#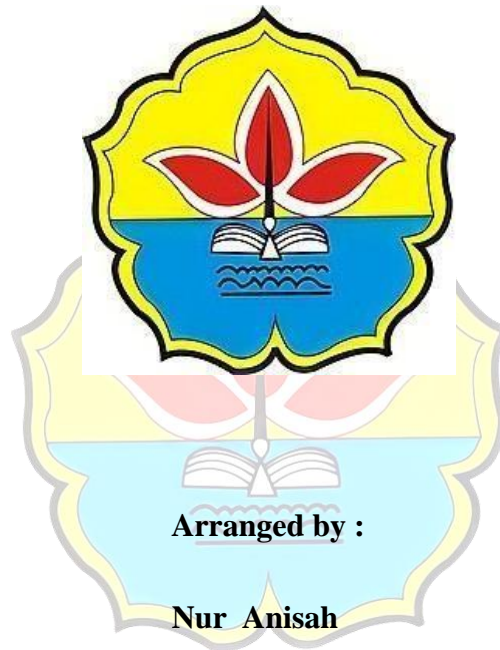 THE EFFECT OF USING PICTIONARY GAME TOWARDS STUDENTS VOCABULARY MASTERY AT TENTH GRADE STUDENT OF SENIOR HIGH SCHOOL 8 JAMBI CITY

A THESIS

Submitted as a Partai Fullfillmental of the Requirement for the Degree of

SarjanaPendidikan (S.Pd) in English Education

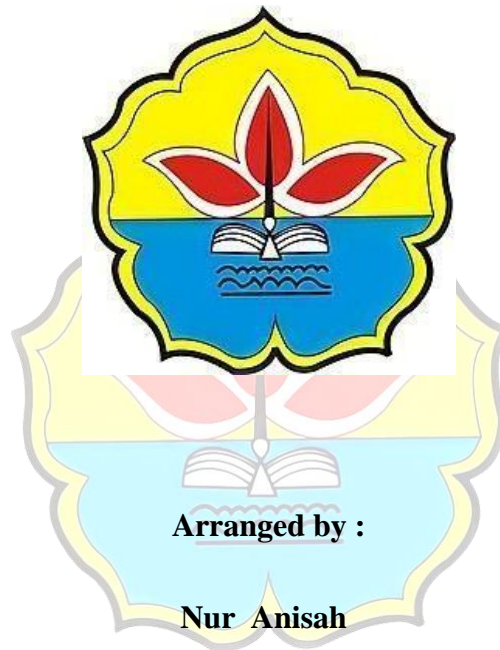**Arranged by :**

Nur Anisah

Npm : 1900888203024

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

BATANGHARI UNIVERSITY JAMBI

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APROVAL

The advisor of this thesis stated that the thesis entitled " The Effect of Using Pictionary Game Towards Students Vocabulary Mastery at Tenth Grade Students of Senior High School 8 Jambi City" which was conducted by :

Name : Nur Anisah

Students Number :1900888203024

Study Program : English Language Education

Had been conducted and approved in accordance with applicable procedure, and regulations to be tested.

Jambi, March 17th, 2023

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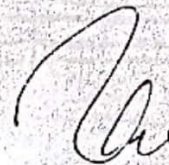Second Advisor

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MOTTO

"And He is with you wherever you are. And Allah is seeing of what you do."

(QS. Al – Hadid ; 4)

"Life is a sculpture you make when you make mistakes andlearn from them,

flaws."

(RM BTS)

" Your God knows best about you."

(QS. Al – Isra : 54)

ABSTRACT

Anisah, N. 2023.The Effect of Using Pictionary Game Towards Student Vocabulary Mastery At Tenth Grade Student of Senior Hig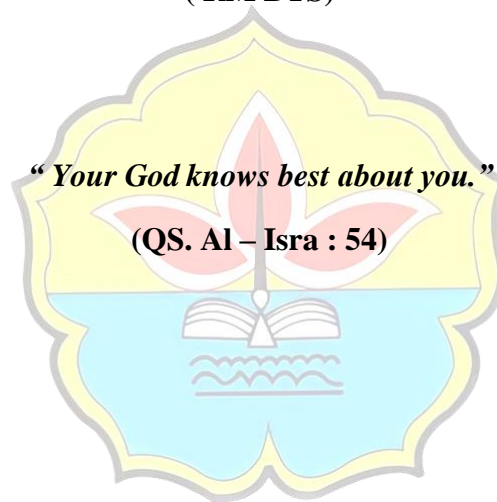h School 8 Jambi City In Academic Year 2022/2023. First Supervisor I Dr. Yanti Ismiyati, S.Pd. M.Pd. and Second Supervisor II Efa Silfia, M.Pd Departmen of English Education Study Program, Faculty Teacher Training and Education, Batanghari University Jambi, 2023

The researcher was conducted based on the problem the students in learning English especially in vocabulary mastery. The researcher said that inthis study he used two classes. Researchers use this test as a tool to obtain data consisting of vocabulary tests. The test used is a multiple-choice test designed to identify the impact of the use of picture games on students' vocabulary. These test results are further analyzed for the impact of picture play on increasing students' vocabulary. Researchers calculated the data using quantitative analysis. Researchers tested the hypothesis using a t-test formulation. The survey results showed that the average score of the experimental class was 55.33 before applying the picture play technique. The control class average score was 56.88. On the other hand, after applying the picture game technique, the test class average is 64.77. The control class average score was 62.77. The researchers found t-test results with t0 higher than tt - t0 was 5.835 and tt was 1.669 (5.835 > 1.669). This means that Ha was accepted and H0 was rejected. The conclusion of this study is that there was a significant effect of picture play techniques on her 10th grade vocabulary skills in Senior High School 8 Jambi.

Keyword ; Vocabulary, Pictionary Game

AKNOWLEDGMENTS

DEDICATION

In the name of ALLAH, All praise is to Allah, the lord of the universe, who has bestowed streght and health upon the researcher finishing this thesis entitled, " The Effect of Using Pictionary Game Towards Students Vocabulary Mastery at Tenth Grade Student of Senior High School 8 Jambi City."

In completing this thesis, I would like to thank my beloved parents, for being myinspiration and gave me strength when I thought of giving up, who continually provide their moral, spiritual, love, and financial support. The first time I dedicate this thesis to my father, Tamrin. Then I also dedicate this thesis to my mother, Ernayati.

Then I would like to dedicate this thesis to four my older brother, Yulianto, ST., Agus Mulyadi, S.Kom., Juliadi, SE., Ade Kurniawan. And I also dedicate this thesis to my older sister, Novi Juwita, S.Kom, who had support me in writing thisthesis.

I would like to dedicate this thesis to lectures and staff at Batanghari University, especially at the Faculty of Teacher Training and Education, majoring in English Education. Thank you for educating and helping me while I was studying at Batanghari University.

I would like to dedicate this thesis to my friends, without their support I may not finished this thesis.

Last but not least, I want to thank me, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off, I want to thank me for never quitting for just being me at all times.

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CHAPTER I

INTRODUCTION

1.1 Background of the problem

There are four skills in teaching of language, namely listening, speaking, reading, and writing. Those skills will be difficult to achieve if vocabulary can't be mastered because vocabulary is supporting elements to the mastery of the four skills learning.

The learning of vocabulary is an important part in foreign language learning. The meanings of new words are very frequently emphasized, whether in books or in verbal communication.Vocabulary is basic element to learn a language and to make a communication with another people. It is impossible to learn English if student are lake of vocabulary is basic element to learn a language and to make a communication with another people. It is impossible to learn English if students are lack of vocabulary. According to Lyne Cameron (2002) vocabulary is fundamental to using the foreign language as discourse. Vocabulary is one of the components of language which will make the language meaningfull. Therefore without mastering vocabulary cannot have communication.

The important one is students have to master vocabulary in English, thus students will not be confused when they want to speak up in public. Vocabulary is the important key in learning a foreign language. The teacher gives the vocabulary or the word, asks the students to write down in their books, and then they have to memorize the words for the next meeting. This traditional method is quite boring

can make the students feel uncomfortable with English language lesson. The teacher has to know some interesting strategies, methods or games to increase student's vocabulary mastery, so the student's vocabulary mastery, so the studentswill remember the word or vocabulary and also the students will enjoy class. The strategies, method or games that teacher uses will not only be benefit for student's but the teacher too, because the teacher will improve the way the teach and the teacher will know how important learning strategy is. Instruction is the arrangement of information and environment to facilitate learning. By environment, researcher mean not only where instruction takes place but also the instructional media, methods, and other teaching equipment needed to convey information and guide the learners' study. Therefore, the arrangement of information and the environment is normally the responsibility of the teachers. Without vocabularies language would not exist and people can't communicate without language. Having a lot of vocabulary is a must. Students must have many vocabularies to help them in Englishlanguage learning (Horby, 1995). vocabulary is one of the elements of learning English. Vocabulary is a vital component of language proficiency, according to Richard (2002). And it can serve as a foundation for learners to write, speak, read,and listen.

The teacher can use many methods to teach English to help students to improve their vocabulary mastery. In teaching vocabulary, the method should be appropriate with the materials students needs. Performing language games is valuable and understandable in the teaching and learning process because it allows students to practice. It means the performing language games in teaching

vocabulary will make the students understand the vocabulary, interest, fun, enjoy,and challenge, especially in introducing new vocabulary and understanding. The game that the researcher tries to offer is a pictionary game. The researcher used this game to teach vocabulary. pictionary is a familiar game created by Milton Bradley and Chards; it is a simple game that provides the students with academic words.

Based on the background above, the researcher intends to conduct an experimental research entitled " The Effect of Using Pictionary Game Towards Students Vocabulary Mastery At Grade Students Of Senior High School 8 Jambi City."

1.2   Identification of The Problem

Based on the background above the researcher identified the problems as follows :

1. The students have difficulties in learning vocabulary such as understanding themeaning of the words.

2. The Students are afraid of making mistakes

3. The Students are shy

4. Less interesting learning media

1.3   Limitation of The Problem

The limitation of the problem is the process of increasing vocabulary mastery by using Pictionary game and the problem students in learning vocabulary mastery at the first semester of the eleventh grade of senior high school 8 jambi in the academic year of 2022/2023.

1.4   Formulation of The Problem

Based on the research background describe above, the formulation of the research what is Pictionary media game increasing eleventh grade students' vocabulary ability

1.5   Objective of Study

Based on the problem statement above, the objective of the study was to find out whether of Pictionary game can increase students' vocabulary mastery at the eleventh grade students' of senior high school 8 jambi in the academic year of 2022/2023.

1.6   Significance of The Study

This research is expected to have two major benefits, they are theoretical andpractical benefits.

1.6.1   Theoretically

Pictionary game is the game that uses drawing or picture to encode the vocabulary to make the students' remember about the vocabulary easily. Pictionary game can help the students to remember the vocabulary by picture.

1.6.2   Practically

Hopefully, that this result of this study is useful for students, teachers and for the readers. For the students, the writer can make them know how to increase their vocabulary. For the teachers, the research can inform that a game can help the students' to increase the vocabulary. For the readers, the writer can inform them that Pictionary game can make students increase students' vocabulary mastery.
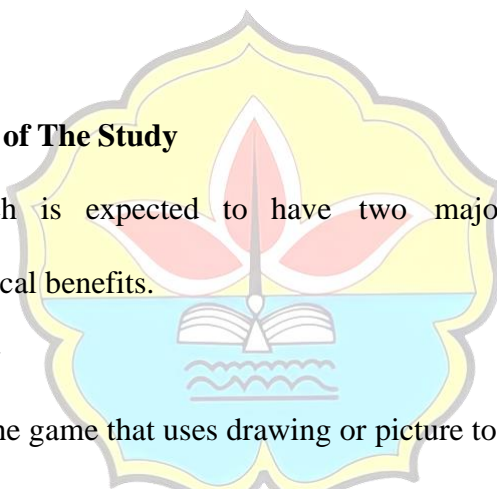
1.7 Definition of Key Terms

To prohibit misunderstanding and get a good understanding, the following terms used in this research need to be defined, as follow :

Vocabulary

1.   Vocabulary is a group of a words which becomes a basic thing in language and needs to be mastered by the language learner in supporting an effective communication, and express idea in the form of oral and written

2.   Game

Game is one of the good media to be used in teaching and learning English. Especially for young learners. Game can be successful media to bring an interesting atmosphere to the language class.

3.   Pictionary Game

Pictionary game is one of the fun games and games that can help students in learning vocabulary. Pictionary game make it easy for students to remember the vocabulary.
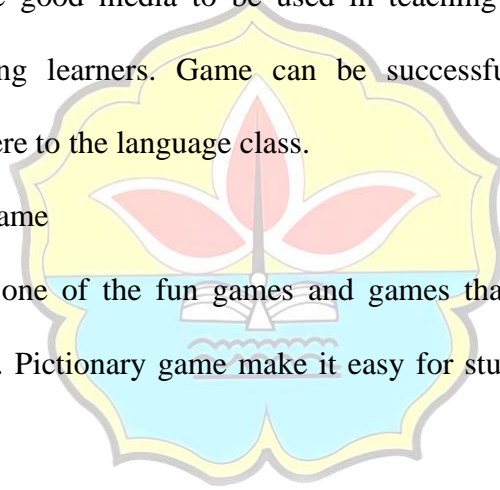
CHAPTER II
REVIEW OF RELATED LITERATURE

2.1   Definition of Vocabulary

Vocabulary is central to a language and of a language learner. Vocabularyis the most fundamental thing that must be controlled by in learning English as a foreign language. By mastering enough by vocabulary mean. Vocabulary is group of word that has meaning. If would be impossible in English teaching learning process without mastering vocabulary, of the language learning a foreign language means learning its vocabulary. furthermore, according to Linse (2006), is a persons collection. of the language learning a foreign language means learning its vocabulary. This shows that people will do nothing in communication if they do not know the word or vocabulary of the language.

Vocabulary is really the main point in learning a language in order that people can communicate one another. Vocabulary is basic communication. Vocabulary knowledge is ofted viewed as critical tool for second language learnersbecause a limited vocabulary in second language impedes successful communication. According to Elfrieda et al. (2005) vocabulary is not a developmental skill or one that can ever be seen as fully mastered. Vocabulary is the knowledge of meanings of words. In addition, the American Heritage Dictionary in Pikulski and Templeton (2004), vocabulary is " the sum of word usedby , understood by, or at the command of a particular person or group." Vocabulary is a challenge for learners, partly because of the size of the task,and partly because of the variety of

vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expressions. Vocabulary is not only confined to the meaning of words but also includes how vocabulary that learn words and the relationship between words, phrases, categories of words and phrases. In addition, Hornby (2005) stated that vocabulary is all the words that a person knows or uses; all the words in a particular language; the words that people used when they are talking about a particular subject.

Based on statement above, vocabulary is a group of a words which becomesa basic thing in language and needs to be mastered by the language learner in supporting an effective communication, and express idea in the form of of oral and written.

2.1.1 The Importance of Vocabulary

In learning language, having a good mastery in vocabulary is needed especially for student. Vocabulary is central to English language teaching because without sufficient vocabulary students' cannot understand others or express their own ideas. According to David Wilkins (2002), Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students posses the most sufficient vocabulary.

Vocabulary is very important for the students' are hoped to master skills reading, speaking and listening in what the speaker said. The vocabulary can help

the students' or the learners to acquire a considerable understanding of words. Vocabulary is the basic one to master English skills.

A word in linguistic analysis, is described as a set , of properties, or features, each word is the combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken from (pronounciation) and frequency. To master a word is not only to learn is meaning but also to learn seven other aspects. All these properties are called word knowledge (Schmitt, 2000) in (Alizadeh, 2016). The aspects that have explained before, sometimes can be found in the song, poem, and anything related to literature of English. Kimseiz, et al. (2017) believe that apart from developing blended 4 language skills, EFL vocabulary learning is of great importance at early ages. Most of students' in Senior High School are difficult to learn vocabulary because their memory tends to be weak due to increase age. It is different with young learner, their memory is stronger to remember something new. That is why every teacher has to have an interesting technique that is suitable for intended level.

Qian (2002) in Kabilan, et al. (2016). It means the learners will master the vocabulary if they are in habit of reading a book or something like that, because in reading a book or something like that they will find some new words and information that they have not found

2.1.2   Kinds of Vocabulary

In this research, the writer just focused to three kinds of vocabularies as follows :

a. Nouns

Noun is word that show people, things, places, treess, animals, etc, there are five types of noun, they are :

1). Abstract and concrete nouns

Abstract nouns are nouns that cannot be seen by eyes. For example: happiness, freedom, health, honesty, and wisdom. Concrete nouns are name of people, places, or things that can be seen by eyes. For example : chair, bread, car, etc.

2). Common nouns

Common nouns are nouns that show types or class of words, places, etc. For examples : book, tool, stone, etc.

3). Proper nouns

Proper nouns are name of people of place. They usually use capital letter. For example : Diana, Indonesia, Yogyakarta, etc.

4). Collective nouns

Name of group that they are to be an unit. For example : team, a jury, etc.

5). Material nouns

Material nouns are name things that are not made by people. For example : gold, water, fish, iron, etc.

b.   Adjectives

Adjectives are words that gives more information about a noun or pronoun. For example: good, tall, bad, kind,
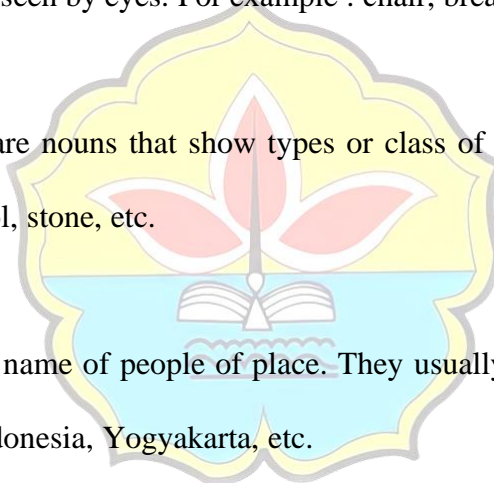
c. Verbs

Verbs is a word (of a group of words) which is used in describing an action, experience or state. For example: come, go, run, etc. The kinds of verbs:

1). Ordinary verbs

Ordinary verbs have features: if they are used in negative and interrogative sentence use auxiliary verb : do, does or did.

2). Auxiliary verbs

Auxiliary verbs are verbs that are used with other verb to show action or situation. Based the quotation above, the writer can be inferred that the vocabulary as kinds of forms.

2.1.3 The Aspect Vocabulary

According to lado as cited in mardianawati in the aspects of vocabulary that canbe learnt by the learners are follow:

a. Meaning

In learning foreign language, students should know the meaning of word. Knowing the meaning of the word will make students easier to communicate on written or oral.

b. Spelling

Spelling is the writing of a words with the necessary letters and diacritics present in an accepted standard order an arrangement of letters that form of a word of part the process forming words by putting letters together. In learning vocabulary, spelling is very important. It can be tighten the connection between sound and letters. Spelling and listening also have a common factor, profieciency with
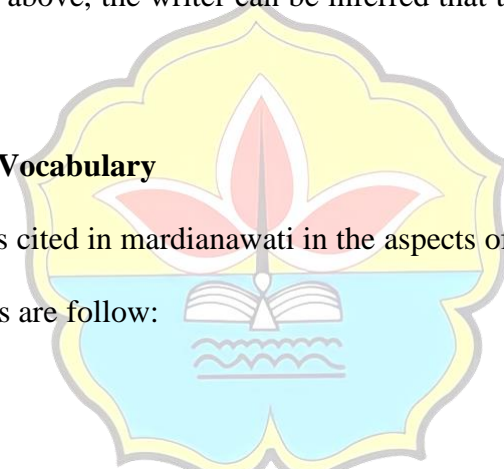
language.

c. Pronounciation

This will mean learning some symbols which are different from the letters of the English alphabet. Students really want to be able to speak English well with a good pronounciation so that they can communicate with others hindrance. Pronouncing the words also enables students' to remember it longer and identify it more readly when it is hear or read.

d. Word classes

Word classes (alternatively part of speech) describes the category or grammatical behavior of a word. Word class usually abbreviations n: noun, adj: adjective, etc. whether a noun is countable or uncountable, whether a verb is normally transitive (needs an object) or intransitive (doesn't needs an object).

e. Word use

Word use is how a word, phrase, or concept is used in a language. Word use may involve grammar and thus become the subject or profound analysis.

Based on the statement above the researcher, it can be inferred the learners should master words of the language because language consist of words. Having mastered a large number of words, they will be able to express their ideas in the language approximately.
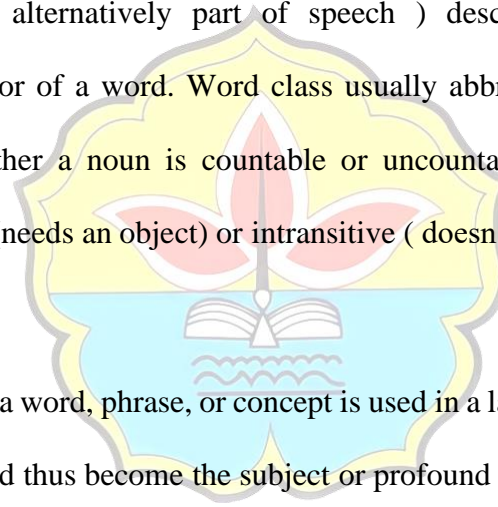
2.1.4 Assesment of Vocabulary

The assessment of students knowledge of word meanings,what we generally call vocabulary assessment, is as old as reading assessment itself. (Ibadurrahman,2012) state that vocabulary assessment will help teachers to get information on how much vocabulary learning has taken place in the class, and whether the teaching has been effective or not. It is important to determine the reasons of assessing vocabulary to make the assessment precise.

In an analysis of vocabulary assessment for ESL learners, Read (2000) identified three continua for designing and evaluating vocabulary assessment ;

a. Discrete – embedded

This distinction addresses whether vocabulary is regarded as a separate construct with its own separate set of test items and its owr: score report, which is the discreteend of the continuum, or whether vocabulary is an embedded construct that contributes to, but is not regarded as separate from, the larger construct of text comprehension. As is typical of norm referenced reading tests, these subtest allow o vocabulary to be reported both as a separate score as a part of a combined reading score that is some aggregate of vocabulary plus some other reading subscores, most notably comprehension. The vocabulary level test (Nation, 1990:1) is a good example of a discreate test, in that it is intended to estimate the size of a learner's vocabulary using a sample of high -frequency English words. The simple structure of the test items, it seems obvious that this test is assessing vocabulary knowledge or reading compherension ability. On the other hand, vocabulary assessment may also be embedded as part of the measurement of a larger construct. According .

(Jacobs, et al., 1981) is an instrument to measure the construct of writing proficiencyin English by means of five rating scales, one of which focuses on the appropriateness of the test -takers' vocabulary use, in the case, vocabulary is separately rated in the first instance but then the rating is combined with those from the other four scales to form an overall profile of the learners writing performance.

b. Selective- comprehensive

In that they focus on specific focus on specific lexical items, from other vocabularymeasures based on a comprehensive analysis of all the content words either in an input text or in the learner's response to a test task. Conventional vocabulary tests are selective in nature: the test designer chooses particular target words as the focusof the assessment. For Example, Paribakht and Wesche (1997) as a means of tracking how much knowledge of specific words a group learners acquired throughencountering them in their reading. In the test the students were presented with thewords in isolation and prompted to show how much they could recall of the meaningand use of each one. Another case of a selective test is the multiple choice rational delection cloze.

c. Context – independent

Instrument like the vocabulary levels test present words to the test – takers in isolation and requires them to select meanings for the words without reference to any linguistic context. A less obvious example of such a measure is represented bythe vocabulary items in the reading section. This continuum refers to the degree that textual context is required to determine the meaning of a word. Any word can readily and easily be assessed in a decontextualized format dos not necessarily

mean that context is required to determine its meaning, in order to meet the standard of assessing students ability to use context to identify word meaning, context must actually be used in completing the item.

From the theories above, it can be conclude that there are three interrelated theories that assessment vocabulary. in the vocabulary there are several assessments in which the vocabulary assessment in reading, in writing, and speaking. In the assessment can also help students analyze and identify the meaning of the vocabulary in each of the readings as a multiple choice, translation, matching format, students will identify each vocabulary at the exercise. The assessment vocabulary as it pertains to reading compherension has almost exclusively emphasize the receptive dimension of vocabulary. rarely is the productive aspect of vocabulary examined. Especially as it relates to compherension.

2.2 Definition of Game

There is no single definition of serious games, though games are generally held to be games used for education, simulation, training, or advertising. In this case, games will be used to education. Games help and encourage many leaners to defense their interest and work. Language can be useful and meaningful when the teacher creates contexts is helped by the games. Noemi & Maximo (2014) state that a game is a physical or mental contest played according to specific rules, with the purpose of fun learning or rewarding the participant. Vansteenkiste et al. in park (2012) states that student will process reading material more deeply, achieved higher scores, and showed more persistence if students place in an intrinsic. motivation condition, and the result will be different if students' place in an

extrinsic condition. And also, squire and Jenkins in park (2012) asserts that the game is not only for an exercise for students. Game allows the students to share their experience and use game as a tool for discussions. Game is not about simply problems or a puzzle. Game is little worlds and in such environments, students can develop knowledge of how learning processes and practices are related to each other.

Game is some activities that can make everyone feel fun. Game can build atmosphere between the children and adult. Game is not only for playing something, but it can be the way to learn something especially vocabulary. There are any ways to learn and master vocabulary not only for kids but adult too. One of them is using game. Games can help teachers to create contexts in which language is meaningful (silsupur. 2017). Some teachers think that game can waste the time in learning activities because they do not how tomnage the time and the class. Some teachers who never use game in learning activities because they are afraid if they cannot bring a good atmosphere in learning activity, game also can be benefit for teacher, not only for students.

The aim of using game in learning activities is the students can master the material or not. It also can look from students' responbility in group. Most of games work in group. It means the students' have to communication with other member. By keeping the communication with other member, the students can improve their communicative skils, enhance their memorize the word, encourage students' interaction to other students' in the class, enhance students' motivation and build good atmosphere. Language games can be competitive. Students' can be compete

against one another or they can use their language skills strategically in cooperative games, where they from groups to work together and achieve a goal (Quispe-vargas, 2016:5. Allsop & Jessel (2015) state that pedagogical approaches within education are not necessarily detached from cultural traditions and beliefs, thus transforming education system to accommodate game-based learning is a more complex task thanrearranging a classroom space.

According to the explanatiom above, the researcher chooses game to teach vocabulary because game is one of the good media to be used in teaching and learning English, especially for young learners. Games can be successful media to bring an interesting atmosphere to the language class. These create the motivation for learners of English to get involved and participate actively in the learning activities. Teaching vocabulary by using game will make students to be active and enthusiastic.
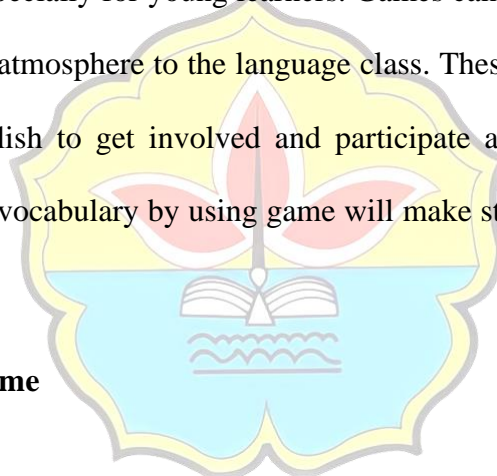
2.2.1 Kinds of Game

Learning process will run well by playing the game, if the teacher knows what games that will the teacher uses in specific material. Focuses on students centered learning which the students centered learning process is expected to encourage students' to be actively involved in building knowledge, attitudes, and behavior. Game can help the learning process focuses on students centered learning. Language learning is a something that can make something that can make sometimes frustrating. Constant effort is needed to understand, produce, and manipulate the target language. Masri & Najar (2014: 145) state that games have proven to have advantages and effectiveness in learning vocabulary in various

ways. First game brings in relaxation and fun for students, thus help them learn and survive new words more easily. Second, game usually involves a competition and keeps learners interested. Third, vocabulary game brings learners to explore some word in the classroom and enhance students' communicative. Fourth game is highly motivating students and also game gives opportunity to express students' opinions and feelings, fifth game can be used to do ice breaking activities and also can be used in teaching English. Lewis and Bedson (2002) in Febriyansyah (2015) divided games according to their general character and sprint. They are:

a. Movement game: Movement game is that game that can make the students to be active. In the learning activities, students will use gesture of their body to play movement game.

b. Card game : Card game is the game that uses card as a media and in every card will be written a word and the picture to explore the vocabularies.

c. Board game: Board game is the game that uses path or board as a media to learn vocabulary or word.

d. Dice game : dice game is the game during the players use one or more dice; a dice have numbers on the faces or colors and the letters of alphabet

e. Drawing game: Drawing game is the game which the students require creativity and sensitivity towards the world. The students have to be able to understand the instructions and describe their drawing.

f. Guessing game : Guessing game is the game which the students have to guess something that has told by other students.

g. Role-play game: Role play game is the game which the students play drama in

front of the class to improve students' speaking skill and students' confidence.

h. Team game : Team game is the game which the students play the game with team work. It aims to know the students' responsibility.

i. Word game : Word game is the game that allow utilizing the students' enjoyment with words.

j. Pictionary game : Pictionary game is a game in which students guess word or phrase from a picture.

Based on the statement above, the researcher chooses Pictionary game as the mediain increasing students vocabulary.

2.3 Definition of Pictionary Game

Ravulur (1997) in Rusyda, Suparman, & Sudirman (2014) state that Pictionary game is guessing word game invented by Robert Angel with graphic design by Gary Everson and first published in 1985 by angel game inc. Pictionary game is guessing game by drawing. Pictionary game is one of a fun game and fantastic educational tool. Learning vocabulary by using Pictionary game, studentscan get new vocabulary and can remember easily. According to Karam (2012) in Dwi (2017) states that Pictionary board game is extraordinary game for vocabulary learning because this game depend on words, definitions, and how learner plays the strategy. It means the student who draw the vocabulary is important in success of this game. Peterson (2017) states that the Pictionary game is designed to help students review the important vocabulary words and connect the terms and the concepts. Mckeown and Holmes (2009) in Rahman et al. (2016) state that a picture dictionary is a book containing words or vocabulary of the language (target

language) with the pictures. Picture dictionary can help the teacher in teaching vocabulary because picture dictionary is an effective and alternatif way as visual a imagery assists learners in learning word or vocabulary meaning and easier to in make predictions and inferences (center et al., 1999)in (Rahman et al., 2016). This also suggested by Van der Bijl, Alant and Lloyd (2006) in Rahman et al. (2016:147) who state that picture also can help the students with learning disabilities because it cues to decode words or vocabularies and develop their memory for spelling the words.

In playing Pictionary game, the students will work in group and the studentwho takes the card have to make their own picture or drawing based on English vocabulary ang other members in group have to guess what vocabulary that the students draw. Pictionary group can increase communication and creative thinking skills. The members who guess the vocabulary have to have a good communication with other members who guess too and the students who draw have to able draw the vocabulary clearly and creative, so the members can guess what the student draws. Pictionary game focuses on creativity and corollary thinking. It means be student is not only creative but the student has to be able draw that will effectively communicate to their group. Furthermore, Pictionary game helps the students visualize concepts and creates positive groip dynamics. Pictionary game is designed for small class about 10 to 25 students.

From the explanation above, the researcher can be conclude that Pictionary game is one of the fun games and games that can help students in learning because learning to use Pictionary games makes it easy for students to remember the vocabulary in English. The advantage of this Pictionary game is to instruct focus and creativity is to think of the students and be perfectly suited to the student in visual learning to reinforce the idea in the study.

2. 3. 1 Procedure of Pictionary Game

Imamura (2012) in Dwi (2017) states that Pictionary is the picture-based word game. It is an excellent way for students to enhance their knowledge. While the rules must be altered slightly to work in the classroom, Pictionary provides studentsthe opportunity to creatively express vocabulary terms they have learned. Depending on the age group and artistic skill, you can increase the challenge for students. Learning to express themselves in picture from utilizes a different part of the brain allowing students to synthesize information. Peterson (2017) states that the procedures of Pictionary game are :

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 nor 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 fromthe 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.

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

f. During playing the game students are not allowed to open their notebook, the activities based on review the material before the class.

Imamura (2012) in Dwi (2017) proposes some procedure of applying Pictionary board game in classroom activities.

a. The teacher prepares the card that has been written some vocabulary

b. The teacher divides the class in group and asks the students to gather with their group. The teacher divides the class into two teams. Each teams chooses one person to draw for their team and team members shout out guesses

c. The teacher explains the rules of Pictionary game to the students. For the first, the teacher chooses one team to put the card that has been prepared. The player has 10 seconds to look at the word. When the time is up, the player starts drawing until a member of their team correctly guesses word. The player can only use images, no letters or words.

d. Start the first round. The player draws the vocabulary on the classroom, Pictionary provides students the opportunity to creatively express vocabulary terms they have learned. Depending on the age group and artistic skill, you can increase the challenge for students. Learning to express themselves in picture form utilizes a different part of the brain allowing students to synthesize information.

2.3.2 Advantages and Disadvantages of Pictionary Game

Every methods and strategy have the advantages and disadvantages Pictionary game is no exception. Pictionary game has the advantages and disadvantages that need to be know. They can be described as follows:

1) The Advantages

   a) There are many vocabulary will appear

   b) The students are active and busy with the game, especially about English game.

   c) It create a fun and enjoyment

   d) It create a competitive and cooperative situation

   e) The students can be describe a thing that relate about a vocabulary

   2) The Disadvantages

   a) Only creative students can play this game

   b) The crowded class will happen

From the explanatiom above, it can be known that the advantages so many form thedisadvantages. Pictionary game will make the students enjoy and easy to learn

word. Using Pictionary game in increasing vocabulary the crow ded class will happen, also only creative students can play this game. Its mean that teacher have to care about it when applying Pictionary game in teaching and learning process.

2.4   Previous Studies

First, the researcher was done by akrimah, Nainggolan, & sinaga (2017), entitle *Teaching vocabulary through pictionary game to the first grade of SMP N 1 Tuba.*. The researcher used quantitative research. The aim of this study was to find out whether there was an improvement of students' vocabulary achievement after the implementation of pictionary game technique. The improvement can be seen by comparing the mean score between the pretest 56.58 and the posttest 74.88 therefore, the t-value was higher than t-table (5.747 > 2.021). The result of this research was that there was an improvement of students vocabulary achievement after the implementation of pictionary game technique.

Second, research was done by Fazar Azriani (2017), entitled *The Effectiveness of Pictionary Game in Improving Students' Vocabulary Mastery.* The researcher used a quasi experimental research. The aim of this study was to find out whether or not pictionary game can improve students' vocabulary mastery to find out the effectiveness of pictionary game in improving students' vocabulary mastery and to find out the effectiveness of pictionary game in improving students' vocabulary mastery of fifth grade students' of SMA N 6 Medan . In the pretest result, the mean score of experimental group was 65 and the control group was 64,25. However, in the posttest result, the mean score of experimental was 84 while the control group was 73,25. The improvement of the mean score of

experimentaclass which had increase percentage 29,23% proves that pictionary can improve students' vocabulary mastery. Furthermore the result of the analysis using t-test showed that the t- value was 2.97 and t-table was 2.03. it means that t-value was higher than t-table (2.97>2.03). it could be concluded that there was significant difference between the experimental and control group. It means that pictionary game effective to improve students' vocabulary mastery in the tenth grade SMA N6 Medan

Third, the researcher was done by Nurdianita (2015), entitled *Teaching Vocabulary Through Pictionary Game to First Grade Students of SMA Islam Ta'allumul Huda Bumiayu* . The researchers used quantitative research. The aims of study were analyzing students' vocabulary achievement after being taught by using pictionary game and describing the process of the implementation of pictionary game in teaching vocabulary. The result of this study was showed that the mean score of the pretest was 65,15, and the mean score of the posttest was 89.15. it means that after the implementation of pictionary game, there was a significant different and increase students' vocabulary achievement.

In sum, by using pictionary game, the result of all the researchers are pictionary game can increase students vocabulary mastery. Beside, this method can emphasize the students in learning process. In this research, the difference is the research uses a quasi experimental and pictionary game will increase the students vocabulary mastery in the learning process for secondary school because pictionary game will create a cooperative learning so that tudent will enjoy and feel relax during the cooperative learning so that students will enjoy and feel relax during the

cooperative learning so that students will enjoy and feel relax during the learning and they will not waste their time in discussion, because when the students do pictionary game, they automatically focus on the picture that is drawn. Beside, this method can make the students more active in learning process.

2.5   Conceptual Framework

Game technique in teaching vocabulary is the important thing must be considered by the teacher to succed the learning vocabulary. the successful or teaching vocabulary mastery depends on Many factors. One of them is how the teacher chooses the game technique in senior high school students.

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

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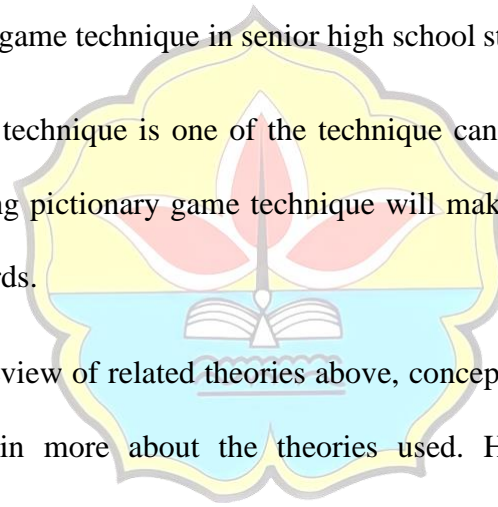
Figure I

Conceptual Framework

```
┌─────────────────────┐
│     vocabulary      │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│ Teaching Vocabulary │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│   Pictionary Game   │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│        Test         │
└─────────────────────┘
        ╱       ╲
       ▼         ▼
┌──────────────┐   ┌──────────────┐
│ Experiment   │   │ Control Class│
│ Class        │   │              │
└──────────────┘   └──────────────┘
       │                  │
       ▼                  ▼
┌──────────────┐   ┌──────────────────┐
│ Using        │   │ Without          │
│ Pictionary   │   │ Pictionary game  │
│ Game         │   │                  │
└──────────────┘   └──────────────────┘
        ╲              ╱
         ▼            ▼
┌────────────────────────────────────────┐
│ The Effect of Using Pictionary Game     │
│ Towads Students Vocabulary Mastery At    │
│ Tenth Grade Students of Senior High      │
│ School 8 jambi City                      │
└────────────────────────────────────────┘
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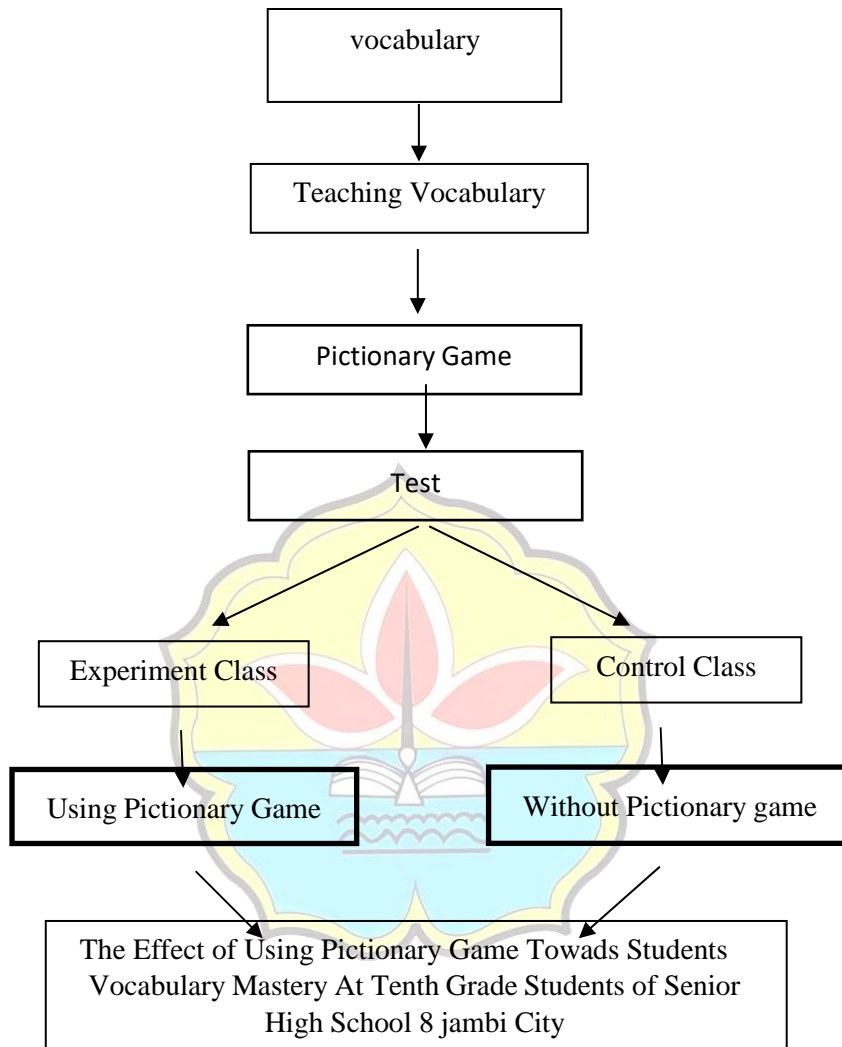
2.6   Hypothesis

The hypothesis has purpose to answer a certain specific question. L.R Gayssays, "

A hypothesis is a tentative prediction result of the research findings." Then,

according Suharsimi Arikunto, hypothesis is a provisional answer of result problem

in a research to predict the result of the research findings. So hypothesis is

provisional answer of prediction result in a research .

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

1. H_a : any positive effect of pictionary game technique and students'

    vocabularymastery.

2. H_0 : no any positive effect of pictionary game technique and students'

    vocabulary
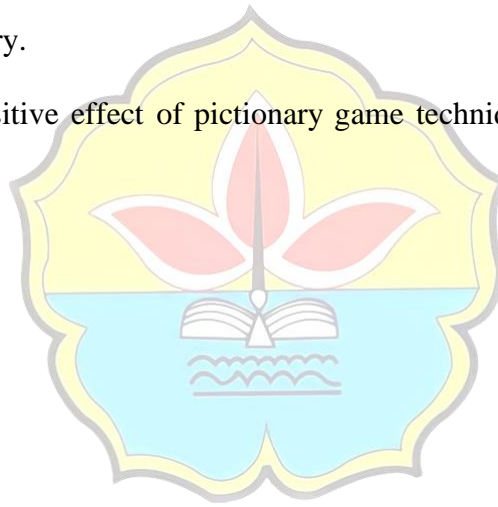
CHAPTER III

RESEARCH METHODOLOGY

3.1   Research Design

The kind of this research is quantitative research with experimental method. According to L.R Gay, " experimental research is the only type of research that cantest hypothesis to establish cause and effect. According to Creswell (2013), quantitative research is a type of research that explains a problem by collectingnumerical data and analyzing it using statistics. It means that to know the causeand effect between a variable to another variable we can use experimental research.The researcher used two classes in this research. One of the classes will be taugh by pictionary game technique and called as experimental class. The other class willbe taught by conventional technique called as control class.

3.2 Population and Sample

This study makes use of a quantitative method. Relating to data collection. The population of this research is state – owned enteprises listed on Indonesia. Stock exchange. Sample is defined as the representative of population based on on particular criteria.

3.2.1   Population of The Research

According to Suharsimi Arikunto, " population is all of the subject of research The same thing also stated by Sumanto that population is all of the subject

in region. Research that is made into the subject of research. Besides, Burhan stated that population is all of the object that become the target of the research. In sum, the researcher concluded that the population of this research is the wholeof the students at grade eleventh of Senior High School 8 Jambi City.

The population of research consist of eleventh classes, the students are limited to whose who belong to class XI Senior High School 8 Jambi City. Therefore, it can be seen the table below:

Table 1. The Population Of Tenth Grade Students Senior High School 8 Jambi city

No	Class	Number of Students
1	X 1	36
2	X 2	36
3	X 3	36
4	X 4	37
5	X 5	36
6	X 6	36
7	X 7	36
8	X 8	37
9	X 9	37
10	X 10	37
	Total	364

Source : Senior High School 8 Jambi City

3.2.2 Sample of The Research

Arikunto says, " sample Is a part of population which will be researched". In this research, the researcher used random sample to take the class research. Random sampling is the process of selecting a sample in such a way that all

individuals is defined population have an equal and independent chance of being selected for thesample. The researcher reason uses random sampling technique is because of all the sample has the same chance to be choosen and it is the best single way to obtain a representative sample. The researcher used the trick to take the sample using a lottery technique of taking random sampling. All the population or all the grade eleventh class are folded, then, the researcher shake them. After that, the researcher took 2 folded classes. Finally, the researcher get two classes of grade XI, they are XI IPA 2 as the experimental class and XI IPA 1 as control class.

Table 2. The Sample of Research

Class	Classification	Number of students
X 3	Control Class	36
X 1	Experimental class	36
Total of students		72

The total of sample was 74 students; 37 students of X 1 will be for experimental class and 37 students of X 3 will be for control clas. For experimental class, the researcher using pictionary game and the control class without pictionary game.

3.3 Research Instrument

A research must have an instrument in this research because a good instrument can go guarantee for taking the valid data. In addition, Suharsimi Arikunto says, " Instrument of the research is a tool of facility is used by the researcher in collecting data. So that the process is easier and better with the more careful, complete and systematic ways. In this research, the main instrument of this research is test. The researchergivethe test to know students' vocabulary mastery. To get the data from

the students, the researcher collected by multiple choice test. According to appendix The test is a set vocabulary about identify name of People Characters , identify of things, andidentify of public places. To measure students' vocabulary mastery indicator, as follow:

Table 3. Indicator of Vocabulary Mastery Test

Indicator	Topic	Number of Item
Identify the Meaning	People Characters	6, 9, 10, 11, 14, 16, 19, 22, 24, 25
	Things	3, 4, 5, 12, 13, 15,20, 23
	Public places	1, 2, 8, 18, 21,
TOTAL		25

Ridwan (2005:89) The range of score of the result students test will be interpreted as excellend, good, average/enough and poor.

Table 4. Score of The Result Test

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

Source : Ridwan (2005:89)

3.4   Technique of Data Collection

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

1. Pre-test

The pre-test was conduct to find out the homogeneity of the sample. The function of the pretest was to find the mean scores of the experimental class and control class before the researcher gave treatment. Whether it is an effect or not.

Here, the researcher used some steps in give post-test, they are :

1). The researcher prepared the test 25 items.

2). The researcher distributed the paper of the test to students of experimental classand control class.

3). The researcher explained what the students to do.

4). The researcher gave times of students to answer questions.

5). The students answered the questions.

6). The researcher collected the test paper.

7). The researcher checked the answer question of students.

8). Then, the researcher found the mean score of control and experimental class.
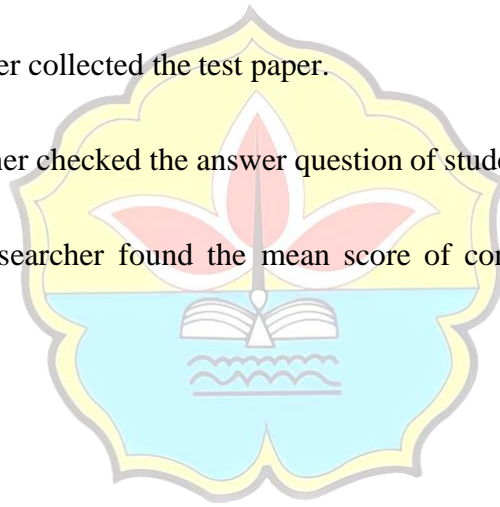
2. Treatment

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

3. Post-Test

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

1). The researcher prepared the test 25 items.

2). The researcher distributed the paper of the test to students of experimental classand control class.

3). The researcher explained what the students to do.

4). The researcher gave times of students to answer questions.5). The students answered the questions.

5). The researcher collected the test paper.

6). The researcher checked the answer question of students.

7). Then, the researcher found the mean score of control and experimental class.

The researcher conducted the test to collect data the kind of test multiple choices which consists of twenty question. the good instrument must meet two requirements:

a. Validity

By far the most complex criterion of an effective test and arguably the most important principle is validity, the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment. The rsesearcher counted the validity of the vocabulary test with SPSS 21 to measure the validity this research used product moment. To measure the validity of the instrument of research , the researcher put the total sample 36 respondents. The researcher gave 25 multiple choice question for this clas. So, the

researcher calculated the validity test from the result of multiple choice question. from the result calculation item validity instrument could be shown in appendix10.

b. reliability

A reliable test is consistent and dependable. If you give the same text to the samestudents or matched students on two different occasions, the test should yield similar result. In this research, to measure the reliability of the vocabulary multiple choice test, the researcher employs SPSS 21 progran for windows. From the result calculation item reliability instrument could be shown in table as follow:

Reliability Statistics	
Cronbach's Alpha[a]	N of Items
.269	25

3.5 Technique of Data Analysis

After collecting the data, researcher did an analysis data to determine the procedure to be used in scoring the students' work. To get quantitative result, the score of pretest and posttest are calculated as follows:

$$\text{Score} \ = \ \frac{\text{Students' score}}{\text{Maximum score}} \ \text{X 100}$$

(Gay, 1981)

After the researcher calculating the score, there are several stages thatmust done for data analysis, the researcher calculate the average (mean) score with formula :

34

$$X = \frac{\sum x}{N}$$

(Gay, 1981)

Where

X $=$ the mean, or arithmetic average, of the score

$\sum X$ = the sum of all the scores

N = total number of students

3.5.1 Normality test

The normality test is used to determine whether a data set was well modeledby normal distribution or not, or to compute how likely the random variable is to be normally distributed. In this research, the researcher will use SPSS 21 program for windows to calculate the normality test.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		36
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.67107919
Most Extreme Differences	Absolute	.120
Positive		.120
Negative		-.083
Kolmogorov-Smirnov Z		.719
Asymp. Sig. (2-tailed)		.680

     3.5.1.1   Test distribution is Normal
     3.5.1.2   Calculated from data

3.5.2 Homogeneity

Homogeneity means the similarity variance of each group, so the researcher will be faced with groups that have the same condition from the beginning. The test is needed to compare data in some groups. It is also needed to test the homogeneity of variance in comparing two or more groups. The homogeneity test in experimental research is used to know whether experimental and control groupthat are take from the population have the some variant or not. In this research, the researcher, the researcher will use SPSS 21 program for windows to calculatethe homogeneity test.

Hasil belajar Vocabulay

Levene Statistic	df1	df2	Sig.
1.931	1	70	.169

3.5.3 T test

After testing in normality and homogeneity test, the researcher continues toanalyze the data using the T-test. The T-test is used to determine whether the mean of two groups is diffent from another. In this test, the researcher analyzes the data by comparing the score between the experimental class and control class in the pre-test and post-test. The result of the calculation will show whether the application of the mnemonic technique is more effective in teaching vocabulary.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1   Findings

This research was conducted on students of grade X-1 and X-3 Senior High School 8 Kota Jambi in the 2022/2023 school year. Researchers conducted a studyfor 2 (two) weeks to find data and facts about the use of pictionary game on its vocabulary. the study was conducted on 17 male students and 19 female students in grade X1(experimental class) and 15 male students and 21 female students in grade X3 (control class). The research was conducted for 2 (two) weeks precisely on January 11th until january 26th, 2022.

The researcher explain the result of the research below. Researcher use the testas a tool used to obtain data consisting of vocabulary test and the test used is a multiple choice that serves to recognize the influence pictionary game usage can have on student vocabulary. these test result are futher analyzed on the influence pictionary game in increasing student vocabulary.

Before the researchers taught students in both experimental and control classes, the researcher provided a lesson plan of material for guidance in the class. The lesson plan numbered eight meetings which are consisted of the experimental and control class.

1. The procedure of the research in experimental class

Date	Activities
January, 12th 2023	Pre test
January, 17th 2023	First treatment
January, 19th 2023	Second treatment
January, 25th 2023	Post test

The researcher took class for X1 for a sample of the experimental class. The numberof this class was 36 students. In this first meeting, there were 36 students present inthe class. the researcher gave a pre – test to the students beginning the researcher. The forming test was multiple choice from vocabulary. this test spent about 40 minutes. After that, the researcher taught the students with a pictionary game using descriptive pictures media in the class. The researcher explain of vocabulary, and kinds vocabulary. Then, the researcher introduced the pictionary game.

In the second meeting, students present at classes at the second meeting there were 34 students and two students who were not present at the second meeting. The researcher gave the other example using a pictionary game. In the second meeting, the researcher explained what's vocabulary and how important tostudy English and the researcher inform the students about how to learn English beeasy and made joyful activities. Here, the researcher explained teaching learning through the pictures technique to make easy the students memorized and the remember it. The students focused on the material, most of the students asked the

researcher what they did not understand. At the and the teaching learning process, the researcher cheeks the students ability in vocabulary by giving some question related to the what is the pictures.

In the third meeting, students present at classes at the third meeting there were 35 students and 1 students who were not present at the second meeting. The researcher give vocabulary instruction using pictionary. The researcher explained procedure game of pictionary at appendix and the researcher divided the students into six groups, each of six.

In the fourth meeting, students present at classes at the fourth meeting there were 36 students. the researcher gave the last treatment. The researcher apply the pictionary game to students to make students more active. The researcher asked from each group to ask one of the members of the group of each group to draw based on the vocabulary given by the researcher and for other members directed to discuss and guess what the member was describing on the board. After that, the researcher gave a post-test to them.
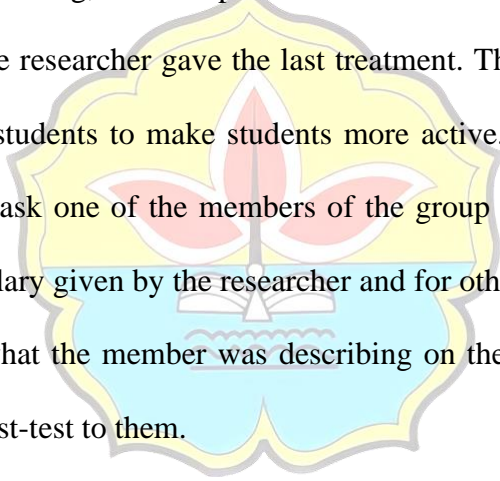
2.   The Procedure of The Research in Control Class

Date	Activity
January, 12th 2023	**Pretest**
January, 17th 2023	**First treatment**
January, 19th 2023	**Second treatment**
January, 25th 2023	**Pos Test**

The researcher took class X1 for the control class. The number of students was 36 students

In the first meeting, students present at the classes at the first meeting therewere 32 students, the researcher gave a pre test to the students. The forming test was multiple choice from in vocabulary. this test spent about 40 minute. After that, the researcher explained what is vocabulary and the type of vocabulary to the students.

In the second meeting, students present at the classes at the second meeting there were 36 students and 4 students who were not present at the second meeting. Researcher give vocabulary related exercises and vocabulary groupings on students

In the third meeting, students present at the classes at the third meeting there were 35 students and 1 students who were not present at the third meeting. The researcher explain and give a sample of vocabulary in the vocabulary groupings described on the board.

In the fourth meeting, students present at the classes at the fourth meeting there were 36 students. The researcher reviewed the material of vocabulary then asked them to do the post – test.

4.1.1 Preliminary Data and Final Data

Table. 5

Table of Preliminary Data and Final Data

TEST	N	MEAN	SD	MAX	MIN
Pretest Eksperimen	36	55,33	11,13	80	28
Posttest Eksperimen	36	64,77	7,81	80	52
Pretest Control Class	36	56,88	11,43	80	28
Posttest Control class	36	62,77	12,12	84	28

This research there were 36 students in experimental class and 36 students for control class. In this research there were 36 students score taken from the pre-test and post-test data in experiment class. The first test in this research is students answer ofmultiple choices question without treatment. The test to know students ability vocabulary before given treatment. In pre-test experimental class the researcher got 36 samples' score with mean 55,35, standard deviation 11,13, maximum score 80, and minimum score 28, in the post-test score after treatment the researcher got 36 samples' score with mean 64,77, standard deviation 7,81, maximum score 80, and minimum score 52.

Based on dissemination data above, the first data for control class, there were 34 students score takem from the pre-test and post-test. In pre-test students answer of multiple choices question without treatment. The pre-test score in controlclass the researcher got 36 samples' score with mean 56,88, standard deviation 11,43, maximum score 80, and minimum score 28. In the post-test after treatment the

researcher got 36 samples' score with mean 62,77, standard deviation 12,12, maximum score 84, and minimum score 28.

4.1.2 Result Score of Pre -test Eksperimental Class and Control Class

From the appendix 5 above researcher go the result of pre-test eksperimental class and control class. In pre – test eksperimental class, there was 36 students withthe maximum score 80, minimum score 28, and mean 55,33. The students frequency with score, with score, 2 students got 28, 1 students got 32, 4 students got 44, 2 students got 48, 3 students got 52.

In the pre-test control class, there were 36 students with the maximum score 80, minimum score 28, and mean 56,88. The students frequency with score, 3 studentsgot 28, 1 students got 44, 9 students got 52, 2 students got 56, 13 students got 60, 2 students got 64, 2 students 68, 3 students 72, 1 students got 80.

4.1.3 Result Score of Post-test Experimental Class and Control Class

Based on the appendix 5 the researcher got the result of post – test experimental class and control class. In post – test experimental class there was 36 students with the maximum score 80, minimum score 28, and mean 64,77. The students frequency with score, 4 students got 52, 2 students got 56, 8 students got 60, 7 students 64, 6 students got 68, 5 students got 72, 1 students 76, 3 students 80.

4.1.4 Frequency Distribution of Experimental Class and Control Class

Based on the appendix 5 about frequency distribution of pre – test experimental class and histogram above, there were 36 students sample, 1 students from 3% had score between 80 – 100. 10 students from 28% had score between

61– 80. 22 students from 62% had score between 41 – 60. 3 students from 8% had score between 21 - 40. Frequency distribution of post – test experimental class and histogram above, there were 36 students sample, 3 students from 18% had score between 81 - 100. 19 students from 55% had score between 61- 80. 19 students from 39% had score between 41- 60. 0 students from 0% had score between 21 – 40. frequency distribution of pre – test control class and histogram above, there were 36 students sample, 1 students from 3% had score between 80 – 100. 5 students from 14% had score between 61 – 80. 27 students from 75% had score between 41 – 60. 3 students from 8% had students score between 21 - 40.

Frequency distribution of post – test control class and histogram above, there were 36 students sample, 4 students from 4% had score between 80 -100. 16 students from 44% had score between 41 – 60. 2 students from 6% had score between 21 – 40.
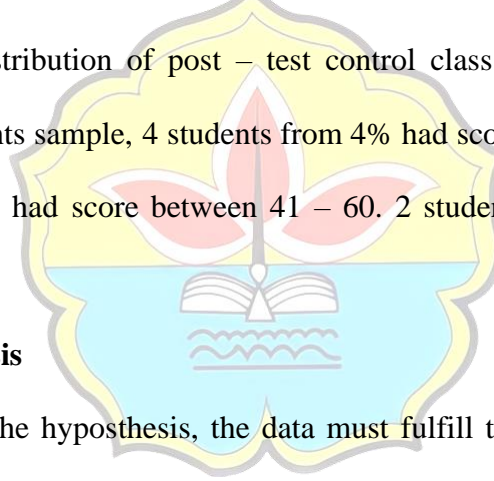
4.2   Data Analysis

Before testing the hyposthesis, the data must fulfill the assumption in whichthe data must be distributed normally and homogenous.

4.2.1   Normality Test

The normality test was used to see whether or not the distribution ofresponses to the instrument is normal. In this research, the formula used to test the normality of the data was the **Kolmogrov – Smirnov** test because thesample was 36 students for each class. Theoretically, if the value of p is greater than 0.05, the data is normal. If it is below 0.05, the data significantly deviate from a normal distribution

a.   Normality test of experimental class

Table. 6

Experimental Class Normality One Sample Test Kolmogorov – Smirnov

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		36
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.67107919
Most Extreme Differences	Absolute	.120
	Positive	.120
	Negative	-.083
Kolmogorov-Smirnov Z		.719
Asymp. Sig. (2-tailed)		.680

a.   Test distribution is Normal.

b.   Calculated from data.

Based on the table above, it showed that Kolmogorov – Smirnov. The test normality of the experimental class was .680. It can be concluded that the data of this research was normal because the value was higher than 0.05 (.680>0.05).

b.   Normality test of the control class

Table.7

Control Class Normality Testing One – Sample Kolmogorov – Smirnov

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		36
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.65855113
Most Extreme Differences	Absolute	.136
	Positive	.131
	Negative	-.136
Kolmogorov-Smirnov Z		.813
Asymp. Sig. (2-tailed)		.523

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, it showed that Kolmogorov – Smirnov the test normality of the control class was.523. It can be concluded that the data of this research was normal because the value was higher than 0.05 (523>0.05).

4.2.2   Homogneity Test

The test of homogeneity was conduct to know whether the data from the two classes had the same or different varians. In quasi – experimental research, homogeneity is used to know whether experimental and control class that are taken from the population have the same variant or not. In this research, the researcher calculated data by using SPSS Version 21.

Table. 8

Test of Homogeneity of Variances

Hasil belajar Vocabulay

Levene Statistic	df1	df2	Sig.
1.931	1	70	.169

Based on the table above, the researcher calculated that the data was homogeneously distributed because the value of a statistic is higher $(0,169 > 0.05)$.

4.2.3 T-test

After calculating the data of post-test, researcher has found that post – test result of experimental and control class is normal and homogenous. The data would be analysed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was "Pictionary game technique has significant effect on vocabulary mastery at grade tenth students of Senior High School 8 jambi city." The result of t-test was as follow:

Table. 9

Result of T-test from the Both Average

Pre-test & post test Experimen		Post-test & pretest Control Clas	
Tcount	Ttable	tcount	ttable
5.835	1.669	-4961	1.669

Based on researcher found that tcount 5.835 while table 1.669 with opportunity$(1-\alpha) = 1 – 5\% = 95\%$ and $dk = n1 + n2 -2 = 36 + 36 – 2 = 70$. Cause tcount > ttable ($5.835 > 1.669$), it means that hypothesis Ha was accepted and H0

was rejected. So, there was the significant effect of Pictionary Game Technique on students' Vocabulary Mastery at grade Tenth at Senior High School Jambi. In this case, the mean score of experimental class by using Pictionary game technique was 94,44 and mean score of control class was 58,88.

4.3   Discussion

From the calculating above, it showed that the differential coefficient of students who were taught by a game pictionary using vocabulary is 5.835.

The statistical method was used to find a significant difference in the studentsscores before and after being taught by using the Pictionary technique. To know theeffect of the Pictionary technique in the students vocabulary mastery, the data was collected from students are given a pretest. It is given before the researcher gives material and treatment applied to the experimental group. The pre test is given to know the level of the students vocabulary skills before the treatment. The second isa post – test. It is given to the students after the material is taught and treatment is given to the experimental group.

Hypothesis test (t0) at 5.835 from the calculation above was compared to the "t" index (tt) with the condition below:

1. If the t0 >tt Ha was accepted. It meant that there was a significant difference between the two variables.

2. If the t0 <tt Ha was refused. It meant that there was no significant difference between The two variables.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the research, before using pictionary game techniquethe mean score of experimental class was 55.33. and the mean score of control classs was 56.88. Meanwhile, after using pictionary game technique the mean score of experimental class 64.77. and the mean score of conrol class was 62.77. The researcher found the result of t-test where t0 was higher than tt – t0 was 5.835 and tt was 1.669 (5.835 > 1.669). it means that where Ha was accepted and H0 was rejected. The conclusions of this research is there was a significant effect of pictionary game technique on vocabulary mastery at gradetenth students of Senior High School 8 Jambi City.

5.2 Suggestion

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

1. To the students

   a. The writer hopes that the students have a great motivation to improve their English skills and they should have good self – confidence to learn, especially in vocabulary.

   b. The students should know that improving vocabulary is not always difficult because improving vocabulary can be enjoyable and easy.

2. To other English teachers

   a. The English teachers should promote active learning in the English teaching– learning process so the students will easy and fun to learn new knowledge.

   b. The English teacher should have comprehensive knowledge about all short of teaching strategies to get teaching more effective, to make students easier to understand the new vocabulary they learn and use it.

   c. The English teachers encourage to use various teaching strategy, so the students can achieve better material understanding

3. To other researchers

   This technique can be applied not only for English but also for other subjects. In teaching English, this research can be used as the source to obtain more information on how to teach the students withthe mnemonic technique.
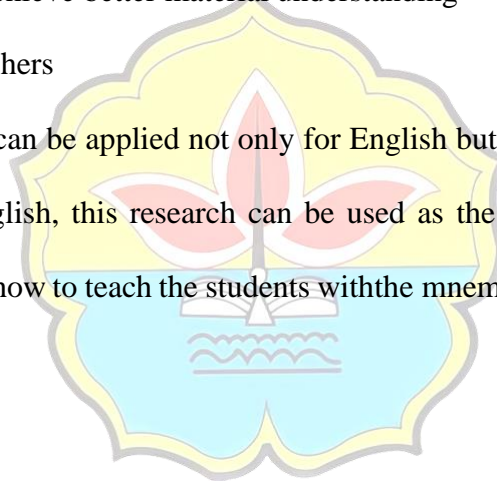
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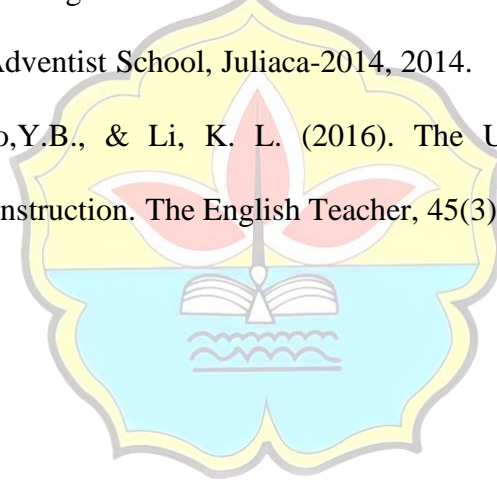
Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah   : SMA Negeri 8 Jambi

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester : X 1/ Semester 2 (Experimen Class)

Tema   : Vocabulary (People Characters, Things, and

Public Places

Alokasi Waktu   : 4x Pertemuan

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

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

Indikator   : 1. Mengidentifikasi defenisi kosakata yang berkaitan dengan topik ; people characters, things and public places.

2.Mengidentifikasi gambar sesuai dengan kosakata yang ada pada kertasyang telahdiberikan

Tujuan Pembelajaran : 1.Siswa mampu menjawab pertanyaan dan mengetahui makna kosakata yang diberikan, berdasarkan petunjuk-petunjuk yang diberikan. 2.Siswa mampu mengidentifikasi gambar sesuai dengan kosakata di dalam lembar kertas yang diberikan

Materi Pembelajaran   : List of vocabulary with topic

1. People character ; happy, hungry, boring, shy, quiet Ect.

53

2. Things; Mirror,Plate, Frying Pan,Ring,Box,Guitar, Ect.

3. Public Places; Market,Hospital,Stadium,Zoo,

Sumber Belajar : -Buku yang berkaitan

Media : -Papan tulis, spidol/ kertas dan pulpen, card

(list of vocabulary)

Teknik Pembelajaran : Pictionary Game Technique

Langkah – langkah Pembelajaran

Pertemuan	Kegiatan
Pertama	1. Guru memasuki kelas dengan mengucapkan salam dan menyapa siswa dengan bahasa Inggris. 2. Guru meminta siswa untuk membuka kelas dengan berdo"a. 3. Guru mengabsen siswa. 4. Guru menjelaskan secara ringkas tentang materi vocabulary 5. Guru memberikan Pre test tentang Vocabulary
Kedua	1. Guru memasuki kelas dengan mengucapkan salam dan menyapa siswa dengan Bahasa inggris. 2. Guru meminta siswa untuk membuka kelas dengan doa 3. Guru mengabsen siswa 4. Guru menjelaskn secara ringkas tentang materi vocabulary, pengelompokkan vocabulary 5. Guru menjelaskan bagaimana cara bermain pictionary dan memberikan list yang berisikan

		vocabulary atau phrase (name of people characters, things, and public places) yang akan di pilih oleh siswa
	6.	Guru membagi siswa kedalam beberapa kelompok.
	7.	Guru meminta dari masing-masing kelompok memilih satu orang sebagai penggambar di papan.tulis
	8.	Penggambar dari masing-masing kelompok menggambar kata yang ada di dalam card dan timnya diberikan waktu 15 detik untuk menebak apa yang di gambarnya.
	9.	Guru memberikan skor untuk kelompok yang menebak vocabulary dengan tepat.
	10.	kelompok yang tidak dapat menebak jawaban dari timnya, kelompok lain diberi kesempatan untuk menebak jawaban dan memperoleh skor.
	11.	Ganti penggambar untuk ronde selanjutnya sampai siswa lain berpartisipasi menjadi Penggambar
Keempat	1.	Guru memasuki kelas dan menyapa siswa dengan menggunakan bahasa inggris
	2.	Guru meminta siswa membuka kelas dengan doa
	3.	Guru mengabsen siswa
	4.	Guru menyampaikan kesimpulan tentang permainan game pictionary
	5.	Guru memberikan posttest

Penilaian

Indikator pencapaian Kompetensi	Bentuk instrument	Instrument soal
1. Mengidentifikasi kosa kata tentang people character 2. Mengidentifikasi kosa kata tentang things 3. Mengidentifikasi kosa kata tentang public places	Multiple Choice	Memilih jawaban yang sesuai dengan petunjuk soal

Jumlah soal keseluruhan adalah   25.

Jumlah skor maksimal keseluruhan adalah   100.

Setiap jawaban yang benar diberi skor   4

Jumlah skor keseluruhan   4x 25 =100
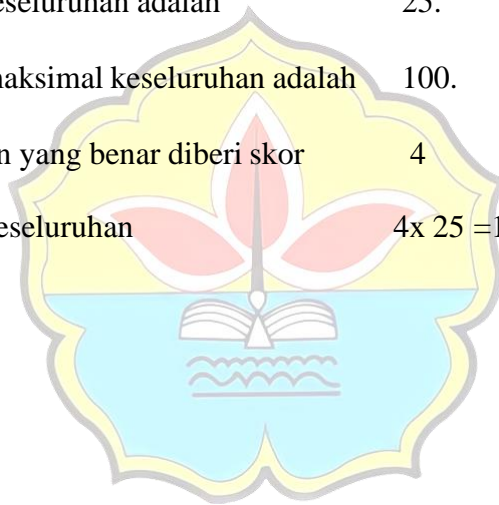
Mengetahui,   Jambi,   2023

 Kepala Sekolah   Peneliti

Drs. FETMIRWATI, S.Pd,M.Pd   Nur Anisah

NIP.19620510 199003 1 007   1900888203024

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMA Negeri 8 Jambi
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X 3/ Semester 2 (control class)
Tema	: Vocabulary (People Characters, Things, andPublic Places
Alokasi Waktu	: 4x Pertemuan

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

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

Indikator : 1. Mengidentifikasi defenisi kosakata yang berkaitan dengan topik ; people characters, things and public places.

2. Mengidentifikasi gambar sesuai dengan kosakata yang ada pada kertasyang telah diberikan

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

2.Siswa mampu mengidentifikasi gambar sesuai dengan kosakata di dalam lembar kertas yang diberikan

Materi Pembelajaran : List of vocabulary with topic

1. People character ; happy, hungry, boring, shy, quiet Ect.
2. Things; Mirror,Plate, Frying Pan,Ring,Box,Guitar, Ect.
3. Public Places; Market,Hospital,Stadium,Zoo,

Sumber Belajar   : -Buku yang berkaitan

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

Teknik Pembelajaran : Pictionary Game Technique

Langkah – langkah Pembelajaran

Pertemuan	Kegiatan
Pertama	1. Guru memasuki kelas dengan mengucapkan salam dan menyapa siswa dengan bahasa Inggris. 2. Guru meminta siswa untuk membuka kelas dengan berdo''a. 3. Guru mengabsen siswa. 4. Guru menjelaskan secara ringkas tentang materi vocabulary 5. Guru memberikan Pre test tentang Vocabulary
Kedua	1. Guru memasuki kelas dengan mengucapkan salam dan menyapa siswa dengan Bahasa inggris. 2. Guru meminta siswa untuk membuka kelas dengan doa 3. Guru mengabsen siswa 4. Guru menjelaskn secara ringkas tentang materi vocabulary, pengelompokkan vocabulary
Ketiga	1. Guru memasuki kelas dengan mengucapkan salam dan menyapa siswa dengan Bahasa inggris 2. Guru meminta siswa untuk membuka dengan doa

	3. Guru mengabsen siswa
	4. Guru menjelaskan secara ringkas tentang materi vocabulary dan pengelompokkan vocabulary beserta contohnya
	5. Guru meminta siswa untuk mencari kosakata dan mengelompokkan kosa kata tersebut sesuai dengan kelompok atau jenis vocabulary
Keempat	1. Guru memasuki kelas dan menyapa siswa dengan menggunakan bahasa inggris
	2. Guru meminta siswa membuka kelas dengan doa
	3. Guru mengabsen siswa
	4. Guru menyampaikan kesimpulan tentang vocabulary
	5. Guru memberikan posttest

Jumlah soal keseluruhan adalah   25.

Jumlah skor maksimal keseluruhan adalah   100.

Setiap jawaban yang benar diberi skor   4

Jumlah skor keseluruhan   4x 25 =100

Mengetahui,   Jambi,   2023

Kepala Sekolah   Peneliti

Drs. FETMIRWATI, S.Pd,M.Pd   Nur Anisah

NIP.19620510 199003 1 007   1900888203024

Appendix 2

Name   :
Class   :

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

1. A place where the criminals are put is…....
   a. Dispensary   b. Prison   c. Courthouse   d.Stationery

2. A large open area with seats around it, used for playing and watchingsports is calledas.....
   a. Tower   b.Field   c.Factory   d.Stadium

3. She didn't.............. many photos when she went to Japan.
   a. Do   b. take   c. have   d. has

4. Istanbul is an old city with lots of................. buildings
   a. Noisy   b. modern   c. interesting   d. antique

5. There's a ....of nelson mandela outside the town hall
   a. Statue   b. mosque   c. cathedral   d. town hall

6. You have to be carefull what you say to chika. She's very
   …………..
   a. Sensible   b. responsible   c. sensitive   d. grumpy

7. She's trying to eat ....On coffe at the moment she just hasone cup a day
   a. Out   b. down   c. up   d. in

8. This is the …………. Where the queen lives
   a. Temple   b. town hall   c.palace   d. forest

9. A Christmas, the street are   With shoppers. Its difficult to move.
   a. Crowded   b. boring   c.quiet   d. noisy

10. I still keep in touch with some of my......... from high school

a. Colleagues   b. partners   c. classmates   d. educator

11. He's cute child. He's very ………
    a. Affectionate   b. moody   c. aggressive   d. shy

12. I don't like.............. Food. I think food should be cooked!
    a. Fried   b. raw   c. baled   d. half-cooked

13. Did he apply...............that job he was talking about?
    a. Of   b. to   c.for   d. is

14. I told my friends to do, and she did the opposite. I was ……….
    a. Fifthy   b. furious   c. tin   d. cheerless

15. This new company pays me a better .... than my old company
    a. Salary   b. tax   c. mortgage   d. debt

16. He was............... very badly by his parents
    a. Taught   b. brought up   c.educated   dhospitalized

17. If you understand what I'm saying, just................your head
    a. Smile   b. nod   c. point   d. silent

18. Alex lives   the outskirts of London
    a. In   b. on   c. at   d. to

19. My physics teacher isn't very .... She only explains things
    once.
    a. Patient   b. impatient   c. patiently   d. impatiently

20. Syarah has a lot of............but she still can't find a job
    a. Qualification b. salaries c. training courses   d. experience

21. We met at.............we were colleagues at a computer company
    a. Work   b. college   c. school   d. courses

22. My father wants to   from work when he's 60
    a. Retire   b. fired   c. promote d. stay

23. The moule was..............on a novel by anne tyler.
    a. Set   b. directed   c. based   d. inspired

24. I don't think maya is ....Jessica is at home with her.
    a. Alone   b. lonely   c. soutary d. afraid

25. Booking a ticket online is really easy ...., you go to the website and
    follow the instruction.
    a. Basically   b. obviously   c. gradually   d. slowly

Appendix 3

Kunci Jawaban

1. B   22. A

2. D   23. C

3. B   24. A

4. C   25. A

5. A

6. C

7. B

8. C

9. A

10. C

11. A

12. B

13. C

14. B

15. A

16. A

17. B

18. B

19. A

20. A

Appendix 4

Table. 8 Score of Experimental Class

No	Name	Pre-test	Post-test
1	M.A.P	64	80
2	D.H.F	56	80
3	N.A	52	68
4	S.A.P	80	84
5	N.L	52	60
6	M.R.S	52	52
7	E.L	28	44
8	D.N	28	28
9	D.N.Q	52	60
10	M.F.V	52	60
11	I.P.L	60	64
12	K.O	60	64
13	D.NM	60	64
14	A.K.R	60	64
15	M.R	28	32
16	J.K	52	60
17	Z.A	64	64
18	P.A	68	68
19	M.P.S	68	68
20	S.K.P	60	68
21	M.R.P	60	44
22	M.Z.Q	44	56
23	S.N.A	56	64
24	A.F.A	60	60
25	M.F.C	60	60
26	N.K	60	68
27	P.Y.N	52	56
28	N.A.P	60	64
29	M.R.T	52	72
30	C.A	60	72
31	M.F.R	52	60
32	K.C	60	60
33	A.C.M	72	76
34	R.A	72	80
35	B.P.S	72	76
36	M.F.A	60	60

Table. 9 Table of Control Class

No	Name	Pre-Test	Post-test
1.	A.C.M	72	76
2.	A.F.A	60	60
3.	A.K.R	60	64
4.	B.P.S	72	76
5.	C.A	60	72
6.	D.H.F	56	80
7.	D.N	28	28
8.	D.N.Q	52	60
9.	D.N.M	60	64
10.	E.L	28	44
11.	J.P.L	60	64
12.	J.K	52	60
13.	K.O	60	64
14.	K.L	60	60
15.	M.A.P	64	80
16.	M.R.S	52	52
17.	M.R	28	32
18.	M.P.S	68	68
19.	M.R.P	60	44
20.	M.Z.Q	44	56
21.	M.F.C	60	60
22.	M.R.T	52	52
23.	M.F.R	52	60
24.	M.F.A	60	60
25.	M.F.C	60	60
26.	M.R.V	52	60
27.	N.A	52	68
28.	N.A.P	60	64
29.	N.K	60	68
30.	N.L	52	60
31.	P.Y.N	52	56
32.	R.A	72	80
33.	S.A.P	80	84
34.	S.N.A	56	64
35.	S.K.P	60	68
36.	Z.A	64	64

APPENDIX 5

Table 10.

Result Score of Pre-test Eksperimental Class

TEST	N	MEAN	MAX	MIN
Pretest Eksperimen	36	55,33	80	28
Pretest - Control Class	36	56,88	80	28

Table. 11

Result Score of Post-test Experimental Class and Control Class

TEST	N	MEAN	SD	MAX	MIN
Post - test Eksperimen	36	64,77	7,81	80	52
Post - test Control Class	36	62,77	12,12	84	28

Table. 12

Frequency Distribution of Pre-test Exerimental Class

Interval	Frequency	percentage
80 – 100	1	3%
61 – 80	10	28%
41 – 60	22	61%
21 – 40	3	8%

Table. 13

FrequencyDistribution of Post – test Experimental Class

Interval	Frequency	percentage
80 – 100	3	8%
61 – 80	19	53%
41 – 60	14	39%
21 - 40	0	0%

Table. 14

Frequency Distribution of Pre – test Control Class

Interval	Frequency	percentage
80 - 100	1	3%
61 – 80	5	14%
41 – 60	27	75%
21 - 40	3	8%

Table. 15

Frequency Distribution of Post – test Control Class

Interval	Frequency	percentage
80 – 100	4	4%
61 – 80	14	39%
41 – 60	16	44%
21 – 40	2	6%

Appendix 6

Frequencies Score

Statistics

		Pre-test Eksperimen	Post-test Eksperimen	Pre-test Control class	Post-test Control Class
N	Valid	36	36	36	36
	Missing	0	0	0	0
Mean		55.3333	64.7778	56.8889	62.7778
Std. Error of Mean		1.85507	1.30269	1.90645	2.02097
Median		56.0000	64.0000	60.0000	64.0000
Mode		56.00[a]	60.00	60.00	60.00
Std. Deviation		11.13040	7.81614	11.43873	12.12580
Variance		123.886	61.092	130.844	147.035
Range		52.00	28.00	52.00	56.00
Minimum		28.00	52.00	28.00	28.00
Maximum		80.00	80.00	80.00	84.00
Sum		1992.00	2332.00	2048.00	2260.00

a. Multiple modes exist. The smallest value is shown

Pre-test Eksperimen

		Frequency	Percent	Valid Percent	Cumulativ ePercent
Valid	28.00	2	5.6	5.6	5.6
	32.00	1	2.8	2.8	8.3
	44.00	4	11.1	11.1	19.4
	48.00	2	5.6	5.6	25.0
	52.00	3	8.3	8.3	33.3
	56.00	8	22.2	22.2	55.6
	60.00	5	13.9	13.9	69.4
	64.00	8	22.2	22.2	91.7
	68.00	2	5.6	5.6	97.2
	80.00	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Post-test Eksperimen

	Frequency	Percent	Valid Percent	Cumulative Percent
52.00	4	11.1	11.1	11.1
56.00	2	5.6	5.6	16.7
60.00	8	22.2	22.2	38.9
64.00	7	19.4	19.4	58.3
Valid 68.00	6	16.7	16.7	75.0
72.00	5	13.9	13.9	88.9
76.00	1	2.8	2.8	91.7
80.00	3	8.3	8.3	100.0
Total	36	100.0	100.0	

Pre-test Control class

	Frequency	Percent	Valid Percent	Cumulative Percent
28.00	3	8.3	8.3	8.3
44.00	1	2.8	2.8	11.1
52.00	9	25.0	25.0	36.1
56.00	2	5.6	5.6	41.7
60.00	13	36.1	36.1	77.8
Valid 64.00	2	5.6	5.6	83.3
68.00	2	5.6	5.6	88.9
72.00	3	8.3	8.3	97.2
80.00	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Post-test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28.00	1	2.8	2.8	2.8
	32.00	1	2.8	2.8	5.6
	44.00	2	5.6	5.6	11.1
	52.00	1	2.8	2.8	13.9
	56.00	2	5.6	5.6	19.4
	60.00	9	25.0	25.0	44.4
	64.00	7	19.4	19.4	63.9
	68.00	5	13.9	13.9	77.8
	72.00	2	5.6	5.6	83.3
	76.00	2	5.6	5.6	88.9
	80.00	3	8.3	8.3	97.2
	84.00	1	2.8	2.8	100.0
	Total	36	100.0	100.0	
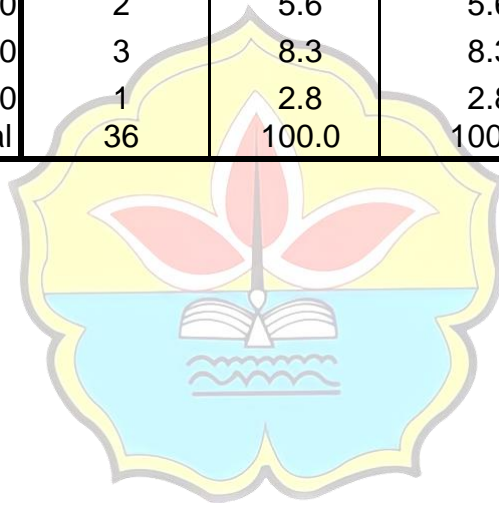
Appendix 7 Normalitiy test

Table. 12

Experimental Class Normality One Sample Test Kolmogorov – Smirnov

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		36
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.67107919
Most Extreme Differences	Absolute	.120
	Positive	.120
	Negative	-.083
Kolmogorov-Smirnov Z		.719
Asymp. Sig. (2-tailed)		.680

a. Test distribution is Normal.

b. Calculated from data.

Table.13

Control Class Normality Testing One – Sample Kolmogorov – Smirnov

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		36
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.65855113
Most Extreme Differences	Absolute	.136
	Positive	.131
	Negative	-.136
Kolmogorov-Smirnov Z		.813
Asymp. Sig. (2-tailed)		.523

a. Test distribution is Normal.

b. Calculated from data.

Appendix 8

Homogeneity Test

Test of Homogeneity of Variances

Hasil belajar Vocabulay

Levene Statistic	df1	df2	Sig.
1.931	1	70	.169

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	88.889	1	88.889	.856	.358
Within Groups	7270.222	70	103.860		
Total	7359.111	71			

Hasil belajar Vocabulay
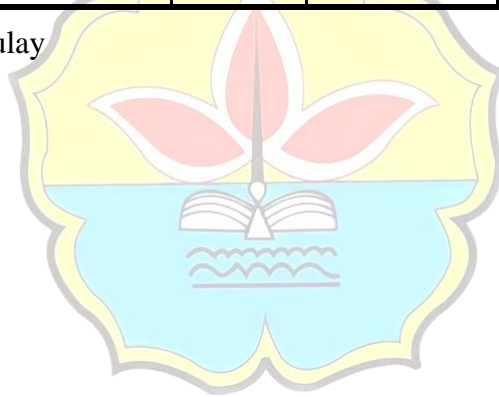
Appendix 9
Paired Sample T – Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Experimental	55.3333	36	11.13040	1.85507
	Posstest Experimental	64.7778	36	7.81614	1.30269
Pair 2	Pretest Control Class	56.8889	36	11.43873	1.90645
	Posttest control	62.7778	36	12.12580	2.02097
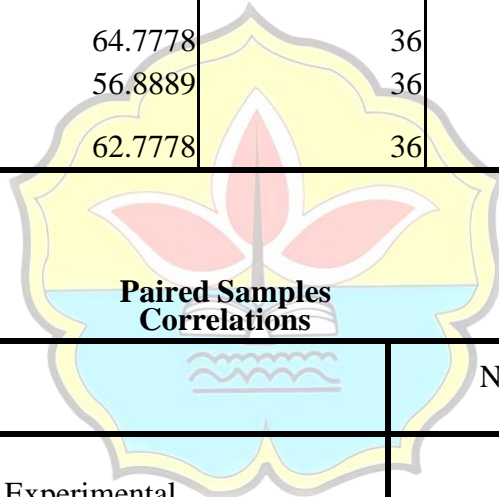
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest Experimental & Posstest Experimental	36	.521	.001
Pair 2	Pretest Control Class & Posttest control	36	.819	.000

Paired Samples Test

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of theDifference			

					Lower	Upper			
Pair 1	Pretest Experimental - Posstest Experimental	-9.44444	9.71139	1.61857	-12.73031	-6.15858	-5.835	35	.000
Pair 2	Pretest Control Class - Posttest control	-5.88889	7.12251	1.18709	-8.29880	-3.47898	-4.961	35	.000
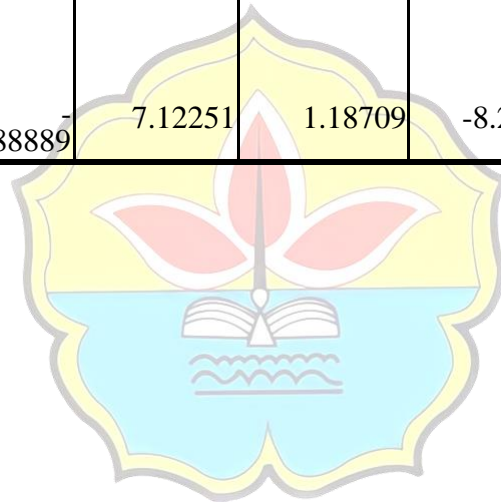
APPENDIX 10

Correlations

		s1	s2	s3	s4	s5	s6	s7	s8	s9	s10	s11	s12	s13	s14	s15	s16	s17	s18	s19	s20	s21	s22	s23	s24	s25	score
s1	Pearson Correlation	1	-.059	-.041	-.041	-.692**	-.708**	.086	-.097	-.130	-.108	-.119	-.073	.041	-.193	-.041	.070	-.130	-.102	.140	.059	-.150	-.073	.140	-.027	.070	-.599**
	Sig. (2-tailed)		.733	.812	.812	.000	.000	.619	.572	.451	.529	.489	.672	.812	.258	.812	.684	.451	.552	.415	.733	.381	.672	.415	.875	.684	.000
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
s2	Pearson Correlation	-.059	1	-.041	-.041	.030	.104	.086	-.097	.162	-.108	-.119	-.073	.041	.304	-.041	.070	-.130	.161	.140	.059	-.150	-.073	-.140	-.271	-.182	.075
	Sig. (2-tailed)	.733		.812	.812	.862	.547	.619	.572	.345	.529	.489	.672	.812	.071	.812	.684	.451	.349	.415	.733	.381	.672	.415	.110	.287	.664
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
s3	Pearson Correlation	-.041	-.041	1	-.200	.021	.072	.060	-.068	-.090	-.076	-.083	-.051	-.143	-.135	.029	-.127	.316	-.255	.098	.041	.273	-.051	.098	.151	.225	.077
	Sig. (2-tailed)	.812	.812		.242	.903	.675	.729	.694	.600	.661	.630	.768	.406	.433	.869	.460	.060	.134	.571	.812	.108	.768	.571	.379	.187	.656
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36

s4	Pearson Correlation	-.041	-.041	-.200	1	.147	.167	.060	.014	-.090	-.076	.131	.051	.143	.327	.143	.166	.181	.173	.163	.287	.147	-.153	-.228	-.302	-.068	.374*
	Sig. (2-tailed)	.812	.812	.242		.393	.331	.729	.937	.600	.661	.448	.768	.406	.051	.406	.333	.292	.312	.343	.090	.393	.373	.182	.073	.692	.025
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
s5	Pearson Correlation	-.692**	.030	.021	.147	1	.944**	-.044	.050	.066	.055	.061	.037	.105	.099	.021	-.165	.116	-.082	-.072	-.030	.077	.037	-.072	-.111	-.165	.772**
	Sig. (2-tailed)	.000	.862	.903	.393		.000	.800	.773	.701	.748	.724	.829	.543	.566	.903	.336	.500	.633	.678	.862	.656	.829	.678	.519	.336	.000
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
s6	Pearson Correlation	-.708**	.104	.072	.167	.944**	1	-.033	-.043	.184	-.108	-.072	-.006	.060	.189	-.041	-.220	.090	-.082	-.075	-.023	.016	-.006	-.075	-.083	-.027	.757**
	Sig. (2-tailed)	.000	.547	.675	.331	.000		.849	.802	.283	.530	.677	.974	.729	.271	.813	.196	.584	.635	.663	.896	.926	.974	.663	.630	.876	.000
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
s7	Pearson Correlation	.086	.086	.060	.060	-.044	-.033	1	-.114	.189	-.079	-.050	-.853**	.299	-.081	.060	-.102	-.236	-.043	.000	.300	.219	.107	-.204	-.138	.082	.020
	Sig. (2-tailed)	.619	.619	.729	.729	.800	.849		.509	.270	.647	.774	.000	.077	.640	.729	.553	.165	.805	1.000	.075	.199	.536	.232	.421	.635	.907
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36

s8	Pearson Correlation	-.097	-.097	-.068	.014	.050	-.043	-.114	1	-.021	.683**	.006	.170	.149	.009	-.068	.033	.172	.092	.232	.097	.110	-.121	.232	.036	-.135	.277
	Sig. (2-tailed)	.572	.572	.694	.937	.773	.802	.509		.901	.000	.974	.323	.385	.958	.694	.851	.317	.593	.174	.572	.525	.482	.174	.835	.433	.102
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
s9	Pearson Correlation	-.130	.162	-.090	-.090	.066	.184	.189	-.021	1	-.060	-.094	-.161	.090	.122	-.090	-.263	-.125	.355*	.000	.130	-.182	-.161	-.154	.075	-.124	.165
	Sig. (2-tailed)	.451	.345	.600	.600	.701	.283	.270	.901		.729	.586	.348	.600	.479	.600	.122	.468	.034	1.000	.451	.287	.348	.369	.665	.472	.336
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
s10	Pearson Correlation	-.108	-.108	-.076	-.076	.055	-.108	-.079	.683**	-.060	1	-.031	.135	.076	.102	.378*	-.026	.120	-.027	.086	.108	-.111	.135	.086	-.050	-.336*	.138
	Sig. (2-tailed)	.529	.529	.661	.661	.748	.530	.647	.000	.729		.856	.433	.661	.554	.023	.881	.487	.876	.618	.529	.519	.433	.618	.772	.045	.422
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
s11	Pearson Correlation	-.119	-.119	-.083	.131	.061	-.072	-.050	.006	-.094	-.031	1	.106	.297	-.248	-.083	.069	-.094	.174	-.044	.119	.479**	.106	-.041	.016	-.223	.162
	Sig. (2-tailed)	.489	.489	.630	.448	.724	.677	.774	.974	.586	.856		.539	.079	.145	.630	.689	.586	.311	.814	.489	.003	.539	.814	.928	.191	.345
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36

s12	Pearson Correlation	-.073	-.073	-.051	.051	.037	-.006	-.853**	.170	-.161	.135	.106	1	-.255	.172	-.051	.192	.322	.200	-.058	.073	-.187	-.091	.174	.067	-.017	.108
	Sig. (2-tailed)	.672	.672	.768	.768	.829	.974	.000	.323	.348	.433	.539		.134	.316	.768	.262	.055	.242	.737	.672	.275	.598	.310	.696	.920	.532
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
s13	Pearson Correlation	.041	.041	-.143	.143	.105	.060	.299	.149	.090	.076	.297	-.255	1	.019	-.143	.068	.090	.071	-.163	.205	.231	-.051	.228	-.491**	-.283	.269
	Sig. (2-tailed)	.812	.812	.406	.406	.543	.729	.077	.385	.600	.661	.079	.134		.911	.406	.692	.600	.679	.343	.230	.176	.768	.182	.002	.094	.112
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
s14	Pearson Correlation	-.193	.304	-.135	.327	.099	.189	-.081	.009	.122	.102	-.248	.172	.019	1	.212	.112	.396*	.282	.066	.193	-.368*	-.241	.197	-.204	.112	.396*
	Sig. (2-tailed)	.258	.071	.433	.051	.566	.271	.640	.958	.479	.554	.145	.316	.911		.215	.515	.017	.096	.703	.258	.027	.158	.249	.233	.515	.017
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
s15	Pearson Correlation	-.041	-.041	-.029	.143	.021	-.041	.060	-.068	-.090	.378*	-.081	-.053	-.143	.212	1	-.127	-.090	-.255	.098	.041	-.105	-.051	.098	-.189	-.127	-.022
	Sig. (2-tailed)	.812	.812	.869	.406	.903	.813	.724	.690	.600	.023	.630	.768	.406	.215		.460	.600	.134	.571	.812	.543	.768	.571	.270	.460	.899
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36

s16	Pearson Correlation	.070	.070	-.127	.166	-.165	-.220	-.102	.033	-.263	-.026	.069	.192	.068	.112	-.127	1	.433**	.373*	-.100	.182	-.208	-.227	-.100	-.142	.037	.038
	Sig. (2-tailed)	.684	.684	.460	.333	.336	.196	.553	.851	.122	.881	.689	.262	.692	.515	.460		.008	.025	.561	.287	.223	.184	.561	.408	.831	.828
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
s17	Pearson Correlation	-.130	-.130	.316	.181	.116	.094	-.236	.172	-.125	.120	-.094	.322	.090	.396*	-.090	.433**	1	.210	.000	.130	-.182	-.161	.309	-.060	.155	.419*
	Sig. (2-tailed)	.451	.451	.060	.292	.500	.584	.165	.317	.468	.487	.586	.055	.600	.017	.600	.008		.220	1.000	.451	.287	.348	.067	.729	.368	.011
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
s18	Pearson Correlation	-.102	.161	-.255	.173	-.082	-.082	-.043	.092	.355*	-.027	.174	.200	.071	.282	-.255	.373*	.210	1	.174	.366*	-.262	-.236	.035	-.108	-.003	.263
	Sig. (2-tailed)	.552	.349	.134	.312	.633	.635	.805	.593	.034	.876	.311	.242	.679	.096	.134	.025	.220		.310	.028	.123	.165	.840	.531	.984	.122
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
s19	Pearson Correlation	.140	.140	.098	.163	-.072	-.075	.000	.232	.000	.086	-.041	-.058	-.163	.066	.098	-.100	.000	.174	1	.140	-.072	-.290	.259	.129	-.100	.150
	Sig. (2-tailed)	.415	.415	.571	.343	.678	.663	1.000	.174	1.000	.618	.814	.737	.343	.703	.571	.561	1.000	.310		.415	.678	.086	.127	.453	.561	.382
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36

s20	Pearson Correlation	.059	.059	.041	.287	-.030	-.023	.300	.097	.130	.108	.119	.073	.205	.193	.041	.182	.130	.366*	.140	1	-.120	-.366*	.140	.027	.182	.351*
	Sig. (2-tailed)	.733	.733	.812	.090	.862	.896	.075	.572	.451	.529	.489	.672	.230	.258	.812	.287	.451	.028	.415		.485	.028	.415	.875	.287	.036
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
s21	Pearson Correlation	-.150	-.150	.273	.147	.077	.016	.219	.110	-.182	-.111	.479**	-.187	.231	-.368*	-.105	-.208	-.182	-.262	-.072	-.120	1	.262	-.215	-.069	.050	.083
	Sig. (2-tailed)	.381	.381	.108	.393	.656	.926	.199	.525	.287	.519	.003	.275	.176	.027	.543	.223	.287	.123	.678	.485		.123	.208	.688	.771	.632
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
s22	Pearson Correlation	-.073	-.073	-.051	-.153	.037	-.006	.107	-.121	-.161	.135	.106	-.091	-.051	-.241	-.051	-.227	-.161	-.236	-.290	-.366*	.262	1	-.290	-.135	.017	-.157
	Sig. (2-tailed)	.672	.672	.768	.373	.829	.974	.536	.482	.348	.433	.539	.598	.768	.158	.768	.184	.348	.165	.086	.028	.123		.086	.433	.920	.361
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
s23	Pearson Correlation	.140	-.140	.098	-.228	-.072	-.075	-.204	.232	-.154	.086	-.041	.174	.228	.197	.098	-.100	.309	.035	.259	.140	-.215	-.290	1	.129	.301	.188
	Sig. (2-tailed)	.415	.415	.571	.182	.678	.663	.232	.174	.369	.618	.814	.310	.182	.249	.571	.561	.067	.840	.127	.415	.208	.086		.453	.075	.273
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36

s24	Pearson Correlation	-.027	-.271	.151	-.302	-.111	-.083	-.138	.036	.075	-.050	.016	.067	-.491**	-.204	-.189	-.142	-.060	-.108	.129	.027	-.069	-.135	.129	1	.440**	-.064
	Sig. (2-tailed)	.875	.110	.379	.073	.519	.630	.421	.835	.665	.772	.928	.696	.002	.233	.270	.408	.729	.531	.453	.875	.688	.433	.453		.007	.713
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
s25	Pearson Correlation	.070	-.182	.225	-.068	-.165	-.027	.082	-.135	-.124	-.336*	-.223	-.017	-.283	.112	-.127	.037	.155	-.003	-.102	.182	.050	-.017	.301	.440**	1	.071
	Sig. (2-tailed)	.684	.287	.187	.692	.336	.876	.635	.433	.472	.045	.191	.920	.094	.515	.460	.831	.368	.984	.561	.287	.771	.920	.075	.007		.679
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
score	Pearson Correlation	-.599**	.075	.077	.374*	.772**	.757**	.020	.277	.165	.138	.162	.108	.269	.396*	-.022	.038	.419*	.263	.151	.351*	.083	-.153	.188	-.064	.071	1
	Sig. (2-tailed)	.000	.664	.656	.025	.000	.000	.907	.102	.336	.422	.345	.532	.112	.017	.899	.828	.011	.122	.382	.036	.632	.361	.273	.713	.679	
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 11
DOCUMENTATION

Appendix 12

Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS BATANGHARI

NOMOR 196 TAHUN 2022
Tentang
DOSEN PEMBIMBING SKRIPSI MAHASISWA

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS BATANGHARI

Membaca	:	Surat Ketua Program Studi Pendidikan Bahasa Inggris tanggal 31 Januari 2023 tentang Usulan perpanjangan masa bimbingan skripsi.
Menimbang	:	a. Bahwa penulisan skripsi oleh para mahasiswa perlu diarahkan dan dibimbing oleh para tenaga edukatif baik dari segi teknis maupun dari segi materi.
		b. Bahwa untuk maksud tersebut pada huruf (a) perlu penunjukan oleh Dekan, yang ditetapkan dengan Surat Keputusan Dekan.
Mengingat	:	1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2005 Nomor, 157, Tambahan Lembaran Negara Nomor 4586).
		2. Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 2012 Nomor 158, Tambahan Lembaran Negara Republik Indonesia Nomor 5336.
		3. Peraturan Pemerintah Nomor 4 Tahun 2014 Tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi (Lembaran Negara Republik Indonesia Tahun 2014 Nomor 18).
		4. Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi Republik Indonesia Nomor 44 Tahun 2015 Tentang Standar Nasional Pendidikan Tinggi.
		5. Kalender Akademik Universitas Batanghari 2022/2023
		6. Surat Perintah Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 0307/E.E3/KP.07.00/2022 tentang penunjukan Pejabat Sementara Rektor Universitas Batanghari
		7. Surat Keputusan Rektor Universitas Batanghari Nomor 27 Tahun 2022 tentang Perpanjangan Masa Tugas Pejabat Pada Jabatan Wakil Rektor, Dekan, Kepala Unit Kerja di Lingkungan Universitas Batanghari

M E M U T U S K A N

Menetapkan	:	Bahwa terhitung tanggal 9 September 2022 s/d 9 Maret 2023 menunjuk saudara :

1. Dr. Yanti Ismiyati, M.Pd.
2. Efa Silfia, M.Pd

Masing-masing sebagai Pembimbing I dan II skripsi dari mahasiswa di bawah ini.

NAMA	NIM / PRODI	JUDUL SKRIPSI
NUR ANISAH	1900888203024 Pendidikan Bahasa Inggris	THE EFFECT OF USING PICTIONARY GAME TOWARDS STUTENDS VOCABULARY MASTERY AT TENTH GRADE STUDENT OF SENIOR HIGH SCHOOL 8 JAMBI CITY

Dengan ketentuan apabila waktu yang telah ditentukan tidak dilaksanakan sebagaimana mestinya maka Surat Keputusan diperbaharui,

DITETAPKAN DI : J A M B I
PADA TANGGAL : 31 Januari 2023
Dekan,

Dr. H. Abdoel Gafar, S.Pd., M.Pd.
NIDN. 1021036502

Tembusan
1. Rektor Unbari
2. Wakil Rektor I Unbari
3. Yang bersangkutan untuk diketahui dan dilaksanakan
4. Arsip.

Appendix 13

Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor   : 12 /UBR-01/B/2023
Lampiran   : -
Perihal   : <u>Izin Penelitian</u>

Kepada Yth : **Bapak/Ibu**
Kepala SMA N 8 Kota Jambi
di
Tempat

Dengan hormat,

Kami mengharapkan kesedian Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama   : **NUR ANISAH**
NIM   : 1900888203024
Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

"THE EFFECT OF USING PICTIONARY GAME TOWARDS STUTENDS VOCABULARY MASTERY AT ELEVENTH GRADE STUDENT OF SENIOR HIGH SCHOOL 8 JAMBI CITY"

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 10 Januari 2023
Dekan,

Dr. H. Abdoel Gafar, S.Pd.. M.Pd.
NIDN. 1021036502

Appendix 14

PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMA NEGERI 8 KOTA JAMBI
Jl. Marsda Surya Dharma Km 8 Kec. Kota Baru Jambi☎ 0741-41328
NSS : 301104407004 NPSN : 10504584 Email : sman8kotajambi@gmail.com

SURAT KETERANGAN
Nomor : 422/060/SMA.8/2023

Yang bertanda tangan di bawah ini, Kepala Sekolah SMA Negeri 8 Kota Jambi dengan ini menerangkan :

Nama	: **NUR ANISAH**
NIM	: 1900888203024
Program Studi	: Pendidikan Bahasa Inggris
Maksud	: Penelitian
Judul	:**"The Effect Of Using Pictionary Game Towards Students Vocabulary Master At Eleventh Grade Students Of Senior High School 8 Jambi City"**.

Berdasarkan surat permohonan izin Penelitian nomor: 12/UBR-01/B/2023 tanggal 10 Januari 2023 dari Universitas Batanghari, nama tersebut di atas memang benar telah melakukan Penelitian di SMA Negeri 8 Kota Jambi.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jambi, 20 Januari 2023
Kepala,

FETMIRWATI S.Pd, M.Pd
NIP. 19650627 199003 2 002