THE EFFECT OF PICTIONARY GAME TOWARD STUDENT'S VOCABULARY MASTERY IN MENTAL LEXICON

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ABSTRACT

The purpose of this study was to determine whether is pictionary game can impove the student's vocabulary mastery. This study use quantitative research. The population of this study was seventh grade students of SMPN 1 Pinrang. The total population is 38 students consisting of 2 classes. Class VII_1 and VII_2 was taken as a sample using random sampling techniques, the total number of samples was 19. The instruments used in this study were vocabulary tests. The results of this study indicate that the pre-test got an average score (41.57) while the post-test got an average score (75.26). This shows that there is a significant difference between the pre-test and post-test. The p-value (0,000) is lower than the significant level (alpha ( ) = 0.05). This means H_1 is accepted. This study concluded that vocabulary teaching using the four-card game improved students' ability to master vocabulary mastery in seventh grade students of SMPN 1 Pinrang.

Keywords: vocabulary, pictionary game, mental lexicon

INTRODUCTION

The language widely used as a means of communication in the world is English. It is an international language in the world. So, it is important for people to learn it. Particularly in Indonesia, English is one of foreign languages. It is the most famous foreign language which is taught from junior high school up to university school level. By learning English, the students are expected to absorb and keep up with the development of science, technology and art.

English is very different from Indonesian, such as structure, pronunciation, and vocabulary. In addition to vocabulary, students quickly forget the meaning of words that have been taught or practiced before. Unfortunately, in many fields of work most students cannot express their ideas and opinions well because they are not used to speaking.Commonly, it was caused by the limited vocabulary.

Vocabulary is the components of language that one needs to master. Unfortunately, some students do not have various vocabularies that they can not to express what they want to say. In fact, vocabulary is the foundation of all the four skills such as listening, speaking, reading and writing. To be able to share thoughts, opinions, and suggestion one must possess various vocabularies. Therefore Harimukti Kridalaksana (2014) defines "vocabulary as a component of language that contains all of information about meaning and using word in language". It means that vocabulary is a part of language involves the meaning and the use of word in language.

According to webber (2012Lots of vocabulary can improve achievement and students with more vocabulary often score higher on achievement tests than students with fewer vocabulary words "Webber added that many vocabulary words can improve thinking and communication by allowing students to communicate in appropriate, powerful ways. persuasive, and interesting. From those statements, vocabulary is the first thing that we have to emphasize in learning language. Knowing that vocabulary is one of the language components which have to be mastered, it would be better to learn vocabulary from the early age. By learning vocabulary from the early age, young learners may be able to communicate in English easily.

Teaching vocabulary is difficult activity because it requires teachers' creativity to make learning vocabulary becomes more interesting so that the students will feel enthusiast in learning it. Moreover, vocabulary is the foundation
 that one must possess to be able to listen, speak, read, and write. As it is stated by
 Harmer, presenting new words is not the only activity that could be done in teaching
 vocabulary, it could be done in various ways such as presentation, discovery techniques, and
 practice.

One of method to develop students' vocabulary was playing game. Simpson (2011) states that teacher should be encouraged to use games to help practice new language in the classroom.Playing game is considered very effective and teacher indirectly add an element of fun and relaxation in vocabulary practice. The purpose of using game in teaching process is to make the material more interesting, enjoyable and challenging especially in introducing new vocabulary. Game is one of the techniques used by used by teachers in teaching vocabulary. The teachers use games as creative and communicative technique especially in teaching vocabulary, this way is chosen because teachers did not want to use the same practice over and over again.

Pictionary game is one of the most popular games. Pictionary is a game that represents the picture of the word that should be guessed. It can be used to teach vocabulary. Pictionary was invented by a man named Rob Angel at the age of 24 years. In 1986, Pictionary was introduced by him. This game became so popular since then. As a meaningful tool that can be used to teach vocabulary, Pictionary game has a goal that needs to be achieved.

According to Spangler and Mazzante, Pictionary"s goal is to give students pictures as the media in learning new vocabularies and provide the opportunity for the students to produce the vocabularies, not in the linguistic context. Giving chance to students to practice the vocabularies that they have just learned is needed to help them remember the vocabularies easily. Moreover, Thornbury states that Pictionary game engages students to try to guess words or phrases from drawings. The game makes the students work in teams and each member of the team should turn to be the artist. Things that are needed to play Pictionary game are a list or card of vocabulary items, whiteboard, chalkboard, or smart board and markers.Using game will help students to get involved in classroom activities. Since Pictionary is a game that requires students to work in a team, it will give students opportunity to learn English in interactive ways.

According to Hinebaugh (2009; 188-193), Pictionary games be able used as excellent teaching tools to develop creative thinking and communication skills; it is suitable for strengthening ideas in other subjects for students who learn visually; it can strengthen and develop a number of facts, figures, or concepts. Pictionary rules will focus the development of creativity and corollary thinking. Players not only must be creative but also must choose sketches that will effectively communicate the association to the rest of their team; and it is well suited for developing specific grammar and vocabulary skills.

Pictionary Game is a suitable technique to be implemented in the classroom for teaching vocabulary, especially in reviewing vocabularies which are studied by the students, since the teacher allows the students to be active participants in recalling English vocabulary by describing the vocabulary through their own drawings. So, based on the explanation above,

the research will try to apply pictionary game to develop students' vocabulary achievement. Further, the researcher is interested in investigating the study to apply pictionary game as a technique of teaching vocabulary with aim at improving students' achievement in vocabulary at the first grade of Junior High School.

METHODS

The method of this research is the pre-experimental method with one group pre-test and the post-test design will be used. A pre-test in the test which gives to the students' before the treatment. The post-test is give to the students' after the treatment to find out the students' achievement. Pre-experimental are the simples form of research design. In pre-experimental either a single group or multiple groups were observed after several agents or treatments were thought to cause changes.In this class, the researcher would give pre-test and post-test in which the pre-test in administered to measure prior students vocabulary mastery while the post-test is administered to measure the effect of the treatment. The research investigated the improve students vocabulary mastery by gives special treatment that will pictionary game.

There are two variable in this research namely dependent variable (X) and independent variable (Y). The independent variable is the uses pictionary game in teaching vocabulary, and the dependent variable is the student's vocabulary mastery. In this research, the population is the students of this research in the students at seventh grade of SMPN1 Penrang in academic years 2018-2019 is consist of two class that include of $VII._1$ and $VII_2.$ So the total member of students are 38 students. In this research, the researcher applied random sampling technique the researcher choose two class sample. Random sampling is a subset or individuals (a sample) chosen from a large set (a population). So, the sample are 19 students.

The researcher make the instrument of this research that consistts of 20 questions vocabualry test. It is divided into two forms. The first part is multiple choice, the second parts is matching word. If the students can choose the answer of 1 item correctly, they will get 1 score, and if the students choose the answer of 1 item incorrectly, they will get 0 scores. (Dirjen Pendidikan Dasar dan Menengah, 2005). Data analysis in the research is quantitative, by which the data would measure in the form of numbers. After the data have collected, the data would analyze by SPSS version 21.0.The criteria for testing the hypothesis, the researcher would obtain p-value at the level of significance = 0.05 or non independent sample. The criteria for testing hypothesis are p-value > , H_0 will be accepted, H_1 will be rejected. It means that using pictionary game cannot improve students vocabulary mastery at sevent grade of SMPN 1 Pinrang. If p-value < , H_0 will be rejected, H_1 will be accepted. It means that using pictionary game can improve student vocabulary mastery at sevent grade of SMPN 1 Pinrang.

RESULTS AND DISCUSSION

This section discusses the presentation of student achievement in vocabulary learning with the pictionary game method. Before applying the pictionary game in vocabulary learning, the vocabulary knowledge of seventh grade students of SMPN 1 Pinrang was low. The table 1 shows the results of the students pre test.

TABLE 1/ The percentage score of pre-test

NO.	Clasification	Score	Pre-test	
			f	(%)
1	Very good	86-100	0	0
2	Good	71-85	0	0
3	Fair	56-70	2	10
4	Poor	41-55	6	32
5	Very poor	40	11	58
			19	100

Table 1 shows that the students' score in test result for pre-test group most of them were in very poor category, 11 (58%) students were classified into very poor, 6 (32%) students were classified into poor, and 2 (10%) students were classified into fair. There were not any students classified good an very good . It means before the researcher giving treatment, the students' pre-test poor and the student's English vocabulary has low significantly.

TABLE 2/ The percentage score of post-test

NO.	Clasification	Score	Pre-test	
			f	(%)
1	Very good	86-100	2	10
2	Good	71-85	10	53
3	Fair	56-70	7	37
4	Poor	41-55	0	0
5	Very poor	40	0	0
			19	100

Table 2 shows that the students' score in test result for post-test most of them were in good category, 2 (10%) students were classified into very good,10 (53%) students were classified into good, 10(53%) students were classified into fair and 7(37%) students were classified into poor.There were not any students classified into very poor. It means that there was significant difference students who taught through keyword.

The mean score and standard deviaton of the students in pre-test and post-test are percentages as follow :

TABLE 3/ The mean score and standard deviation of the students pre-test and post test

No		Pre-test	Post-test
1	Mean Score	41.57	75.26
2	Standard Deviation	11.06	8.41

Table 3 shows that the mean score of the students in post-test (75.26) was greater than pre-test (41.57), it means that the students who was teach by using pictionary game in teaching vocabulary was improve.

In testing hypothesis, the researcher used p-value formula (Paired sample test). The level of significant is set at   = 0.05.

TABLE 4/ The t-test of the students' score of pre-test and post-test

p- value	
0.000	0.05

The table 4 shows that the p-value was lower than alpha ( ) value, it means that null hypothesis was rejected and alternative hypothesis was accepted. This means that the vocabulary mastery Of SMP N 1 Pinrang has improved.

Discussion

This section deals with the finding that delivered from descriptive statistic and the interpretation of the test result of the group. Based on the data above, it showed that English vocabulary of students pre-test and post-test has significant different, where students after applied the pictionary game method has a higher score better than before apllied pictionary game in teaching vocabulary. The description of the data collected through the test as explained the previous section showed that the students vocabulary improved significantly. It means score of post-test was 75.26. The data in previous section showed that apllying pictionary game in learning vocabulary was effective to improve students vocabulary. It is supported by the difference between the test mean score of post-test (75.26) was higher than the pre-test (41.57)

This resrach data indicated that the apllying pictionary game in learning vocabulary was significant improve the students' vocabulary. According to Hadfield (1987) who said that "A game is an activity with a rule, a goal and an element of fun. The game is a good way of practicing language, for they provide a model of what learners will use the language in real in

future. The application of pictionary games in vocabulary learning adds to the activeness of students while studying and students are also interested in using the method of this game. This is indicated by the score from the questionnaire sheet of student interest. This shows that the method helps students to easily remember and know vocabulary. With the use of games in learning makes students more relaxed in accepting the material given.

Based on the students result obtained and stated in finding above, the reseracher user t-test in inferential statistic through SPPS version 21.0 program to the test the hypothesis. On statistic test result, it showed that the Probabilit Value is lower than alpha ( )(0.000<0.05). It means that H1 was accepted and H0 was rejected. It is concluded that there was a significant difference between students in vocabulary. In other words, there was an improvement on the students' vocabulary after apllying pictionary game in SMPN 1 Pinrang. Data obtained from the post test shows that students who are interested in the pictionary game method show high scores. And student scores before and after the application of the pictionary game method showed an increase.

CONCLUSION

The students' achievement in English vocabulary through pictionary game was significant effect. This was indicated by the mean score they got on posttest was higher than pretest. The result of hypothesis testing showed significant score between p-value and alpha which is p-value was lower than alpha (0.00<0.05). It means that the use of keyword is more effective.

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