKLIST SECOND CYCLE

1. Observation checklist meeting 1 cycle 2 (16/5/24)

No	Observation List	Score				
		1	2	3	4	5
1.	Students pay attention to the researcher			√		
2.	Students understand the material told by the researcher				√	
3.	Students were understood how to implemented the Pictionary game which related to the material					√
4.	Students were enthusiastic in finding vocabulary through Pictionary game				√	
5.	Students try to find difficult vocabulary				√	
Total score		20				
Grade		B				
Criterion		Complete				

2. Observation checklist meeting 2 cycle 2 (20/5/24)

No	Observation List	Score				
		1	2	3	4	5
1.	Students pay attention to the researcher				√	
2.	Students understand the material told by the researcher				√	
3.	Students were understood how to implemented the Pictionary game which related to the material					√
4.	Students were enthusiastic in finding vocabulary through Pictionary game					√
5.	Students try to find difficult vocabulary				√	
Total score		22				
Grade		A				
Criterion		Complete				

Assessment of learning:

Name	Correct answer	CA X 5	Score
SRN	16	16 x 5	80

Banyuwangi, 15 Mei 2024

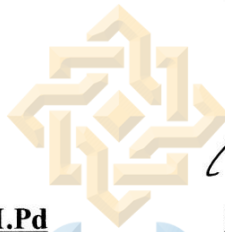
Guru Mata Pelajaran

Peneliti



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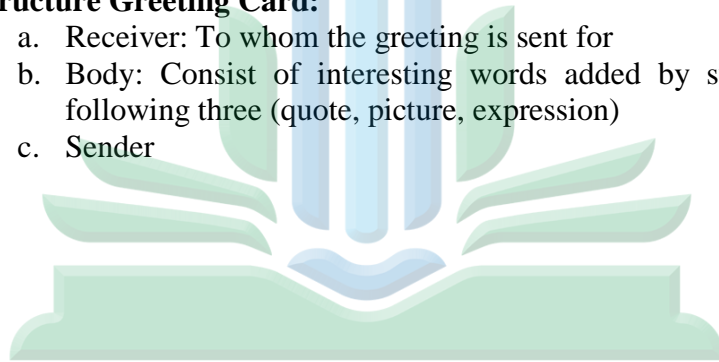
seseorang; untuk memotivasi seseorang dalam meraih prestasi dan lain sebagainya.

- **Language Features of Greeting Card:**

- 1) Greeting expressions (Happy Birthday, Congratulations, Merry Christmas, etc)
- 2) Wishing words/Sentence (get well soon, good luck, God bless you, Wish you all the best, etc)
- 3) Salutation (Sincerely, Love, Regard, etc)
- 4) Pronoun (I, you, they, we, he, she, it, my, your, our, mine, etc)
 - a. Kata dan tata bahasa yang lazim digunakan dalam undangan dan ucapan selamat dari sumber-sumber autentik
 - b. Penggunaan nominal plural dan singular secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
 - c. Ucapan, tekanan kata, intonasi
 - d. Tulisan tangan
 - e. Ejaan dan tanda baca

- **Structure Greeting Card:**

- a. Receiver: To whom the greeting is sent for
- b. Body: Consist of interesting words added by substance as the following three (quote, picture, expression)
- c. Sender



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Appendix 12

SCORING RUBRIC VOCABULARY TEST

Aspect	Score	Criteria
I Spelling (5 questions essay and max score 25)	5	The vocabulary answers are correct according to spelling
	0	The vocabulary answers are incorrect because it does not match the spelling and the word order is wrong
	0	The vocabulary answers are incorrect because there are missing letters
	0	Did not answer
II P.O.S (5 questions essay and max score 25)	5	Vocabulary answers are correct in determining the correct parts of speech
	0	Answer Vocabulary incorrectly determines the correct parts of speech
	0	Did not answer
III Word Relationships (5 multiple choice and max score 25)	5	Vocabulary answers are correct in determining synonym and antonym
	0	Answer vocabulary incorrectly determines the correct synonym and antonym
	0	Did not answer
IV Meaning (5 questions multiple choice and max score 25)	5	The meaning of word is appropriate
	0	Answer vocabulary incorrectly determines the correct meaning
	0	Did not answer

Appendix 13

PRE-TEST

Name:

Day/Date:

Class: 8 E

Time: 80 minutes

Arrange the jumble words below correctly according to their spelling! (1-5)

1. H - P - P - Y - A =
2. S - P - C - E - I - L - A =
3. Y - J - O =
4. A - N - L - O - E =
5. D - M - E - R - A =

Please classify the following words into Parts of Speech (6-10)

6. Success =
7. Lose =
8. Grow =
9. Shine =
10. Happy =

Choose the correct synonyms for the bolded word in the following sentence!

(11-12)

11. I hope you have the most **amazing** birthday.
a. Wonderful
b. Creepy
c. Horrible
12. We loved seeing you two begin your wonderful **journey** together.
a. Trip
b. Holiday
c. Serenity

Choose the antonym for the underlined word in the following sentence! (13-15)

13. Congratulations on your graduation. Your future is *bright*!

- a. Light
- b. Clear
- c. Dark

14. Happy wedding, well wishes to you and your partner

- a. Friend
- b. Enemy
- c. Couple

15. Hope you have a beautiful day celebrating, happy birthday!

- a. Pretty
- b. Ugly
- c. Bad

Choose the correct meaning of the italicized word in the following sentence! (16-20)

16. I hope your *future* will be as bright as you are

- a. Masa kini
- b. Masa lampau
- c. Masa depan

17. Let's eat cake and celebrate! Happy birthday *gorgeous* human.

- a. Langka
- b. Cantik
- c. Menawan

18. I am sorry, I will *remember* your brother.

- a. Lupa
- b. Acuh
- c. Ingat

19. Best wishes on this spectacular day of *achievement*! Congratulations, graduate.

- a. Kebanggaan
- b. Pencapaian
- c. Keberuntungan

20. I send you positive *thoughts* and lots of prayer.

- a. Perasaan
- b. Pikiran
- c. Penyesalan

KEY ANSWER:

- | | |
|-------------------|-------|
| 1. Happy | 11. A |
| 2. Special | 12. A |
| 3. Joy | 13. C |
| 4. Alone | 14. B |
| 5. Dream | 15. B |
| 6. Noun/N | 16. C |
| 7. Verb/V | 17. B |
| 8. Verb/V | 18. C |
| 9. Verb/V | 19. B |
| 10. Adjective/Adj | 20. B |

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Appendix 14

POST- TEST FIRST CYCLE

Name:

Day/Date:

Class: 8 E

Time: 80 minutes

Arrange the jumble words below correctly according to their spelling! (1-5)

1. B - E - L - S - E - D - S =
2. S - C - U - C - E - S - S =
3. L - V - O - E - D =
4. E - J - O - N - Y =
5. A - Z - M - I - G - N - A =

Please classify the following words into Parts of Speech! (6-10)

6. Grateful =
7. Birthday =
8. Dream =
9. Healthy =
10. Celebrate =

Choose the correct synonym for the bolded words in the following sentence! (11-12)

11. Happy birthday to my adorable **sister**!
 - a. Aunty
 - b. Sibling
 - c. Cousin
12. Happy birthday to my **smart** and awesome dad!
 - a. Intelligent
 - b. Ugly
 - c. Crazy

Choose the correct antonym for the underlined words in the following sentence! (13-15)

13. Happy Birthday to my strong mom, I love you!
 - a. Good
 - b. Weak
 - c. Powerful
14. Happy graduation, I'm so excited to see you!

- a. Active
 - b. Enthusiastic
 - c. Unexcited
15. I am so proud of you. Happy graduate!
- a. Disappointed
 - b. Glad
 - c. Ashamed

Choose the correct meaning of the italicized words in the following sentence! (16-20)

16. Happy birthday! may your birthday be as *incredible* as you are
- a. Menggemaskan
 - b. Menakjubkan
 - c. Menyenangkan
17. Happy birthday! you are so *kind*, smart, and funny.
- a. Buruk
 - b. Bijak
 - c. Baik
18. I hope this birthday is *unforgettable*
- a. Membosankan
 - b. Menyenangkan
 - c. Tak terlupakan
19. The day of your dream has finally arrived. Happy *graduation*!
- a. Wisuda
 - b. Selesai
 - c. Kembali
20. Your ambition is so *inspiring*, happy graduation sister!
- a. Menyenangkan
 - b. Menginspirasi
 - c. Membosankan

KEY ANSWER:

- | | |
|------------------|-------|
| 1. Blessed | 11. B |
| 2. Success | 12. A |
| 3. Loved | 13. B |
| 4. Enjoy | 14. C |
| 5. Amazing | 15. A |
| 6. Adjective/Adj | 16. B |
| 7. Noun/N | 17. C |
| 8. Noun/N | 18. C |
| 9. Adjective/Adj | 19. A |
| 10. Verb/V | 20. B |

Appendix 15

POST-TEST SECOND CYCLE

Name:

Day/Date:

Class: 8 E

Time: 80 minutes

Arrange the jumble words below correctly according to their spelling! (1-5)

1. P - R - Y - A - R - E =
2. M - S - S - D - E - I =
3. S - W - R - O - R - O =
4. J - Y - U - O - F - L =
5. W - N - O - E - R - D - L - F - U =

Please classify the following words into Parts of Speech! (6-10)

6. Bride =
7. Depression =
8. Missed =
9. Bright =
10. Warm =

Choose the correct synonym for the bolded words in the following sentence! (11-15)

11. Today is just the beginning of a lifetime of fun, love-filled **adventures**.
Cheers!
a. Journey
b. Experiment
c. Guidelines

12. I'm so **glad** to share this special day with you two!
a. Hurt
b. Proud
c. Sad

Choose the correct antonym for the underlined words in the following sentence! (13-15)

13. I'm really sad to hear that, I'm praying for you.
a. Depressed
b. Stressed
c. Happy
14. I'm sorry, I know it's hurt, but I hope you stay strong.
a. Strong
b. Fun
c. Pain

15. Congratulations! I'm happy to see you with your soulmate.
- Enemy
 - Friend
 - Partner

Choose the correct meaning of the italicized words in the following sentence! (16-20)

16. Happy wedding, may your life be full of *happiness*.
- Kesedihan
 - Kebahagiaan
 - Kesenangan
17. I am so *blessed* to have gained another loving family member.
- Bersyukur
 - Menyesal
 - Terimakasih
18. I know your heart is *broken* right now. I'm praying for you.
- Utuh
 - Tetap
 - Hancur
19. The world has taken your most *precious* love, I'm praying for you.
- Berharga
 - Berwarna
 - Mulia
20. Congratulations to a wonderful *couple*!
- Sahabat
 - Saudara
 - Pasangan

KEY ANSWER:

- | | |
|-------------------|-------|
| 1. Prayer | 11. A |
| 2. Missed | 12. B |
| 3. Sorrow | 13. C |
| 4. Joyful | 14. B |
| 5. Wonderful | 15. A |
| 6. Noun/N | 16. B |
| 7. Noun/N | 17. A |
| 8. Verb/V | 18. C |
| 9. Adjective/Adj | 19. A |
| 10. Adjective/Adj | 20. C |

INSTRUMENT VALIDITY

INSTRUCTIONS

1. Put a check mark (√) in the column according to your opinion
2. If there is a need to be revised, please write in the column

No	Aspek yang dinilai	Skala penilaian				Catatan
		1	2	3	4	
A	ISI					
	1. Isi materi sesuai dengan CP				√	
	2. Indicator soal sesuai dengan materi				√	
	3. Petunjuk pengerjaan soal sesuai dengan soal yang disediakan				√	
	4. Pedoman penskoran sesuai dengan rubrik skor yang telah ditetapkan				√	
	5. Kesesuaian alokasi waktu dengan soal yang disediakan				√	
B	KONSTRUK					
	1. Soal di susun menggunakan tes tulis untuk mengetahui kemampuan vocabulary siswa				√	
	2. Soal di susun sesuai dengan materi "Greeting Card"				√	
	3. Soal Vocabulary test disusun dengan teori vocabulary yang mengharuskan siswa untuk belajar				√	

	kosakata					
C	BAHASA					
	1. Petunjuk soal menggunakan kaidah Bahasa Inggris yang benar sesuai Grammatical			√		
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan salah makna			√		
	3. Rumusan soal tidak mengandung kata-kata yang menyinggung peserta didik				√	

Note:

4: Sangat baik

3: Baik

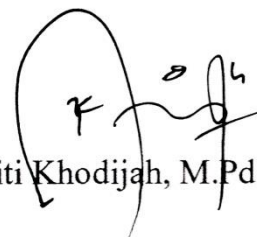
2: Kurang

1: Sangat kurang

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Jember, 24 April 2024

Siti Khodijah, M.Pd



INSTRUMENT VALIDITY

INSTRUCTIONS

1. Put a check mark (√) in the column according to your opinion
2. If there is a need to be revised, please write in the column

No	Aspek yang dinilai	Skala penilaian				Catatan
		1	2	3	4	
A.	ISI					
	1. Isi materi sesuai dengan CP				√	
	2. Indicator soal sesuai dengan materi				√	
	3. Petunjuk pengerjaan soal sesuai dengan soal yang disediakan				√	
	4. Pedoman penskoran sesuai dengan rubrik skor yang telah ditetapkan				√	
	5. Kesesuaian alokasi waktu dengan soal yang disediakan				√	
B.	KONSTRUK					
	1. Soal di susun menggunakan tes tulis untuk mengetahui kemampuan vocabulary siswa			√		
	2. Soal di susun sesuai dengan materi "Greeting Card"				√	
	3. Soal Vocabulary test disusun dengan teori vocabulary yang mengharuskan				√	

	siswa untuk belajar kosakata					
C.	BAHASA					
	1. Petunjuk soal menggunakan kaidah Bahasa Inggris yang benar sesuai Grammatical			√		
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan salah makna			√		
	3. Rumusan soal tidak mengundang kata-kata yang menyinggung peserta didik				√	

Note:

4: Sangat baik

3: Baik

2: Kurang

1: Sangat kurang

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Banyuwangi, 27 April 2024

Anisatul Munadhiroh, M.Pd

Appendix 17

THEoi RESULT OF POST TEST 1 SCORE

No	Students' Initial Name	Correct Answer	Calculation for total score	Final score
			CA X 5	
1.	AN	16	16 x 5	80*
2.	ATO	15	15 x 5	75
3.	AEJ	16	16 x 5	80*
4.	BRA	17	17 x 5	85*
5.	DAM	14	14 x 5	70
6.	DSI	16	16 x 5	80*
7.	EWS	14	14 x 5	70
8.	FAP	16	16 x 5	80*
9.	F	18	18 x 5	90*
10.	HNW	17	17 x 5	85*
11.	ID	15	15 x 5	75
12.	KMF	17	17 x 5	85*
13.	MSP	16	16 x 5	80*
14.	MDDS	18	18 x 5	90*
15.	MG	15	15 x 5	75
16.	MIP	13	13 x 5	65
17.	MNA	14	14 x 5	70
18.	NAK	15	15 x 5	75
19.	NSO	14	14 x 5	70
20.	NPASD	16	16 x 5	80*
21.	RAA	16	16 x 5	80*
22.	RHP	14	14 x 5	70
23.	STL	16	16 x 5	80*
24.	SM	17	17 x 5	85*
25.	SDY	16	16 x 5	80*
26.	SW	14	14 x 5	70
27.	TASP	16	16 x 5	80*
28.	WDS	14	14 x 5	70
		Total		2175

**The students who passed the KKM (Accomplished)*

Appendix 18

THE RESULT OF POST TEST 2 SCORE

No	Students' Initial Name	Correct answer	Calculation for total score	Final score
			CA X 5	
1	AN	18	18 x 5	90
2.	ATO	16	16 x 5	80
3.	AEJ	17	17 x 5	85
4.	BRA	18	18 x 5	90
5.	DAM	15	15 x 5	75*
6.	DSI	18	18 x 5	90
7.	EWS	16	16 x 5	80
8.	FAP	17	17 x 5	85
9.	F	19	19 x 5	95
10.	HNW	18	18 x 5	90
11.	ID	17	17 x 5	85
12.	KMF	19	19 x 5	95
13.	MSP	18	18 x 5	90
14.	MDDS	19	19 x 5	95
15.	MG	16	16 x 5	80
16.	MIP	15	15 x 5	75*
17.	MNA	16	16 x 5	80
18.	NAK	17	17 x 5	85
19.	NSO	15	15 x 5	75*
20.	NPASD	17	17 x 5	85
21.	RAA	18	18 x 5	90
22.	RHP	15	15 x 5	75*
23.	STL	17	17 x 5	85
24.	SM	18	18 x 5	90
25.	SDY	17	17 x 5	85
26.	SW	16	16 x 5	80
27.	TASP	17	17 x 5	85
28.	WDS	15	15 x 5	75*
	Total			2365

**The students who passed the KKM (Unaccomplished)*

Appendix 20

Students' Attendance List 8 E Class

No	Nama Siswa	1	2	3	4	5	6
1.	AN	√	√	√	√	√	√
2.	ATO	√	√	√	√	√	√
3.	AEJ	√	√	√	√	√	√
4.	BRA	√	√	√	√	√	√
5.	DAM	√	√	√	√	√	√
6.	DSI	√	√	√	√	√	√
7.	EWS	√	√	√	√	√	√
8.	FAB	I	√	√	√	√	√
9.	F	√	√	√	√	√	√
10.	HNW	√	√	√	√	√	√
11.	ID	√	√	√	√	√	√
12.	KMF	√	√	√	√	√	√
13.	MSP	√	√	√	√	√	√
14.	MDDS	√	√	√	√	√	√
15.	MG	√	√	√	√	√	√
16.	MIP	√	√	√	√	√	√
17.	MNA	√	√	√	√	√	√
18.	NAKW	√	√	√	√	√	√
19.	NSO	√	√	√	√	√	√
20.	NPASAD	√	√	√	√	√	√
21.	RAA	√	√	√	√	√	√
22.	RHP	√	√	√	√	√	√
23.	STL	√	√	√	√	√	√
24.	SM	√	√	√	√	√	√
25.	SDY	√	√	√	√	√	√
26.	SW	√	√	√	√	√	√
27.	TASP	√	√	√	√	√	√
28.	WDS	√	√	√	√	√	√

Appendix 21

Documentations



Picture 1
The researcher interviewed english



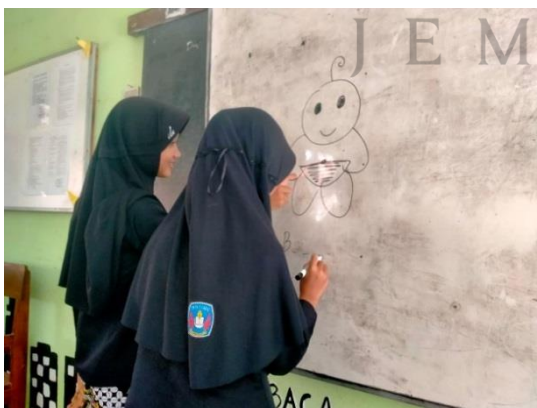
Picture 2
The researcher showed the material by video



Picture 3
The researcher explained parts of speech
and introduced pictinary game



Picture 4
The reseacher monitored the students'
played the pictinary game



Picture 5
The artist and helper draw the word
with a clue test



Picture 6
The students' are do post-

Appendix 22

Letters



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://fik.uinkhas-jember.ac.id](http://fik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-6467/In.20/3.a/PP.009/04/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP NEGERI 1 KABAT

Dusun Krajan, Kedayunan Kec. Kabat Kab. Banyuwangi Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 201101060024
Nama : SURANI KHAIRA UMMAH
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "ENHANCING THE VOCABULARY MASTERY OF EIGHT GRADE STUDENTS BY USING Pictionary GAME AT SMPN 1 KABAT BANYUWANGI IN THE ACADEMIC YEAR 2024/2025" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu CATUR BAGUSTONNY M.S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 18 April 2024

Dekan,

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER



HOTIBUL UMAM



PEMERINTAH KABUPATEN BANYUWANGI
SMP NEGERI 1 KABAT

Jalan Raya Kedayunan No. 09 Kabat Banyuwangi (68461)
NIS: 200820 NSS: 201 052 507 001 NPSN: 20525730
Email : smpnsatukabat@gmail.com



SURAT KETERANGAN

Nomor : 423.4/273/429.101.205.25730/2024

Yang bertanda tangan di bawah ini Kepala Sekolah SMP Negeri 1 Kabat Banyuwangi menerangkan bahwa:

Nama : Surani Khaira Ummah
NIM : 201101060024
Program Studi : Tadris Bahasa Inggris
Universitas : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Bahwa yang bersangkutan di atas benar-benar telah melaksanakan penelitian di Lembaga kami selama 30 hari sejak tanggal 18 April s.d 31 Mei 2024 dengan judul **“Enhancing the Vocabulary Mastery of Eight Grade Students by Using Pictionary Game at SMPN 1 Kabat Banyuwangi in the Academic Year 2024/2025”**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER



RAJIB BAGUS TONNY M, S.Pd
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SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Surani Khaira Ummah

NIM : 201101060024

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : Enhancing the Vocabulary Mastery of Eight Grade Students by Using Pictionary Game at SMPN 1 Kabat Banyuwangi in the Academic Year 2024/2025

telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 22%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 30 Desember 2024

Penanggung Jawab Cek Plagiasi

FTIK UIN KHAS Jember

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KIAI HAJI ACHMAD SIDDIQ
JEMBER



(Ulfa Dina Novienda, S.Sos.I.,M.Pd.I)

NB: Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan

Appendix 23

CURRICULUM VITAE



Personal Information

Name : Surani Khaira Ummah
NIM : 201101060024
Gender : Female
Place, date of birth : Banyuwangi, 4 September 2002
Address : RT/RW 01/04, Pendarungan Village, Kec. Kabat, Kab.
Banyuwangi
Religion : Islam
Department/Major : FTIK/English Department
Email : suranikhairaummah@gmail.com

Educational Background

2006 – 2007 : TK Khadijah 10
2008 – 2013 : MI Manba'ul Huda
2014 – 2016 : SMP Negeri 1 Kabat
2017 – 2019 : MAN 1 Banyuwangi