The Effectiveness of Pictionary Game on Vocabulary Mastery on The Eight Grade Students of SMPU Al-Anwari Banyuwangi

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Abstract

This research was aimed to get the empirical evidence of the effectiveness of Pictionary Game on students' vocabulary retention. The method that was used was a quantitative method. The design of this research was quasi-experimental. This research was conducted in SMPU AL-Anwari Banyuwangi. The number of the sample of the research was 50 students of eighth grade. The instrument of this research was tests. The tests were divided into two, there were pre-test and post test The purpose of this research was to measure there is an effectiveness of Pictionary game on the vocabulary mastery of the eighth grade students" of SMPU Al-Anwari Banyuwangi in the 2017/2018 academic year. The area of this research was SMPU Al-Anwari Banyuwangi. It was chosen purposively because they have never been taught by using "Pictionary Game" at this school. Another reason was that the permission to conduct this research in this school from the headmaster has already accepted.

Keyword: Pictionary Game,Vocabulary Mastrey, Experimental Research

A. Introduction

Language is useful tool to communicate with others. One of the languages is english, it is considered as an international language. In Indonesia English is one of foreign language which is taught in elementary school, junior and senior high school, also in collage. In English learning there are four skills such as reading, writting, speaking, listening and reading which the students are expected to master all of it. The main element to master the English skill is vocabulary. The students will learn English easly if they know English vocabulary first. However, to learn foreign language, the first element is master in vocabulary because it is very important.

Mastery of vocabulary is very important because it can improve many subjects in english learning. Vocabulary is central part of a language. The more word students know well and can use, the more meaning they can communicate in a wide variety in circumstance (Coxhead, 2006:1). In vocabulary class, the students should have good ability in English vocabulary because it can support all subjects in English. The first, students must have many vocabularies in English that can help them to know the meaning of what they learn in English. Learn Vocabulary in class is succes when the

students understood what the teacher teaches and they can give feedback about the material.

However, in English learning especially junior high school in SMPU Al-Anwari, the students still have problem about vocabulary mastery. Usually, most of the students still consider that English is difficult lesson, especially in vocabulary mastery. Many students do not understand what the teacher teaches in English when the teacher gave them text or paragraph. The students do not understand the meaning of the text or paragraph, so they can not answer the question from the teacher. Although the teacher explain the material clerly the students stiil do not understand about the material because they lack of vocabulary.

Most the students are taught not to memorize vocabulary, usually if it is taught by appropriate method, the students will easily to receive the lesson is taught for example by using game in learning. For example, the more often of word is successfully retrieved from memory, the easier it becomes to recall it. Therefore, useful games encourage learners to recall words and preferably (Thornbury, 2002: 102). In this case, the writer tries to build the spirit of the students to increase their vocabulary by pictionary game. This game provides opportunities for students to study while play fun game in he classroom. Using game in learning English is very important in learning English in order to make students easily to catch the material.

Based on the above explanation, the writer want to make experimen to know how the effectiveness pictionary game on vocabulary. So, the writer conducts an experimental reseach with the tittle "The Effectivenes Of Pictionary Game On Vocabulary Mastery Of The Eight Students Of Smpu Al-Anwari Banyuwangi In The Academic Year 2017/2018".

B. Research Method

1. Research Design

The design of this research was experimental design. According to Sugiyono (2010:11) experimental design is an attempt to identify the influence or effect of independent variable to the dependent variable. The independent variable that was used in this research was pictionary game and the dependent variable was the vocabulary mastery. In this research the researcher tried to measure whether there was a significant effect of pictionary game on the vovabulary mastery. That is why experimental research design became the appropriate one to be used in this research. This experimental design was included in quantitative research.

2. The Research Area

The population of this research is the students of SMPU AL-Anwari Banyuwangi. It is located on KH. Abd. Wahid street no. 25 Banyuwangi. The population used were all eighth grade students selected. The researcher choose the eighth grade students for this research because they had learnt English more than one year at junior high school. So they have more vocabularies than the first grade students. Also, present tense was being taught at this class because it related to my focus on vocabulary mastery.

3. **The Research Respondent**

In this research, the researcher had two classes namely VIII A and VIII B, where class VIII A was the experimental group and class VIII B was the control group. The numbers of student in VIIIA were 24 and the numbers of student in VIIIB were 24. The total numbers of the respondents were 48 students.

4. **Data Collection Method**

In this research, tests were conducted to measure the students' vocabulary retention. The tests were done two times before the research was conducted and after the research was conducted. Before conducting the research, the pre-test was administered in order to find out the students' vocabulary achievement in both controlled class and experimental class. The test consisted of 30 multiple choices questions, with a, b, c, and d as choices. The chosen vocabularies were adjusted to the students' level. The score for the right answer was 1, meanwhile, the score for the wrong answer was 0.

After conducting the research, the post-test was done in order to know the students' achievement in both controlled class and experimental class. The test consisted of 30 multiple choices questions, with a, b, c, and d as choices. The chosen vocabularies were different from pre-test, but it had a similar level of difficulty.

5. **Data Analysis Method**

The primary data from the result of the students pre-test and post-test scores were analyzed by using independent sample t-test to know whether there was a significant means difference between the experimental group and the control group. While the degree of freedom is (na + nb – 2) and the result wasconsulted tot-table of 5% significance level. If the value of t–computations was higher than that of the t-table, it meant that the result hy pothesis which said "Is there any significant effect of pictionarygame on vocabulary mastery of the eighth grade students "of SMPU Al-Anwari Banyuwangi".

C. Conclusion

Based on the result of data analysis and discussion, the conclusion could bedrawn as follows: Pictionary games is effected for the vocabulary mastery of the eight grade students of SMPU Al-Anwari Banyuwangi in the 2017/2018 academic year. With the result of t-test is 2,464, while t-critical value of t-test with significant level of 5% and the degree of freedom is 46, it indicates that the statistical value of t-test is higher than the t-critical (2,464 > 2,013).

D. Acknowledgement

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