

**THE IMPLEMENTATION OF PICTONARY GAMES TO TEACH
VOCABULARY IN SPEAKING CLASS FOR STUDENTS AT MTs N
SURAKARTA 1 IN ACADEMIC YEARS 2023/2024**

THESIS

Submitted as A Partial Requirement

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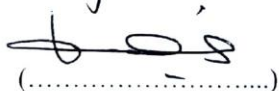
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RATIFICATION

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DEDICATION

This research dedicate to :

- My beloved parents
- My lovely brother and sister
- My future gentleman
- My friends “Srikandi Berekspedisi”
- My friends “Penumpang kost NANENI”
- My friends “KKN 72”
- All my classmates

MOTTO

“Pain is part of life but suffering is a choice”

Tony Robbins

“Start saying yes to life. Adventure may come knocking much sooner than you think”

Scott Stillman

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The Implementation of Pictionary Games to Teach Vocabulary in Speaking Class for Students at MTs N Surakarta 1 in Academic Years 2023/2024” is my real masterpiece.

The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, April 4th, 2024

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled The Implementation of Pictionary Games to Teach Vocabulary in Speaking Class for Students at MTs N Surakarta 1 in Academic Years 2023/2024. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, April 4th, 2024

The researcher



Lutfiah Khoirul Mawaddah

ABSTRACT

Mawaddah, 2024. The Implementation of Pictionary Games to Teach Vocabulary in Speaking Class for Students at MTs N Surakarta 1 in Academic Years 2023/2024, *UIN Raden Mas Said, Academic Year 2024*. Thesis. English Education Department, Cultures and Language Faculty.

Keywords: *Pictionary Games, Vocabulary*

Learning using games is a popular and effective approach in education. Games can provide an interactive and fun learning experience for students. The objectives of this study are: (1) to describe the use of Pictionary games in teaching student vocabulary; (2) to find out the improvement of students' vocabulary mastery with pictionary games.

This study used the Classroom Action Research (CAR) method. The action research was conducted in two cycles with a total of 4 meetings. The research subjects were students of VII Science C. In collecting qualitative data, researchers used observation in learning. To support quantitative data obtained from pre-test and post-test scores.

The results of this study indicate that the application of pictionary games in this study succeeded in improving students' reading skills as shown by: a) students become more active; b) learning becomes fun; c) students understand the meaning of words they do not understand. Based on the research results obtained from the test, it can be concluded that there is a significant increase in vocabulary by applying pictionary games. The Minimum Completeness Criteria (KKM) in VII Science C class is 75. The mean score of Pre-test is 50.53. The mean score of Post-test cycle 1 was 68.85 and the mean score of cycle 2 was 90.17.

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Vocabulary is an important factor in speaking because vocabulary is used as a benchmark. The more vocabulary there is, the greater the choice of words that will be used to speak and read. Vocabulary is all the words that exist in a language and have an important role in that language. In a context where language structures are the framework for speaking, dictionaries are part of the language's life to be learned. According to Krashen and Terrell (1985), that vocabulary is the basis of communication. It means that vocabulary plays an important role in communication, so we cannot communicate properly without sufficient vocabulary. By understanding the vocabulary, people will be easier when they want to say something in a foreign language. It is important for anyone studying a language to improve their understanding of words and meaning because the more people know, the more they understand the meaning of the word. According to Scott (2002), cited in Yudha & Mandasari (2021), without vocabulary knowledge, you cannot communicate clearly. Because language is the way everyone communicates and achieves their goals. Besides, vocabulary is one of the important foundations of learning English. And it's also one of the components of writing, reading, and speaking. That's why it's important to teach vocabulary development to students.

Vocabulary is the most important tool for students in the process of learning, mastering, and using foreign languages. Mastering understanding plays an important role in helping to speak fluently in a foreign language. It is one of the components capable of mastering language skills. Learning English as a foreign language requires the teacher's ability to determine what kind of teaching should be used and what methods should be used in delivering material about the dictionary.

Some methods of teaching vocabulary to students, as long as the methods used are still a common strategy, namely to keep a dictionary to help language students improve their words, Because of such circumstances, students need strategies to overcome difficulties in memorizing vocabulary (Turnuk, 2018). Because if only given notes, it will make students feel tired to write new dictionary discoveries. It takes a lot of strategies to be able to increase the attractiveness so that students enjoy learning it. All the keys to students' understanding of the material presented lie with the teacher. When the teacher has the right strategy, it will help students in learning vocabulary. When it is packaged interestingly, it will be able to increase students' interest in learning. It is the teacher's responsibility to find strategies to create an effective learning environment. Because it must be recognized that English is now very much needed, students are required to be able to understand. Therefore, learning words is very important to achieve expertise in a foreign language. In English teaching, especially in vocabulary learning at MTs N

Surakarta 1, the methods used are still monotonous. In vocabulary learning, the teacher only uses the explanation method using power point.

Using a monotonous method will have an impact on learning, so it does not support effective vocabulary learning. Using a method that only explains it also has a bad impact on the teacher because it will make the teacher not develop according to what the students need. Apart from that, the media used by the teacher when learning vocabulary also determines the direction of learning to be made into an interesting and enjoyable learning experience or just discussing the material that must be pursued. Apart from that, the learning media or tools used to provide and present information to students, as well as the learning materials, only use books and power points. The existing vocabulary learning media does not yet support enjoyable learning.

Teachers need learning media that can help them in learning to support the material that will be delivered to students (Samola, 2023). If teachers do not use learning media, they will most likely face a number of problems in instructing students well. Then classroom management is also one of the most important things in learning because good classroom management is the key to an effective vocabulary learning environment. In learning, there are still some students who do not pay attention to the teacher. And it even disturbs his friends, thereby creating a class atmosphere that is not conducive. If the teacher manages the class well, then things like

this will not happen. So that the learning delivered by the teacher becomes effective and enjoyable.

Teachers need useful methods to support the teaching that will be given to students so that they are effective in learning. For example, games are applied in learning. Games is an important part of the teaching process. The aim of the game in the learning process is to remember what has been taught. So, it's just used as a means to see how far the students' understanding of the past has come. Besides, games can also be a boring remover. Students take part in fun and challenging activities with a clear purpose during the game. Students often play games without realizing that they are practicing languages. Therefore, games can help people learn vocabulary. Successful learners see what happens during the process. Students can learn more and more meaningfully if there is a good learning environment and learning methods. In such a situation, teachers must create variations and approaches that are attractive to students.

Teaching vocabulary is a difficult task. To teach English dictionaries, teachers should note that the media is a tool that can provide information and support English teaching activities effectively, for example, games. Teachers also have to determine which games are suitable to use as teaching methods. Pictionary requires students to work in groups to help each other guess the word. The game also helps students understand words and their functions in learning English, and helps them remember passwords more

easily as students draw and guess their own words. Therefore, the researcher want to use the Pictionary game as a method to teach vocabulary to seven-grade students. Researchers want to know when using pictionary games in learning can improve vocabulary learning.

According to Thornbury (2002) cited in Meliyani & Kareviati (2021)stating that "Pictionary is a game involving students guessing words or phrases from pictures." Picture games require students to work together as a team, and each team member has a chance to become an artist. Pictionary, an exciting game, can help students improve their thinking skills and increase their desire to learn English. Students who were previously not very active may be interested in the Pictionary and become more active.

The previous research with the title "Using Pictionary Game To Increase Learners' Vocabulary Mastery In English Language Instruction" states that there is a use of Pictionary Game to improve vocabulary mastery, further research can explore the extent of the effectiveness of this game at various levels of language ability, ranging from beginners to advanced levels. The significant effect of using action learning strategies to improve students' vocabulary in english. The novelty in this study compared to other studies is that the researcher used this technique as a solution to the problems faced at school in learning English. And also in this study it will be used in the context of learning that students need, namely, speaking lessons. By using this technique, it is expected that students in learning By

using this technique, it is expected that students in learning do not feel bored, learning becomes more active and understand the learning material. In addition, in this study researchers used pre-test, post-test I, and post-test II in conducting research.

Based on the pre-research observation conducted on October 21, 2023, the researcher chose this school. Because English vocabulary learning in this school still uses the old method with power point and books. In addition, during learning there is rarely interaction between students and teachers, making learning passive. And the most important thing is the lack of vocabulary knowledge that makes learning becomes obstructed and unpleasant. The researcher chose MTs N Surakarta 1 to offer English vocabulary learning through pictorial game. Teacher in this school emphasize that students must have good English skills, especially in vocabulary mastery. They realize that to communicate well, they need to use a lot of vocabulary. The researcher wants to implement pictorial game to help students learn English vocabulary. The researcher was interested in conducting a study on the implementation of pictorial games in teaching vocabulary in speaking lessons. Based on the above background, the researcher are interested in conducting a study entitled **“The Implementation Of Pictionary Games To Teach Vocabulary In Speaking Class For Student At MTs N Surakarta 1”**. In this research, the researcher will see how far the improvement of the implementation of Pictionary game to teach vocabulary in classroom learning and also to find

out whether this method is suitable to be applied in learning by using pictorial game. Thus, teachers can support vocabulary skills in speaking learning. And this research will involve students of class VII IPA 3 speaking class at MTs N Surakarta 1.

B. Identification of the Problems

The problem identifications in this study were:

1. The media used does not support fun learning.
2. The learning approach taken by the teacher is still monotonous.
3. Inactive students hinder the learning process.
4. Students' vocabulary knowledge is still lacking.

C. Limitation of the Problems

Based on the problem formulation, this research focuses on games that support vocabulary learning for class VII IPA 3 in speaking class at MTs N Surakarta 1. The researcher limits the problem in this study to the implementation of this game with Classroom Action Research (CAR).

D. Formulation of the Problems

In this research, the researcher formulated the research problem as following:

1. How to use pictorial games in teaching vocabulary in class VII IPA 3 at MTsN Surakarta 1 in the 2023/2024 Academic Year?
2. How can pictorial games improve students' vocabulary in class VII IPA 3 at MTsN Surakarta 1 in the 2023/2024 Academic Year?

E. Objectives of the Study

Based on the research problem, the aim of the research is to find answers to the questions stated in the problem statement as follows:

1. To describe the use of Pictorial games in teaching student vocabulary for class VII IPA 3 at MTsN Surakarta 1 in the academic year 2023/2024.
2. To find out the improvement of students' vocabulary mastery with pictorial games for class VII IPA 3 at MTsN Surakarta 1 in the academic year 2023/2024 .

F. Benefits of the Study

The research results are expected to have theoretical and practical results benefits.

1. Theoretical Benefits

- a. The results of this research can be used as a reference for conducting similar research types of future research.

- b. The results of this research can increase the reader's knowledge about the implementation of pictorial games to teach vocabulary help students in speaking in English.

2. Practical Benefits

- a. The results provide information about the implementation of games be used as a teacher's to teach vocabulary.
- b. The results provide information about the implementation of pictorial games to teach vocabulary help students in speaking in English.

G. Definition of Key Terms

1. Vocabulary

According to Hatch and Brown (1995), vocabulary is a list or collection of words for a specific language, in addition to a list or collection of terms that may be used by every individual who speaks that language. According to this statement, vocabulary refers to all of the words that everyone knows or uses, as well as all of the terms in a certain language.

2. Pictorial Games

According to Gholamreza & Pourhosein (2019), Games that are interactive, collaborative, and competitive encourage students to participate in their education, even when this might be difficult. According to Burta (2018),

Pictionary is a popular game that was created by Milton Bradley and Charades; it is a simple game which helps learners with academic vocabulary.

3. Speaking

According to Hanafiah (2022), Speaking is the oral process of sharing facts, reflecting on experiences, and expressing thoughts and emotions. Both ideas and words are at the heart of what we talk about, and the words are the means of conveying what we are talking about. Speaking involves the ability to think, speak, and interact socially.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

This chapter appropriate theories must be present for the purpose to explain certain concepts or terms implemented in research. There are several theoretical definitions for terms. The explanations listed below will be used in this study:

1. Speaking

A. Definition of Speaking

According to Brown (1994), speaking is defined as a reactive process of structured meaning that includes receiving, creating, and disseminating information. Applied linguistics can be described in various ways, such as speaking as an activity and socially and situationally based speaking as interaction. Because the main focus of language learning is communication, the most natural way to learn to speak is through language interaction.

Brown and Yule (1989) said in their book, "Speaking is to express the needs of requests, information, and services.". The speakers utter words to the listener not only to communicate what is on her mind but also to express what he requires, whether it is knowledge or a service. Most individuals spend a significant portion of their daily lives speaking with others. Revell defines communication as "communication of ideas, opinions, and feelings." As a result, communication requires at least two

persons to communicate in order for the sender and receiver to exchange information, ideas, thoughts, points of view, or feelings.

From the opinion above, it can be concluded that speaking is a means of expressing needs, requests, information, and services. Communication involves ideas, opinions, and feelings, requiring at least two people for the exchange of information, thoughts, and feelings. Speaking is a structured and reactive process that focuses on communication and interaction.

a. The Important of Speaking

Speaking, of course, also has an important role in the world of education, according to Nunan (2013), who said that "speaking is one of the important and essential skills that must be trained orally, and this is a priority for many second and foreign language learners." Teachers must create strategies to teach oral communication while still paying attention to various aspects, such as a job that has been assigned to them. The most direct and active way of communicating is by talking. Speaking allows someone to convey their thoughts, ideas, and feelings. Individuals with these skills can participate in meaningful social relationships and communication.

b. The Component of Speaking

Speaking abilities involve the utilization of sounds and spoken words to communicate with others. This comprises the appropriate use of tone, voice, accent, and facial expressions to communicate messages. In

language acquisition, this include studying grammar, expanding vocabulary, honing speaking abilities in a range of communicative circumstances, and practicing to become an effective speaker. The capacity to talk is critical in a variety of circumstances, including daily living, employment, education, and social relationships. According to Harmer (2007:343), speaking is a complicated ability that necessitates the application of related abilities at the same time. They talk about the many aspects of speech. The following are the components of speaking:

1) Pronunciation

This includes precise sound articulation, stress patterns, and intonation in a language. Pronunciation is essential for being understood by others.

2) Fluency

The capacity to communicate easily and without hesitation is referred to as fluency. It refers to your speaking pace, the flow of your speech, and your ability to continue a discussion without frequent pauses.

3) Vocabulary

A strong vocabulary is required for clearly conveying ideas and thoughts. A diverse vocabulary enables for more accurate and nuanced communication.

4) Grammar

It is critical to use suitable grammatical structures when generating cohesive sentences and communicating content effectively. This component guarantees that your speech is correctly grammatically.

c. Teaching Speaking

According to Harmer (2007), some of the successful teacher strategies for teaching speaking include role-playing, games, problem-solving, singing, visual description, narrative telling, and presenting. List a few exercises that students may do to help them speak English, such as:

1. Game

Games can help create interesting and inspirational teaching. The rationale for this genuine learning is that students participate in activities that push them to apply what they have learned while having fun. Games are appropriate for both children and adults, as we all have a child within of us.

2. Role Playing

Role playing can help students improve their communication skills. Students perform many social roles and circumstances. During a role-playing exercise, the instructor shares personal information with the pupils, including ideas and feelings. Role-playing activities encourage pupils to imagine themselves in diverse situations.

3. Problem-Solving

Problem-solving allows students to work in pairs or small groups, discuss relevant information, and engage with problem-solving tools.

4. Song

Using songs in EFL classrooms, particularly speaking songs, may be both enjoyable and informative. The bulk of the time, listening to music makes students joyful and relaxed.

5. Pictures describing

An image can also be used to support a speaker during a speaking practice session. The student should explain the image's subject. This activity allows students to work in groups, with each group receiving a unique picture.

6. Storytelling

Storytelling encourages unique ideas. Additionally, it allows pupils to express themselves in front of their pals. Students can phone friends to find the next storyteller, discuss their own experiences and daily routines, and deliver jokes and riddles.

7. Presentation

Presentation is one of four successful activities for engaging higher-level pupils. The teacher believed that teaching presenting skills to advanced pupils would help them improve their public speaking abilities and personalities.

2. Vocabulary

a. Definition of Vocabulary

According to Linse (2002:121), "Vocabulary is a collection of words that a individual knows". Vocabulary is a collection that everyone uses as a guide in learning language. Vocabulary is a word that every individual must have because it is useful to support every expression of words or ideas. The basic concept is that vocabulary is a collection of words that a person understands and knows in the language they use. Vocabulary is an important component of a person's ability to communicate and understand language.

Kamil & Hiebert (2007), states that vocabulary is knowledge about words and word meanings. The statement above refers to words or terms that are understood and used by someone or in a particular language. Vocabulary includes understanding of words, both in written form and their use in speaking and writing. Knowledge of vocabulary includes knowledge of the meaning of words, spelling, pronunciation, and the way words are used in sentences. Knowledge of vocabulary is very important for language understanding and communication.

Nunan (2015) states that vocabulary is useful for keeping a list of the most frequently used words. Common words are available and used as references. When someone writes or speaks, vocabulary is the basis or foundation of their language, and when they read or listen, they provide meaning. Since these most frequently used words are likely to appear in a variety of communication contexts, this implies that by learning and mastering the most common words in a language, a person can significantly improve their language skills. This approach is often referred to as “core vocabulary” or “most frequently used word lists,” and it is a common strategy for language learners to give priority to the most frequently used words.

From the statement above, it can be concluded that vocabulary is a collection of words or word meanings that each individual has as a reference when expressing an idea or topic. It also includes all the words a person knows and can use in oral or written communication. Depending on

experience, education, environment, and the language used, a person's vocabulary can differ. A person can communicate more richly and effectively if he masters more words.

b. The Important of Vocabulary

According to (Thornbury, 2002:13) , also conveys that communicate with people successfully if they have a strong command of terminology. David Wilkins' assertion that "without vocabulary, nothing can be expressed, and very less can be conveyed without grammar" (Thornbury, 2002:13). It demonstrates emphatically how crucial terminology is in terms of how we communicate. Given that vocabulary is the foundation of all foreign languages, including English, that acquiring new words is an essential aspect of studying foreign languages. As a result, it is crucial that we expand our vocabulary before moving on to more complex concepts. The most fundamental skill in learning English is vocabulary. Studying a language is a first language, a second language, or a foreign language, vocabulary development is essential. Additionally, most language teachers have experience with vocabulary, which is a crucial component of any language education. Thus, it can be said that studying vocabulary is an essential skill that pupils need to acquire when learning a language.

This is also supported the opinion by Schmitt (2000), that vocabulary continues to be learned throughout one's lifetime and it is not possible to learn all vocabulary exist in the language. It is possible to learn

all the vocabulary that exists in the language. It is impossible for someone to acquire every word in a language, as language is a dynamic, ever-evolving system. A continual process of word creation and linguistic expansion results in the occasional disappearance of older terms. It is impossible for someone to acquire every word in a language, as language is a dynamic, ever-evolving system. The process of expanding one's vocabulary takes a lifetime. As new experiences, concepts, and areas of knowledge are encountered throughout life, people always pick up new words and phrases. In order to become more fluent in a language, language learners in particular are constantly adding words to their vocabulary.

According to Krashen and Terrell (1985), vocabulary is the basis of communication. It implies vocabulary is essential to communication, it is impossible to speak effectively without having a large enough vocabulary. Speaking in a foreign language will be simpler for those who are familiar with the terminology. This remark highlights how hard it is to communicate and comprehend communications in any language without a solid foundation of words and meaning. The basis for all linguistic abilities, including speaking, listening, reading, and writing, is vocabulary. People who possess a large vocabulary are better able to communicate effectively and comprehend the language of others.

Based on the opinion above, it can be concluded that learning vocabulary is very important because vocabulary plays an important role in

communication and learning vocabulary requires a lot of time because as time goes by several new vocabulary words will appear. If you only have a few vocabulary references, you will have difficulty conveying something.

c. Kinds of Vocabulary

Vocabulary also has two types based on classification; according to Thornbury (2002), vocabulary is classified into two terms, namely active vocabulary and passive vocabulary. Active vocabulary refers to the appropriate use of items in speaking and writing categories of words that are considered an integral part of the vocabulary that is used actively in everyday conversation or writing by a person and is also called productive vocabulary. It refers to the words and phrases that a language learner can recognize, understand, and use fluently in speaking and writing. Active vocabulary is the core of language competence and allows someone to communicate effectively in the target language.

Meanwhile, passive vocabulary refers to a language item that can be recognized and understood in the context of reading and listening; this vocabulary is also called receptive vocabulary. Vocabulary that learners are familiar with but that they may be uncomfortable or unskilled in using in conversation or writing. Words may be recognized while reading or listening, but the learner may not yet feel confident in actively applying them. It is important to understand that passively recognizing vocabulary is

the first step in the language learning process, and the next step is building active vocabulary, namely the ability to use it in everyday communication.

Thornbury (2002), further explained that there are several types of content for words consisting of nouns, verbs, adjectives, adverbs, pronouns, conjunctions, interjections, and prepositions.

d. Techniques in Teaching Vocabulary

Vocabulary learning should be packaged as creatively as possible to increase student interest. According to Harmer (2007:229), the most effective technique for teaching new vocabulary is for students to read text or listen to audio files that explain how to use it. Therefore, teachers must be creative and creative while teaching language. To easily learn vocabulary, start with a pleasant and effective teaching technique.

According to Syafrizal and Haerudin (2018), the teacher employed techniques such as translation, memorization, games, and singing a song. Here are the explanations for the approaches mentioned above:

1) Translation

Translation is a common strategy used in vocabulary instruction. The teacher used both indirect and direct translation to convey the meaning of the term. The teacher uses a variety of methods to translate the meaning of a word.

2) Memorizations

The teacher also frequently encourages student to work hard in class. They also frequently required pupils to learn a large number of vocabulary. The teacher feels that if the children have a many vocabulary, they will do well in English. The teacher taught by memorizing. The instructor instructed the pupils to memorize the words she had written on the white board, but they had to close their books.

3) Games

Games are another activity that helps kids improve their vocabulary. The pupils will find the lesson fascinating and will not be bored. The teacher speaks in word games by showing photos of picture clothing, stuff in the bedroom, or time. The instructor showed the kids photographs and then asked them to describe them. As a result, other pupils might grasp or discover the meaning of language based on the images. Students might acquire vocabulary in a more enjoyable way by playing word games. It also enhanced their desire to learn new words.

3. Pictionary Games

a. Definition of Pictionary Games

According to Rollings and Adams (2003) cited in (Clarke & Clark, 2015) , pictionary games "Attempt to structure the game using

kind that participants may identify. There are numerous sorts of games that are distinguished by a certain type of challenge, independent of the game world's location or content. Games are a method of learning that involves analyzing with a group of players or individuals while employing sensible techniques.." Based on knowledge. This implies that games are a medium used for amusement where the players carry out activities that are beneficial for achieving specific goals that can generally be done alone or single player and more than one player or multiplayer. The game's genres include:

1) Action Games

This game, the most popular of its kind, requires quick responses from the player. FPS (first person shooter) games are among the most popular action-themed games.

2) Fighting Games

This genre of game mixes action with fighting Games, for example, players may be asked to explore an underground cave while defeating adversaries and searching for ancient relics.

3) Simulation

In this game, players are given the flexibility to create a project with limited raw resources.

4) Role Playing Games (RPG)

RPG games allow players to select one of several characters to play. And as the game level advances, the characters might transform and get stronger.

5) Strategy

Game strategy is further separated into two types: turn-based strategy and real-time strategy. In real time strategy, players must make decisions as the opposite side acts, resulting in a chain of events in real time, whereas in turn-based strategy, players take turns carrying out their strategies. When a player moves, the opposing team waits. On the opposite, as well.

6) Sport

Sports are brought to a computer or console in this category. Typically, the gameplay is designed to be as close to the conditions of a genuine sport as feasible.

7) Puzzle

The puzzle genre presents puzzles, matching the colors of the balls, mathematical calculations, arranging blocks, or recognizing letters and pictures.

8) Word Games

Word games are often designed to test skills with language or to explore its properties. Word games in general are used as a source of entertainment, but they have been proven to serve an educational purpose as well. Based on the description above, it can be concluded that games are media that are used during free time with the aim of entertaining their users.

From the explanation above, it can be concluded that games also have several types. As mentioned above, there are various types of games, but in this research, the researcher will use word games, or more precisely, pictionary games. As stated by Wallace (1982: 104), there will be additional goals in the game to add fun, calm, and excitement to the lesson. Additionally, there are two main reasons why language games have become more popular recently. The first is paying more attention to the importance of motivation and a positive affective atmosphere in the classroom. The second is paying more attention to the importance of direct communication.

According to Townsend (2009), Pictionary game is an image guessing game in which players collaborate in groups to guess drawings made by other players. Pictionary is a popular game created by Milton Bradley and Charades. This is a simple game that helps pupils with their academic vocabulary. Pictionary is a photo guessing game. In practice,

the participants work together to estimate the picture that the other player will draw. In this case, instructors and students must bear equal responsibility for the game's execution. To play Pictionary, kids must draw their own pictures or use English vocabulary to construct the cards. Pictionary games are board games that involve pictures as a way to communicate words or phrases to other players. This game is usually played by players drawing pictures that represent certain words or phrases while other players try to guess the words or phrases in question. The goal of "Pictionary" is to describe the word or phrase well so that the other players can guess correctly.

According to Hinebaugh (2009), the Pictionary Game is an excellent teaching tool for developing communication and creative thinking skills; it is appropriate for reinforcing ideas in other subjects for students who learn visually; it can develop and strengthen some facts, figures, or concepts; and the Pictionary Rules will emphasize developing creativity and natural thinking. Players must be not just imaginative but also resourceful. The game may be used as an effective teaching tool to build communication and creative thinking abilities; it is appropriate for reinforcing ideas in other disciplines for students who learn visually; it can develop and strengthen a number of facts, figures, or concepts; and it can be used to develop and strengthen a number of facts, figures, or concepts. The Pictionary Rules will emphasize

creativity and natural thinking. Players must not only be creative but also select a sketch that properly communicate the link to expertise.

According to Thornbury (2002), pictorial games require students to work in groups, with each team member taking turns as the artist to create an image of a vocabulary word supplied by the teacher. The first team to properly guess a word receives a point, and the new artists or other students have their turn with a different word. Based on the descriptions above, it is possible to deduce that the Pictionary game is a team-based word-guessing game that makes the words more memorable. The Pictionary Game is an excellent game, particularly for visual learners. Pictionary The game encourages pupils to guess words or sentences from illustrations. This game requires kids to work in groups, and each member of the group takes turns being the artist. Pictionary game supplies include a list of cards with vocabulary items, a whiteboard, chalkboard, or smart board, and markers or chalk. The resources utilized are easily accessible and are included in the class. As a result, teachers may make the most of the school's resources.

b. The Rules of Pictionary Games

According to Robert Angel (1985), when students play the Pictionary game, they must draw or paint post pictures of English words from the tag. Vocabulary lists, whiteboards, smart boards, markers, and chalk are examples of materials used in Pictionary games. Playing the

Pictionary game offers various perks. Pictionary is a fantastic educational tool for developing creative thinking and communication abilities. It is appropriate for students who prefer visual learning to reinforce concepts in other areas. It may generate and reinforce a wide range of facts, numbers, and thoughts. This game can let students use their imagination to interact with their peers. Students are organized into groups. The total number of groups can vary depending on the number of students in the class and can also be divided by seats:

1. Teacher explains the rules of the Pictionary game. One word is given to each group for a sketch.
2. Each group assigned each other to draw and describe every phrase provided by the teacher. The others are students sitting in front of the class or in the back.
3. The instructor who put the collection of terms would draw on the front desk, along with an empty sheet of paper for each student to draw different words.
4. When all the students are ready, the teacher gives a signal to start, and each student starts playing.
5. After the warning, one member from each group starts drawing a card and then tells the whole group to guess. (students who are drawing only say yes if true and no if false).The winner is the right group to guess the most words in the shortest time.

c. The Advantages and Disadvantages of Pictionary Games

Pictionary game is a game that can be applied in vocabulary learning. It is very helpful in students in the learning of vocabulary. And of course it is fun for students because of the exploration through games. Wright, Betteridge, and Buck (2006), Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.

From the theory above, it can be concluded that enjoyable learning can be supported through pictionary games, which have benefits and drawbacks. Pictionary may be a very interesting and social game that encourages creativity and collaboration. However, it may not be ideal for everyone, particularly those who struggle with sketching or who want a quick and simple game. The downsides generally revolve around the possibility of frustration and the necessity for certain resources.

B. Previous Study

To obtain a Bachelor of Education degree, the researcher had to complete the university's final project, so the researcher conducted the study entitled "The Implementation of Pictionary Games to Teach Vocabulary in Speaking Class at Seventh Grade of MTs N Surakarta 1 in Academic Year 2023/2024".

These previous studies are as follows: the first previous study. This research tested the effectiveness of the Pictionary Game technique in teaching English vocabulary to seventh grade students at SMP Dharma Kartini. With the title *"The Student's Responses Toward The Implementation of Pictionary Games In Teaching Vocabulary To The Seventh Grade Students In One Of The Junior High Schools In Cimahi"*. This research involved 38 students from class VII C and 5 students. This research was conducted using a qualitative method by collecting observation data and interviews, revealing that the game was effective in motivating students to learn English vocabulary. And the result was that students found this game fun and challenging, making it a more interesting and effective method of learning vocabulary. The relevance of the researchers Indri Kartini and Evie Kareviati's research has in common with what the researchers will study is that they both discuss vocabulary learning using the pictionary game. The difference is that the previous research only used a few students, whereas the research that will be studied will use one class with 30 seventh grade students.

And the second, with the title *"The Use of Pictionary Games in Teaching Vocabulary to Second Grade Students of SMP 1 Raya"*. This research investigates the use of the Pictionary game to improve the vocabulary of second grade students at SMP N 1 Raya. Using Classroom Action Research (CAR), this study found that the game significantly increased students' vocabulary scores in the pre-test cycle, post-test cycle,

and post-test cycle. These findings suggest that English teachers should consider using the Pictionary game as a vocabulary teaching technique. Then, in this title, the same uses Pictionary games as a method for teaching vocabulary to junior high school students. In this research, the author will use qualitative methods, whereas in previous research, the researcher used classroom action research (CAR). CAR is a research method implemented in a classroom or classroom environment by teachers or educators. The purpose is to increase learning quality while identifying faults or obstacles in the classroom learning process.

The third research is entitled "*The Effect Of Using Pictionary Games On Students' English Vocabulary*". This research examines the effectiveness of using the Pictionary game to increase the English vocabulary of seventh grade students at Kemala Bhayangkari Middle School, Pontianak. In this research, was discussed how effective pictionary games are in learning using experimental research, which is research that aims to test hypotheses or investigate cause-and-effect relationships between various variables. The experimental method is one of the most effective approaches in research because it allows researchers to carefully control certain variables to determine whether there is a significant cause-and-effect relationship between certain variables. The results showed a significant impact on vocabulary achievement, supporting the alternative hypothesis (Ha) and the rejected the null hypothesis (Ho).

Then the fourth one with the title "*Improving Students' Vocabulary Mastery Using The Game Method in SMPN 4 Ketapang*". This study aims to improve vocabulary among students of class VII A at SMP Negeri 4 Ketapang by using the game method. Classroom Action Research (PTK) was conducted, and the results showed that repetition of the game method resulted in higher vocabulary mastery. The study concluded that the game method can significantly improve students' vocabulary. However, in this study using game method with all learning activities with games.

And the last, this study focuses on early childhood because it is very important for brain development, and learning English is very important for children's language skills. Pictionary games, a fun teaching method, can improve students' vocabulary. This research used mixed methods. A study involving 15 six-year-old, first-grade students of SDIT Mentari Indonesia found that playing the game improved their English dictionary, emphasizing its effectiveness as a learning method.

C. Rationale

Vocabulary has an important role in learning, especially in language learning. As the vocabulary is the basis of communication, it is imperative to master the vocabulary when learning a language. And if it is not mastered, it will affect learning, so that learning becomes less effective because the language is controlled. However, language learning should also be fun so that students become interested in learning new vocabulary. Therefore, it

will make it easier for students to learn new words. Based on pre-research results, language learning in the classroom is unpleasant when using old methods with books and Microsoft PowerPoint. So learning is just reading the material and answering the teacher's questions. Lack of student-teacher interaction leads to passive learning.

So when students are asked by teachers, they just smile and even shut up because no one wants to answer. So learning feels boring and unpleasant. And the student's lack of vocabulary is one of the reasons why they don't want to answer the teacher's questions. Of some of the problems encountered in such learning, applying fun learning through games will be the solution for learning. Because students love games, it won't make them bored. The implementation of these games will form a fun learning environment, which will help students with language learning.

D. Action Hypothesis

This action hypothesis suggests that pictorial games to improve students' vocabulary learning. By capitalizing on the inherent benefits of engagement, learning, active participation, collaboration and fun, educators can harness the potential of pictorial games to improve vocabulary in the classroom. The research can be used for vocabulary teaching..

CHAPTER III

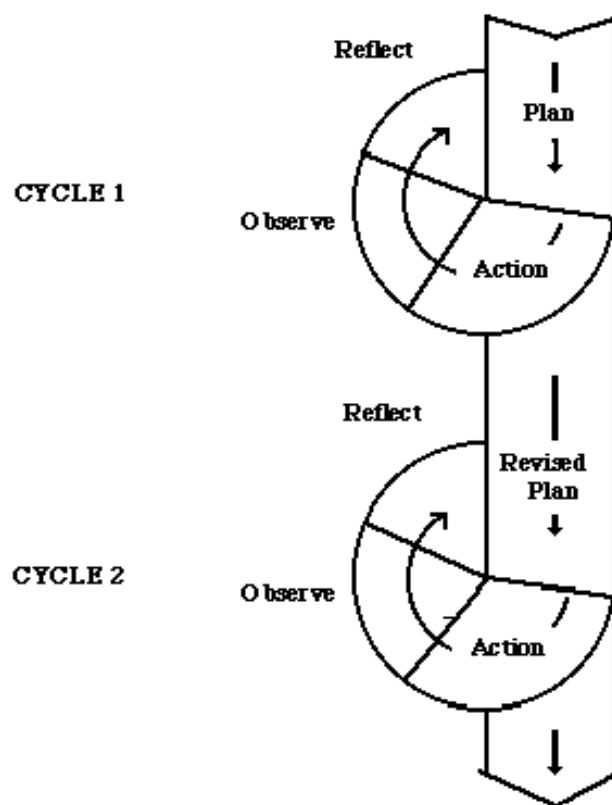
RESEARCH METHODOLOGY

A. Variable and Operational of Variable Research

In this research, researcher will use the Classroom Action Research (CAR) method. According to Suharsimi (2015), action in the classroom research is made up of three words: research, which means an activity to observe objects using specific methods and methodologies to obtain data, action, which means a movement (in the form of a cycle) that is repeated, and classroom, which means a group of students learning the same thing from the same teacher at the same time. The researcher was takes on the role of an English instructor who teaches students vocabulary using pictiory games during the research's execution. Meanwhile, the English teacher operated as an collaborator, observing the teaching and learning activities during the learning process. Observed the teaching and learning activities during the vocabulary obtaining process. The English teacher was more than an observer. The English teacher was not just an observer but also a collaborator who assisted the researcher in developing a lesson plan, providing evaluation, and analyzing the data.

Furthermore, the researcher in this study will use Kemmis and McTaggart's cycle type, which integrates observations into a single unit to carry out development at the acting stage (action). This is because the two stages—acting and observing—cannot be separated because they are

interdependent activities. According to Kemmis & McTaggart (2015), state that this research will follow a four-stage research strategy. Each cycle's class actions are divided into four categories: planning, action, observation, and reflection. Several spiral cycles are reflective in classroom action research, contingent on the problem to be solved. Such spiral cycles have the potential to enhance understanding of the acts implemented and enhance the circumstances of the learning techniques that have been implemented. The following is an model of a cycle from Kemmis & Mc Taggart:



Picture 1

1. Variables

Based on Sugiyono (2013), variables are variations determined by researchers that can be measured so that conclusions can be drawn, for example people (male / female), weight (kg), height (cm), size, shape, color, etc.. In the relationship between two variables, for example, variable X (independent variable) and variable Y (dependent variable). Independent variables are independent variables that can change variables or cause changes in a phenomenon, while the dependent variable is the variable that is the result or result or result of the independent variable (Danuri & Siti Maisaroh, 2019). Based on this study, the variable used is:

1. The independent variable is pictictionary game
2. The dependent variable is vocabulary, while the dependent variable is the Pictionary game is vocabulary. So that, pictictionary games have an influence on students' vocabulary mastery.

2. Operational of Variables

The operational variables of this study are as follows:

1) Independent Variable (X)

In this section, the independent variable is "pictionary games," specifically with regard to their use by teachers in delivering learning materials to students, or perhaps by students themselves in their learning process. Pictionary Games involve a more active and exploratory approach to learning, where students are encouraged to ask questions,

investigate concepts and engage in critical thinking rather than just passively receiving information. The hypothesis is that using this strategy will result in greater improvement in students' vocabulary comprehension compared to the usual learning methods. This study aims to determine whether pictorial games facilitate better learning outcomes in terms of vocabulary acquisition compared to alternative teaching methods. By examining the improvement in students' vocabulary knowledge.

2) Dependent Variable (Y)

The dependent variable is students' vocabulary proficiency, which is the process by which students are able to answer tests on vocabulary related to speaking. It refers to the students' level of proficiency and skill in understanding and using vocabulary, particularly in relation to different parts of speech. Vocabulary ability covers various aspects such as recognition, comprehension and application of words, including understanding their meaning and use in the context of grammar and language structure. Students' vocabulary skills are usually assessed through tests or assessments designed to evaluate students' vocabulary knowledge and mastery. These assessments may include tasks such as defining words, using them in sentences, identifying synonyms and antonyms, and understanding the context of words in readings or sentences. Tests used to assess students' vocabulary skills are likely to involve questions or tasks that require students to demonstrate their

knowledge and understanding of vocabulary words in specific grammatical categories. These tests may include identifying passages of given words, using vocabulary words correctly in sentences, or understanding passages that use vocabulary related to different passages.

B. Research Setting

1. Place of the Research

This research was conducted because at MTs N Surakarta 1, teachers still use conventional strategies to help students remember vocabulary more effectively and easily. This school is located on Jl. MT Haryono No. 24D, Mangkubumen, Kec. Banjarsari, Surakarta City, Central Java 57139.

2. Time of Research

This research was conducted on February 24th-March 5th, 2024.

Table 3. 1 Table of Time Schedule of Research

Agenda	Jan	Feb	Mar	Apr
Proposal Seminar				
Data Collection				

Data				
Analysis				
Thesis				
Exam				

C. Subject and Object of the Research

Purposive sampling is utilized in this study, which means that the sample is focused on the research aims. Purposive sampling, according to Sugiyono (2013:117), is a data sample approach with specific concerns. The researcher took students from class VII Science C MTs Surakarta 1, whose enthusiasm to study English vocabulary was still poor. The researcher decided to conduct the study at MTs Surakarta 1 during the 2023/2024 school year. The subjects of this study were 32 students from class VII Science C, which includes 22 female and 10 male.

D. Action Plan

During a practical design is implemented, it was be simpler for researchers to find solutions to issues that occur and accomplish their intended objectives. In this study, four stages will be carried out, namely planning, action, observation and reflecting. In these four stages will be carried out in four meeting. The following four stages will be carried out in this research:

1. Planning

In this planning, the researcher was make a lesson plan that is in accordance with what students need in vocabulary knowledge based on suggestions from the teacher. The researcher was also prepare the teaching media that was be used in the application of pictionary game in vocabulary teaching. The researcher and collaborator to identify specific vocabulary areas where students may need improvement. This may involve reviewing previous assessments, identifying common vocabulary challenges, and considering students' proficiency levels and learning styles. Based on the identified needs of the students, the researcher and teacher set clear learning objectives for the lesson, a lesson plan was developed to incorporate various activities that facilitate vocabulary learning through picture games. The researcher prepared learning media to support the implementation of the charades game in the lesson. By following these steps, researcher and teachers can create a well-designed lesson plan that effectively integrates the pictionary game to teach vocabulary, which meets students' specific needs and preferences.

2. Action

Then the researcher was take action by applying the pictionary game in teaching vocabulary. Researchers conducted two cycles, each cycle consisted of two meetings and each meeting lasted 40 minutes. In the action stage, researchers conducted 3 stages of learning activities, namely, pre-test,

action and post-test. The pre-test stage serves as an initial assessment to measure students' initial vocabulary knowledge before the intervention (use of pictorial games). To assess students' basic level of understanding and proficiency. The researcher implemented the planned lesson according to the lesson plan, incorporating various activities such as introduction of new vocabulary, vocabulary practice, and several rounds of pictorial games. During the pictorial game, students worked in teams to draw and guess vocabulary words, encouraging active engagement, collaboration and reinforcement of vocabulary knowledge. At the end of the second meeting (second cycle), students were given a post-test similar to the pre-test format. The post-test assessed the same vocabulary concepts covered in the pre-test, allowing for a direct comparison of student performance before and after the intervention.

3. Observation

During the observation stage of the study, the researcher closely observed the learning process as students engaged in the application of puzzle games for vocabulary instruction. This stage provided insight into students' engagement, interaction and understanding during the lesson. After the lesson ended, the researcher administered a test to assess students' understanding of the material they had just learned. To gain insight into how students interacted with the pictorial game, including their level of enthusiasm, comprehension, and ability to apply vocabulary knowledge and

identify challenges or barriers encountered during the lesson and opportunities for improvement in lesson delivery.

4. Reflection

After the lesson, the researcher was reflect on the learning that has taken place. The researcher was see how far the students progress during the learning process by applying pictionary games in teaching vocabulary. And whether this application goes well because this research is declared successful if there is an increase in student vocabulary. The results of the first cycle reflection was help in the next cycle.

E. Techniques of Collecting Data

This study was use quantitative and qualitative to collect data:

1. Test

According to Arikunto (2010:53), a test as an instrument or process that uses defined techniques and recommendations to detect or measure a particle in an atmosphere. As for the examination, it's utilized as a subjective test, which is often in the form of an essay. One type of assessment of learning progress that calls for responses in the form of speech or description is the essay form test. In this test, questions was be given in accordance with the material that has been taught to measure the extent of students' abilities after being given action in the form of applying pictionary games in teaching vocabulary.

2. Observation

The process of methodically watching occurrences or study topics is referred to as observation in research. According to Marshall and Rossman (1998, p.79) as stated in (Meliyani & Kareviati, 2021), observation is a methodical description of social events, behavior and the arrangement of objects. In this study, observation was employed to collect information on student engagement and responses to the usage of Pictionary playing strategies in the classroom learning process which was be implemented by the teacher. The researcher collaborates with teachers English to plan observation sessions to finish the data learning process, assess the implementation of pictionary games that the teacher was use.

F. Research Instrument

According to Sugiyono (2014), data collection procedures are the most important stage in research because the main purpose of research is to collect data. without understanding the collection method, researchers was not receive data that matches the specified data criteria. In this study the authors was collect data with tests and observations.

1. Test

This test was contain questions that was be tested to students regarding vocabulary. This test was be given to students before and after the application of pictionary games in learning. This question was consist of 20

questions. And in this question was contain the meaning, translate, fill in the missing words and make sentences. This test is useful to measure the progress of students' ability in vocabulary learning.

Table 3. 2 The Indicator of Vocabulary Mastery of Pre-test

No	Indicators	Items	Number of items	Score	Total score
1.	Fill the blank	7	1,2,3,4,5,6,7	5	35
2.	Translate	5	8,9,10,11,12	5	25
3.	Meaning	5	13,14,15,16,17	5	25
4.	Make a sentence	3	18,19,20	5	15
Total		20			100

2. Observation Sheet

In this observation, the researcher is interested in studying the process of vocabulary learning using pictictionary games as a teaching tool. Pictionary is a game where players try to guess words or phrases based on drawings made by other players. It's commonly used in educational settings to make learning more interactive and engaging.

Table 3. 3 The Indicator of Observation Sheet

Activities	Cheklist
Students come to the class on time	√
Students enthusiast in English learning	√
Students active in English learning through pictionary games	√
Students interested in English learning through pictionary games	√
Students pay attention to the Pictionary games	√
Students motivated through pictionary games	√
Students answer the tests well Classroom	√
Students do not make any noisy in the classroom	√
Students answer the tests well	√
The class has complete facilities	√
The clean and comfortable classroom	√
The class away from the crowds	√

G. Techniques of Analyzing

This research was analyze data using quantitative and qualitative which includes data processing, this research also has techniques to sort out the data that was be presented in this study. Quantitative data analysis may involve counting the frequency of certain events or occurrences during observation. For example, the researcher may count the number of times a particular vocabulary word was successfully guessed during a game of charades. Qualitative data analysis may involve identifying themes or patterns in the observation notes. This can include themes related to student engagement, teacher-student interaction, and the use of teaching methods with pictionary games. Researchers can also analyze narratives or stories that emerge from observational data, seeking insights into the learning process and learning classroom environment. By using both quantitative and qualitative data analysis techniques, the researcher can gain a comprehensive understanding of the vocabulary learning process and the use of the pictionary game as a teaching tool.

In completing the numerical data, the researcher tried to find out the average writing score of students before the implementation and to find out whether students' vocabulary increased when the pictionary game was implemented each cycle. According to Anas Sudijono (2018), to find the average value of student vocabulary using the formula for all scores with a frequency of one is:

$$\bar{X} : \frac{\sum X}{N}$$

Notes:

\bar{X} = Mean

$\sum X$ = The total number of students' score

N = Number of students

In addition, the researcher analyzed each student's vocabulary results from both the pretest and posttest. It is employed to determine whether or not students raise their test results. The researcher uses the following formula to determine the score:

$$P = \frac{R}{T} \times 100\%$$

Notes:

P = Percentage of students' improvement

R = Test Result

T = The Total Students

2. Qualitative

In this study, the data was be processed. According to Miles and Huberman (1984), as cited in (Meliyani & Kareviati, 2021), stated that in analyzing data, researchers need to follow several steps, namely: data reduction, data presentation, conclusions and verification. Data reduction is the process of summarizing, selecting data.

1) Data Reduction

Data reduction involves the process of selecting, simplifying, and abstracting the data collected during the research process. This is typically done to make the data more manageable and easier to analyze.

2) Data Display

Data display refers to the presentation of structured, organized information derived from the analysis of data. This presentation can take various forms, such as tables, charts, graphs, or diagrams.

3) Drawing and Verification of the Conclusion

The initial conclusions put forward are still temporary and was change if strong evidence is found that supports the next stage of data collection. The conclusion here is a new finding that has never existed. After analyzing the data and interpreting the findings, researchers draw initial conclusions based on the evidence at hand. These conclusions represent the researcher's current understanding of the phenomenon under study.

H. Indicators of Success

According to the characteristics of action research, success is defined as an improvement that is beneficial. The research results are used to determine if the research proved successful or unsuccessful. The researcher assessed the degree of the students' success criterion using vocabulary test results, and the objective for the Minimum Mastery Criterion (KKM) is based on the school's rules. The researcher is deemed effective if the students in the class get a vocabulary score of 75 or above. The success criteria for this study was that around 70% of the 28 students could master the content.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This research was conducted in class VII science MTs N Surakarta 1 in the 2023/2024 academic year. This class consists of 28 students, 11 males and 17 females. This research was conducted on 24 February- 5 March 2024. This study consisted of 2 cycles, which included planning, action, observation and reflection. And in the first cycle there is a pre test and post test while in the second cycle only consists of a post test which is useful to ensure that these games can help improve students' vocabulary.

1. The Use of Pictionary Games to Teach Vocabulary in Speaking Class

Based on the research that has been done, the use of Pictionary in vocabulary learning is a creative and exciting way to strengthen language skills, especially in speaking and understanding English vocabularies. In the learning of words, researcher use English lessons especially on speaking materials. Then the researcher take a few words that are used in the application of Pictionary games in vocabulary learning. In this selection of words the words used are derived from the English textbook according to the chapter the student is studying. To help students in learning and also to improve students' understanding and use of English dictionaries.

Then in the implemented of Pictionary games the researcher divided the students into two teams namely, team 1 and 2. Then each team chooses who was be the artist to illustrate the selected word. Each team was work

together to guess the words taken by each artist. The selected artists draw the words from the Pictionary card they chose. They have limited time to describe the word, while their team members try to guess the word. After the picture is finished, team members try to guess the word based on the picture. Teams compete with each other to correctly guess the first word. After guessing the truth, the researcher engage students in further learning by asking questions related to the word. This can include meaning, use in sentences, synonyms, antonyms etc.

All students participate in answering these questions to deepen their understanding of vocabulary. This process continues with teams alternating between drawing and guessing until the previously specified number of words has been completed. At the end of the game, the team that has succeeded in guessing the most words correctly appears as the winner. By applying pictionary games to vocabulary learning, students are actively engaged in visual and verbal communication. This approach not only makes learning more enjoyable but also promotes teamwork, critical thinking, and password retention. In addition, discussion after drawing improves understanding and strengthens the meaning and use of the words learned.

1. Implemented Cycle 1

1. First Meeting

This test was held on Saturday, February 24, 2024 at 07.00-07.40. Before performing the action, the researchers conducted a pre-test to

measure the students' basic vocabulary skills. So, the students conducted the test with their basic knowledge of the verbs they had previously learned. This test was conducted to assess the extent to which the student's knowledge was related to the verb in the textbook. In this pre-test, the researcher was also observe students who do not have too much vocabulary knowledge. In addition, researchers also observed the learning environment before pictionary games were applied in the classroom. Questions consist of an antonym of words, translating, filling out missing sentences, and making sentences. In this question, the given word is the word that the student has learned in the textbook. The passwords given are still related to learning and some passwords in the speech section such as, noun, verb and pronoun. In accordance with what has been established at the school, the KKM for English lessons is 75.

Based on the results of the pre-test of this study, it can be concluded that 20 students (71.5%) were unsuccessful and 8 students (28.5%) were successful. The data showed that the minimum completeness criteria was 75. The mean score of the pre-test was 50.53. There were fewer successful students than unsuccessful students, so the results were not satisfactory. Therefore, the researcher used pictionary games in learning to improve vocabulary in students.

Next, in the first cycle conducted on Saturday, February 24, 2024 at 12.30-13.10 p.m. Researcher took two steps in the form of planning and action. In first meeting, the first step was taken, namely:

1.) Planning

In planning, the researcher made a lesson plan that would be used for the first meeting. This plan discusses the vocabulary that was used in learning by using the pictorial game. Here are some of the things that were prepared: 1) Prepare the lesson plan (RPP). 2.) Preparing teaching materials and media used in the application of pictorial games. 3.) Prepare tests that was given to students. 4.) Prepare an observation sheet used to observe students and learning conditions. 5.) Prepare learning media to support learning in the form of vocabulary cards.

2.) Action

After all the planning was ready to be done, the researcher took action starting on Saturday, February 24, 2024. This research began at 12.30-13.10 p.m. And in this stage, English teacher are collaborator who observe the learning processes taking place. First, the researcher opened the class by reading a prayer and talk about how the students were doing. Then, the researcher continued by asking students Then the researchers proceeded by asking the students, *"Here are all the students already able to speak English? or understand the vocabulary in a book?"* Most of the students remained silent and did not answer questions from researchers. Then a little discussion continued asking how far the learning material was. Then, there were two students who answered the question with their hands stretched. *"Chapter 4 is done."*

Then the researchers asked the students again, *"Do you like the game?"* At first, only two students answered that question. *"Do you like games?"*. Initially only two of the students answered the question.

Then the researcher repeated the same question *"okay, I repeat because those who answer are few, do you like games?"*. After repeating it, the students simultaneously answered *"Yes kak"*. Then the researcher asked students more deeply about learning using games whether they were interested if learning used games. *"Students, do you like it when learning uses games?"*. Then the students answered *"Of course kak, I really like games"* said one of the students. Then there are students who answer again and say *"What are the games kak?"*. Then the English teacher asked *"How are the rules and the way of the game mba"?*.

The question was answered while explaining what games were used, how to play and what the conditions were in the game. The researcher then gave an explanation of the games that would be used, namely, pictictionary games. So, the researcher explained to the students how to play and the rules of the game. *"So, the picture game requires you to work in groups, with each team member taking turns as an artist to create a picture of the vocabulary I have provided. So, the class was consist of two teams with one artist in each team. The first team to guess a word correctly gets a point, and the new artist or another student gets a turn with a different word. Based on the description above, it can be concluded that the Pictionary game is a team-based charades game that*

makes words easier to remember. Okay, until here, is anyone still confused about the rules of the game?". Then the students answered that they understood what the researcher explained.

Then learning with pictictionary games began with the division into two groups, namely teams 1 and 2. Then each team appointed an artist to draw the vocabulary they got when they picked up the vocabulary card. Then each of the artists draws a word and then is guessed by the other team members. During the game students looked enthusiastic in pictictionary games. They were so eager to guess what the artist painted. Even almost every child who initially shut up becomes stretching hands to guess the word.

Study	Teeth	Living Room	Village	Bike
Happy	Prepare	Grass	Sweet	Straight
Foot	Clothes	Tomato	Candy	Pineapple
Angry	Kitchen	Short	Knife	Sharpener
Ship	Reading	Bottle	Rubber	Wallets
Shoes	Sad	Win	Wardrobe	Cloud
Brown	Bitter	Chili	Time	Dusk
Sea	Magazine	Tidy	Dictionary	Tired

*Picture 2
Pictionary Card*

There are twenty word cards that have been guessed by each member, such as, Study, Happy, Feet, Funny, Won, Bring, Move, Far, Care, Town and Bitter etc. When the pictictionary game is finished, the researcher summarizes the vocabulary that has been acquired or guessed

then reads it and then the student interprets the words that the researchers said and most students are able to answer questions.

2. Second Meeting

The second meeting was held on Monday, February 26, 2024 at 13.10-13.50. The meeting began with a joint prayer and then, checking the presence. After that, the researchers have a more review of the vocabulary they have studied at the first meeting. After that, the researcher gives a post-test cycle I. These types of tests are essay tests consisting of 20 items. They're given 30 minutes to complete the exam. Post-tests are conducted to see if the student understands the vocabulary already described at the first and second meetings.

After learning by implementing pictorial games, there were several students whose scores increased from before. Based on the results of post-test 1 of this study, it can be concluded that 11 students (39%) were unsuccessful and 17 students (61%) were successful. And then students (61%) succeeded showing that there was an improvement in learning. The data showed that the minimum completeness criteria was 75. The mean score of the pre-test was 68.85. The number of successful students is more than unsuccessful students, so the results are satisfactory. However, the mean score of the students was still below the Minimum Mastery Criteria (KKM), so it was still necessary to continue to the second cycle.

3.) Observation

In this study, researchers act as teachers teaching classes. Based on observations by researchers and collaborators in the first cycle, all students arrived on time, no one was late, making it easier for researchers to start learning in the classroom right away. Then the students when given an explanation of the pictorial game they seemed to pay attention to the researchers' explanations. The students were very enthusiastic when they heard the explanation of pictorial games.

Evidently, when students guess pictures almost all of the students who were initially passive became active by answering images. Then at the time students guess images taken by artists from each team, students were highly motivated to answer the words in the pictures taken by the artists. Students had the enthusiasm and motivation to increase each team's score with the correct number of answers for the passwords drawn. It can be concluded from observations on the first cycle that students become more active in learning with picnic games as evidenced by the enthusiasm and motivation of students during study.

4.) Reflection

At this stage, researchers conducted reflection activities related to the learning process that has been carried out in the first cycle. The researcher collaborated with the English teacher regarding several things during the first cycle. The following are some things that need to be considered. The following are some things that need to be improved

in implementation of the learning process in cycle 2. The following are some things that need to be improved in the implementation of the learning process in cycle 2:

- a) There was a problem in preparing learning tools in the classroom, namely adequate markers, so that the preparation needed could reduce the learning time relatively. Required can reduce the relatively short learning time.
- b) Problems were found in student test results that were not maximized, although they exceeded the KKM which was maximized. Even though it has exceeded the predetermined KKM.
- c.) It is recommended to use the vocabulary in the student learning book in the last chapter so that it can support students in implementing the midterm test.

According to the previously reflection, corrective measures is still required. Although students' post-test 1 scores were higher compared to their pre-test scores, there is still potential for improvement with regards to students' vocabulary mastery because some of them continue to find it difficult to learn and master some English language. In this situation, it is possible to assume that the students mastery level has increased yet they are still not successful. So the researcher conducted the second cycle.

2. Implemented Cycle 2

1. First Meeting

The researcher conducted the research on Monday, March 4, 2024 at 12:30-13:10. In this second cycle, researchers conducted four stages like the first stage, planning, action, observation, and reflection. In this second cycle, the researcher was emphasize the vocabulary in the last chapter to prepare students for the midtest. So, researchers was increase the duration of learning time with Pictionary games, it is hoped that students in this cycle was be able to score better than the first cycle.

1.) Planning

In planning, the researcher made a lesson plan that would be used for the second meeting. This plan discusses the vocabulary that was be used in learning by using the pictionary game. Here are some of the things that were prepared: 1) Preparing the lesson plan (RPP). 2.) Preparing teaching materials and media used in the application of pictionary game. 3.) Preparing tests that was be given to students. 4.) Prepare an observation sheet used to observe students and learning conditions. 5.) Prepare learning media to support learning in the form of vocabulary cards.

2.) Action

After planning, the researchers opened the class by reading the learning prayer and asking about how the students were doing. Then

researchers discussed the lesson with pictorial games. Started by asking *"How to learn with pictorial games yesterday?"* Some students answered *"seruu kak"*, *"asik"*, and some students asked with the question *"Will we learn with the game again today, kak?"* Then another student replied *"Game again sis, yesterday not long, time is short"*. After a few questions from students, researchers explained the learning activities to be done today. *"So today we're going to learn how to play the game like yesterday, the group is like here, ya?"* Then the student said, *"Change the team kak"*. After discussions with the students concerning the team shift was decided to be matched strange and complete absences. Once a new team is formed, the game begins.

Study	Teeth	Living Room	Village	Bike
Happy	Prepare	Grass	Sweet	Straight
Foot	Clothes	Tomato	Candy	Pineapple
Angry	Kitchen	Short	Knife	Sharpener
Ship	Reading	Bottle	Rubber	Wallets
Shoes	Sad	Win	Wardrobe	Cloud
Brown	Bitter	Chili	Time	Dusk
Sea	Magazine	Tidy	Dictionary	Tired

Picture 3.

Pictionary Card

With a new vocabulary the artist draws every word with a total 20 words. During the games, students still look enthusiastic when guessing the picture depicted by the artist. Even until some students answered by screaming so that the answer would be heard. Then the collaborator said the student who yelled, *"Don't be noise."* After that, the game was won

by the team 2 with a score difference of 2. Then, the lessons ended with prayer reading.

2. Second Meeting

The second meeting was held on Tuesday, March 5, 2024 at 14.10-14. 50. The meeting began with a joint prayer and then, checking the presence. After that, the researchers have a more review of the vocabulary they have studied at the first meeting. After that, the teacher gives a post-test cycle 2. These types of tests are essay tests consisting of 20 items. They're given 30 minutes to complete the exam. Post-tests are conducted to see if the student understands the vocabulary already described at the first and second meetings.

3.) Observation

In observing this second cycle, the researchers paid more attention to this process so that learning went as expected. In this second phase, the researchers observed how the students conveyed words with pictures and the students did so with creative ideas so that each team could respond. Because in this cycle, the learning becomes more exciting, to increase enthusiasm and encourage a sense of competition between teams. Because it was the final round, there were prizes up for grabs, so the atmosphere became very interactive and noisier. Incorporating interactive and exciting activities, such as picture games, into language learning sessions has gained commonalities because of its potential to encourage active participation and increase student

motivation. Based on the success observed in the early cycle, the study is in-depth in the dynamics of word learning facilitated by the Pictionary game, focusing on the collaborative nature of the gameplay and its implications for student participation and enthusiasm. Observation data are collected during the second cycle of the word learning session, in which students engage in delivering words through visual representation and participating in a team-based Pictionary game. Qualitative knowledge is gathered to complement quantitative observation, providing a comprehensive understanding of the learning process.

4.) Reflection

From the two cycles that have been implemented, the researcher gets the results. The result was that the teaching and learning process using pictionary games went well. The improvement can be seen from the comparison of the mean score of students in the pre-test and the mean score of the post-test. The mean of students in the pre-test was 50.53, the mean of students in post-test 1 was 68.85 and the mean of post-test 2 was 90.17. The results are considered sufficient. Because more than 70% of students were able to score above the KKM. This shows better results from all learning activities using pictionary games. From the observation results, it can be seen the influence of the actions in pictionary games. These influences are: 1) Students are more active, some students are able and can answer questions about vocabulary on students 2) Vocabulary in students increased, at the first meeting the first

meeting students still could not answer some questions related to vocabulary.3) Learning in class becomes more fun, this is a good improvement because what was originally boring after the application of pictorial games learning becomes fun. Based on the results of these cycles, it can be assumed that the implementation of Classroom Action Research in improving students' vocabulary by using pictorial games.

2. The Improvement of Pictorial Games to Teach Vocabulary in Speaking Class.

1. Improvement Score

a. Pre Test

Then the researcher uses a pre-test to measure students' basic ability in vocabulary, which usually aims to assess students' knowledge and understanding of words and their meanings. This can involve various aspects of vocabulary, such as synonyms, antonyms, context clues, word definitions and word usage. By using a test with 20 questions, researchers can gather a comprehensive picture of students' vocabulary skills. Each question can focus on a different aspect of vocabulary, allowing researchers to assess the breadth and depth of students' vocabulary knowledge. This helps researcher understand students' starting points in terms of vocabulary ability, which can then be compared with their performance after the intervention or program to evaluate its effectiveness. As a whole, the 20-question pre-test provides

valuable insights into students' proficiency in vocabulary and serves as a basis for further assessment and planning. With the number of scores in the table below:

Table 4. 1 Student Score Pre-Test

No	Initial Name	Pre-Test	Category
1	ATM	50	Unsuccessful
2	AAG	75	Successful
3	AHD	45	Unsuccessful
4	AMAK	75	Successful
5	ACPK	40	Unsuccessful
6	AAS	75	Successful
7	ACPK	50	Unsuccessful
8	BAS	50	Unsuccessful
9	CAE	40	Unsuccessful
10	DVP	80	Successful
11	FAF	45	Unsuccessful
12	FCED	50	Unsuccessful
13	FHM	75	Successful
14	FNS	35	Unsuccessful
15	HSB	50	Unsuccessful
16	MMR	55	Unsuccessful
17	MAAH	25	Unsuccessful
18	MAA	75	Successful
19	MFT		Unsuccessful
20	MSA	55	Unsuccessful
21	NTA	50	Unsuccessful
22	NBD	40	Unsuccessful
23	NN	45	Unsuccessful
24	PIAZ	75	Successful
25	RZA		Unsuccessful
26	SLA	75	Successful
27	VAR	45	Unsuccessful
28	ZNR	40	Unsuccessful
	Total	1415	1415
	Mean Score	50,53	50,53

	High Score	80	80
	Low Score	25	25

From the pre-test table, the total student score was 1415 and the number of students taking the test was 28 students, so the mean student was:

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

$$X = \frac{1415}{28}$$

$$X = 50,53$$

From the above analysis, the student's vocabulary in speaking english lessons is still very low. The mean student is 50,53. To find out the student who is competent is counted using the formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{8}{28} \times 100\%$$

$$P = 28,5\%$$

And

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{20}{28} \times 100\%$$

$$P = 71,5\%$$

Table 4. 2 The Frequency of Students Score in Pre-Test

Grade	Frequencies	Percentage	Category
>75	8	28,5%	Successful
<75	20	71,5%	Unsuccessful
Total	28	100%	

b. Post Test 1

The data from the pre-test shows that students' scores are below the class average, it indicates that students may have some gaps. In response to this finding, the researcher decided to implement strategies aimed at improving students' vocabulary skills. The purpose of conducting the post-test, specifically post-test 1, was to assess the effectiveness of pictionary games in helping students improve their vocabulary scores. This post-test was given to measure the change or improvement in students' vocabulary skills. Students' scores in post-test 1 showed significant improvement compared to their pre-test scores and were close to or exceeded the class average, indicating that there was an increase in students' learning using pictionary games. However, there are still some who have not reached the expected target so will continue to Post Test 2. The researcher presented the student scores table below:

Table 4. 3 Student Score Post-Test 1

No	Initial Name	Post-Test 1	Category
1	ATM	75	Successful
2	AAG	85	Successful
3	AHD	55	Unsuccessful
4	AMAK	90	Successful
5	ACPK	50	Unsuccessful
6	AAS	85	Successful

7	ACPK	60	Unsuccessful
8	BAS	85	Successful
9	CAE	60	Unsuccessful
10	DVP	90	Successful
11	FAF	60	Unsuccessful
12	FCED	65	Unsuccessful
13	FHM	90	Successful
14	FNS	60	Successful
15	HSB	80	Successful
16	MMR	85	Successful
17	MAAH	55	Successful
18	MAA	85	Successful
19	MFT		
20	MSA	80	Successful
21	NTA	85	Successful
22	NBD	80	Successful
23	NN	65	Unsuccessful
24	PIAZ	85	Successful
25	RZA		
26	SLA	85	Successful
27	VAR	65	Unsuccessful
28	ZNR	60	Unsuccessful
		1920	
	Mean Score	68,85	
	Percentage	68%	

From the table of post-test in cycle I, the total score of students was 1920 and the number of students was 28 students, so the students mean was:

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

$$X = \frac{1920}{28}$$

$$X = 68,85$$

From the above analysis, the student's vocabulary in speaking english lessons. The mean student is 68,85. To find out the student who is competent is counted using the formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{11}{28} \times 100\%$$

$$P = 39\%$$

And

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{17}{28} \times 100\%$$

$$P = 61\%$$

Table 4. 4 The Frequency of Students Score in Post-Test 1

Grade	Frequencies	Percentage	Category
>75	17	61%	Successful
<75	11	39%	Unsuccessful
Total	28	100%	

c. Post Test 2

In post-test 2, the aim is to further improve students' vocabulary scores to reach the desired target level. Despite the improvement seen after post-test 1, there may still be room for improvement in students' vocabulary skills. Therefore, post-test 2 serves as an opportunity to

continue the progress made in post-test 1 and strive for an even higher level of achievement. The following are the results of post test 2:

Table 4. 5 Student Score Post-Test 2

No	Initial Name	Post-Test 2	Category
1	ATM	95	Successful
2	AAG	95	Successful
3	AHD	70	Unsuccessful
4	AMAK	95	Successful
5	ACPK	70	Unsuccessful
6	AAS	95	Successful
7	ACPK	85	Successful
8	BAS	95	Successful
9	CAE	90	Successful
10	DVP	100	Successful
11	FAF	95	Successful
12	FCED	100	Successful
13	FHM	95	Successful
14	FNS	70	Unsuccessful
15	HSB	95	Successful
16	MMR	90	Successful
17	MAAH	65	Unsuccessful
18	MAA	95	Successful
19	MFT	90	Successful
20	MSA	90	Successful
21	NTA	95	Successful
22	NBD	95	Successful
23	NN	85	Successful
24	PIAZ	100	Successful
25	RZA	100	Successful
26	SLA	95	Successful
27	VAR	95	Successful
28	ZNR	85	Successful
		2525	
	Mean Score	90,17	
	Percentage	90%	

From the table of post-test in cycle 2, the total score of students was 2525 and the number of students was 28 students, so the students mean was:

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

$$X = \frac{2525}{28}$$

$$X = 90,17$$

From the above analysis, the student's vocabulary in speaking english lessons. The mean student is 90,17. To find out the student who is competent is counted using the formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{4}{28} \times 100\%$$

$$P = 14\%$$

And

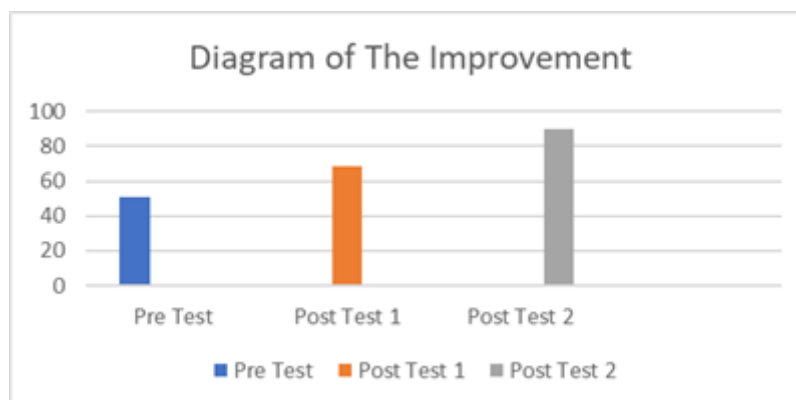
$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{24}{28} \times 100\%$$

$$P = 86\%$$

Table 4. 6 The Frequency of Students Score in Post-Test 2

Grade	Frequencies	Percentage	Category
>75	24	86%	Successful
<75	4	14%	Unsuccessful
Total	28	100%	



Picture 3

Based on the data above, the post-test results in cycle 1 of this study, it can be concluded that 11 students (39%) were unsuccessful and 20 students (61%) were successful. The data shows that the Minimum Completeness Criteria (KKM) set is 75. Students who succeed are more than students who do not succeed. students who are not complete, so that the post-test results have increased from the mean pretest of 68.85. The results of the post-test cycle 2, it can be concluded that 4 students (14%) have not succeeded and 24 students (86%) have succeeded. The average post-test score of cycle II was 90.17. From the data above, it shows that the results of cycle II are better than the previous cycle, so it can be concluded that cycle 2 has improved.

2. Improvement Students Attitudes

a. Pre Test

In this situation where students are exhibiting passive behavior in response to questions from researcher, both during initial

assessments and subsequently during a pre-test. This lack of active engagement may be hindering their ability to improve or demonstrate any change in attitude. Passivity in students can stem from various factors. Students might be hesitant to answer questions due to a fear of being judged by their peers or the researcher. They may worry about giving the wrong answer or appearing foolish. Some students may lack confidence in their abilities or knowledge, leading them to refrain from participating actively in discussions or answering questions.

By addressing these factors and creating a supportive learning environment, pictorial games can help encourage students to overcome their passivity and actively participate in discussions and assessments. This, in turn, may lead to improvements in their attitudes and academic performance over time.

b. Post Test 1

Changes in student behavior from passivity to enthusiasm during learning activities, through pictorial games such as Pictionary. Pictionary is a very interactive and exciting game in which students have to participate actively by guessing and drawing. This practical approach to learning stimulates the interest of students and encourages them to engage. The competitive aspect of the game adds an additional layer of excitement and motivation to the students. When there is a chance to win or a high score, students tend to

become more enthusiastic and invest in activity. Pictionary often involves teamwork and collaboration, as students work together in groups to guess pictures. This social interaction encourages a sense of friendship among students and creates a supportive environment in which they feel comfortable expressing themselves and sharing ideas. The instant feedback given by the game strengthens learning outcomes and encourages students to stay involved. Whether they guess the picture correctly or not, students receive an instant validation of their efforts, which can boost their confidence and motivation.

The shift from passive to enthusiasm observed in students during Pictionary Games shows the effectiveness of integrating interactive and exciting learning activities into the classroom. By leveraging students' natural curiosity and competitive spirit, educators can create a dynamic learning environment that encourages active participation, enthusiasm, and ultimately, academic success.

c. Post Test 2

Seeing a continued increase in enthusiasm and involvement among students during post test 2, especially with the use of games as a learning tool. Here is a closer look at why this improvement occurs and how the noise and excitement during the game can affect the

learning atmosphere: The use of pictorial games, creating an environment that naturally attracts students into the learning process.

The competitive and interactive nature of the game encourages active participation and increases student investment in activities. Increased noise and excitement during the game indicates an increase in social interaction among students. As they shout suspicions and collaborate with their peers, students actively engage with each other and build their collective knowledge. The noise and excitement that occurs during the game reflects the pleasure and pleasure that students experience while learning through the game. When learning feels fun and entertaining, students are more likely to remain actively engaged and motivated to participate. Research shows that integrating the elements of pleasure and excitement into the learning process can enhance understanding. The energy atmosphere created during the game can improve the ability of students to remember and remember information presented during the activity.

It can be concluded, that a significant increase in enthusiasm and involvement among students during post test 2 shows the power of using games as a tool for active learning. While noise and excitement can present challenges in classroom management, they also mean a dynamic and interactive learning atmosphere in which students are fully immersed in the learning process. By leveraging the benefits of play and actively involving students in their learning, educators can

create enriching educational experiences that promote enthusiasm, participation, and academic growth.

B. Discussion

In this discussion, the research was conducted using classroom action research (CAR), to find the improvement of vocabulary in students by using pictorial games. This method consists of two cycles. Each cycle was conducted in two meetings. The results of this study showed that there was an improvement evidence in students' vocabulary after learning using pictorial games. The implementation of pictorial games in vocabulary learning is able to increase students' enthusiasm and activeness in learning. This is supported by Harmer (2001), that games can make students more active and enthusiastic in learning vocabulary. Teachers can apply games that are suitable to be implemented in learning. In addition, the game offers a dynamic learning environment that helps students to actively connect and absorb new words. Games improve students' cognitive processes and help with word retention by integrating aspects of competition, teamwork, and fun into the learning process. Referring to the theory, this study observes the process in which games improve vocabulary and contribute to learning.

The teacher applies a game that is suitable to be applied in vocabulary learning, namely the pictorial game. According to Hinebaugh (2009), Pictorial Game is an excellent teaching tool to develop

communication and creative thinking skills. It is necessary to recognize the benefits of learning by using visual games to increase students' active participation and critical thinking. The game encourages participants to visually describe and analyze words, which stimulates a number of cognitive functions such as language formation, comprehension, and problem solving. According to theory, this research shows through game-based activities how increasing students' vocabulary can help improve communication and creative thinking skills in language students. The application of pictorial game in vocabulary learning was measured using mixed methods which included pre-test and post-test data collection and observation. The students engaged in two cycles of game-based word practice, with the pre-test process used to measure basic vocabulary knowledge. After each cycle, a post-test evaluation was used to evaluate the changes that occurred in the students. In addition, observational data collected using organized observation sheets provided insight into , interaction, and participation during the game sessions.

From this research conducted in class VII Science 3 with a total of 28 students consisting of 11 male and 17 female. Analysis of pre-test and post-test data revealed significant enhancements in student vocabulary proficiency subsequent to the implementation of Pictionary games. Initially, 28.5% of students scored above 75 in the pre-test, while 71.5% scored below 75. Following the first post-test, the percentage of students scoring above 75 increased to 39%, with 61% scoring below 75. In the subsequent post-

test, 14% of students scored above 75, while 86% scored below 75. Improvement data indicated substantial progress in vocabulary acquisition among students, corroborating the positive impact of game-based learning on language proficiency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The implementation of Pictionary Games to Teach Vocabulary in Speaking Class for Students at MTs N Surakarta 1 can be concluded that Pictionary Games can improve students' vocabulary in speaking. Based on the findings obtained before using Pictionary Games in learning, students are passive and less active in class. However, after being treated with Pictionary Games, there was an increase in students' enthusiasm and interest in learning using Pictionary Games. Students became more active than before. In addition, students also showed an improvement in the quality of learning to be fun. It was evident from the observation that students seemed to enjoy learning by using Pictionary Games.

In accordance with the facts that happened to students, it can be concluded that students' ability in vocabulary increased. Judging from the comparison of students' pre-test and post-test results in cycle 1 and 2 is very significant. After conducting cycle I research, the average score of pre-test students was 50.53 and the mean post-test was 68.85. Therefore, cycle II must be carried out. After the second cycle was completed, students were given a post-test to measure the improvement that occurred in cycle 2. The score of the students was 90.17. The test score shows that the students' ability in vocabulary has increased.

B. Suggestion

Based on the above conclusions, the researcher provides the following suggestions:

1. For English Teachers

The results of this study can be an alternative strategy for teachers in teaching vocabulary. This is another strategy that teachers can use as a way to teach vocabulary. Teachers should know how to improve their ability in teaching and develop a good atmosphere in the classroom so that learning becomes fun. Teachers should use pictorial games in English learning especially in vocabulary acquisition so that students become more active in the learning process.

2. For Students

It is recommended for students to be more active in the learning process in class and improve vocabulary mastery skills. Pictorial games help students in vocabulary. The students are also more active in following the learning process. The students realize the importance of learning vocabulary for speaking.

3. For Other Researchers

The results of this study show that the use of pictorial games can improve vocabulary. This study can be used as an additional reference or further research with different discussions for future researchers

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APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs N Surakarta 1
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII Sains C/ Semester Genap
Materi Pokok : Vocabulary
Alokasi Waktu : 2 Jam Pelajaran (80 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none">- Guru memberi salam dan mengawali kegiatan belajar dengan berdoa.- Guru mengajukan pertanyaan-pertanyaan dasar tentang materi yang akan diajarkan.- Guru menyampaikan tujuan dan manfaat dari materi yang akan diajarkan.	5 menit
Kegiatan Inti	<ul style="list-style-type: none">- Guru memberikan pre test pada siswa- Guru mengenalkan Pictionary Games untuk meningkatkan vocabulary kepada siswa.- Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang belum dipahami.- Guru membagi siswa ke dalam beberapa kelompok untuk melakukan diskusi mengenai Pictionary Games.- Setiap kelompok yang sudah dibentuk akan memilih siapa yang akan dijadikan sebagai actor dalam memperagakan atau menggambar kata yang dipilih.- Siswa akan menebak apa yang diperagakan atau digambar oleh actor.	70 menit

Kegiatan Penutup	<ul style="list-style-type: none"> - Guru memberikan apresiasi terhadap kedua kelompok yang sudah melaksanakan Pembelajaran dengan Pictionary Games. - Guru memberikan kesimpulan mengenai materi pembelajaran hari ini. - Guru memotivasi siswa untuk tetap semangat dalam belajar. - Guru mengakhiri pembelajaran dengan berdoa. 	5 menit
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Tujuan Pembelajaran
<ul style="list-style-type: none"> - Memahami penggunaan <i>vocabulary</i> sesuai dengan konteks dan situasi yang sedang dihadapi. - Mengetahui persamaan, perbedaan, dan makna kata. - Mampu mengimplementasikan <i>vocabulary</i> dengan baik dan tepat.

Sumber, Alat dan Bahan Ajar:

- 1) Printed text
- 2) Proyektor, Laptop, Papan Tulis, Spidol, Kertas.

RUBRIK PENILAIAN

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen
3.9.1 Menentukan kosakata yang tepat untuk melengkapi sebuah kalimat rumpang. 3.9.2 Menentukan kosakata yang tepat untuk menjawab soal terkait lawan kata dan persamaan kata. 4.9.1 Membuat kalimat singkat sesuai dengan kosakata yang sudah ditentukan	Tes Tulis	<i>Meaning</i>
		<i>Translate</i>
		<i>Synonym/ Antonym</i>
		<i>Grammar</i>
		<i>Fill the blank</i>

Pedoman Penilaian

1. Jumlah soal keseluruhan adalah 20
2. Setiap jawaban benar diberi skor 5
3. Jumlah skor maksimal keseluruhan adalah 100
4. Penilaian menggunakan rumus berikut:

$$S = \frac{R}{N} \times 100$$

S: Nilai Test

R: Jumlah soal

N: Jumlah benar

VOCABULARY QUESTIONS PRE TEST

Name:

Class:

Complete the sentences below with the right word!

1. A school is the place where students with their teachers.
2. Bunga is celebrating her birthday. Now Bunga feels
3. Intan : Amir, your new shoes are good and really fit in your You look charming and cool.
Amir: Thank you Nita.
4. There is a clown in my friend's birthday party. He is very He makes all children laugh and happy.
5. Thomas the competition in a National Olimpiade. He looks very happy.
6. Fena : Can you lend me a hand?
Rissa : Yes, of course. What can I help you?
Fena: Please, these textbooks to my office.
Rissa : Yes sure, Sir.
7. Aulia : Drake, where do you want to go?
Drake : I want to to Europe with my parents and siblings.

Translate the following sentences correctly!

1. *If you want to go to Lampung by ship, you must go to harbour*

Answer:

2. *Don't wear your shoes inside!*

Answer:

3. We went **to** school **on** Monday.

Answer:

4. Don't try to approach her when she was mad.

Answer:

5. The sea eagle has colour feathers is light brown.

Answer:

Write down the antonym of the word below!

1. Near
2. Famous
3. Ignore
4. Village
5. Sweet

Make a sentence with the word below!

1. Speak :
2. Country :
3. Candy :

PICTIONARY CARD

Study	Teeth	Living Room	Village	Bike
Happy	Prepare	Grass	Sweet	Straight
Foot	Clothes	Tomato	Candy	Pineapple
Angry	Kitchen	Short	Knife	Sharpener
Ship	Reading	Bottle	Rubber	Wallets
Shoes	Sad	Win	Wardrobe	Cloud
Brown	Bitter	Chili	Time	Dusk
Sea	Magazine	Tidy	Dictionary	Tired

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs N Surakarta 1
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VII Sains C/ Semester Genap
 Materi Pokok : Vocabulary
 Alokasi Waktu : 1 Jam Pelajaran (40 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam dan mengawali kegiatan belajar dengan berdoa. - Guru mengajukan pertanyaan-pertanyaandasar tentang materi yang akan diajarkan. - Guru menyampaikan tujuan dan manfaatdari materi yang akan diajarkan. 	5 menit
Kegiatan Inti	<ul style="list-style-type: none"> - Guru mereview kembali kosakata yang sudah dipelajari dengan Pictionary Games untuk meningkatkan vocabulary kepada siswa. - Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang belum dipahami. - Guru membagikan soal post test 1 kepada siswa untuk dikerjakan dalam waktu yang sudah ditentukan. 	30 menit
Kegiatan Penutup	<ul style="list-style-type: none"> - Guru memberikan apresiasi terhadap kedua kelompok yang sudah melaksanakan Pembelajaran dengan Pictionary Games. - Guru memberikan kesimpulan mengenai materi pembelajaran hari ini. - Guru memotivasi siswa untuk tetap semangat dalam belajar. - Guru mengakhiri pembelajaran dengan berdoa. 	5 menit

Tujuan Pembelajaran

- Memahami penggunaan *vocabulary* sesuai dengan konteks dan situasi yang sedang dihadapi.
- Mengetahui persamaan, perbedaan, dan makna kata.
- Mampu mengimplementasikan *vocabulary* dengan baik dan tepat.

Sumber, Alat dan Bahan Ajar:

- 1) Printed text
- 2) Proyektor, Laptop, Papan Tulis, Spidol, Kertas.

RUBRIK PENILAIAN

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen
3.9.1 Menentukan kosakata yang tepat untuk melengkapi sebuah kalimat rumpang. 3.9.2 Menentukan kosakata yang tepat untuk menjawab soal terkait lawan kata dan persamaan kata. 4.9.1 Membuat kalimat singkat sesuai dengan kosakata yang sudah ditentukan	Tes Tulis	<i>Meaning</i>
		<i>Translate</i>
		<i>Synonym/ Antonym</i>
		<i>Grammar</i>
		<i>Fill the blank</i>

Pedoman Penilaian

1. Jumlah soal keseluruhan adalah 20
2. Setiap jawaban benar diberi skor 5
3. Jumlah skor maksimal keseluruhan adalah 100
4. Penilaian menggunakan rumus berikut:

$$S = \frac{R}{N} \times 100$$

S: Nilai Test

R: Jumlah soal

N: Jumlah benar

VOCABULARY QUESTIONS POST- TEST 1

Name:

Class:

Complete the sentences below with the right word!

1. A school is the place where students with their teachers.
2. Bunga is celebrating her birthday. Now Bunga feels
3. Intan : Amir, your new shoes are good and really fit in your You look charming and cool.
Amir: Thank you Nita.
4. There is a clown in my friend's birthday party. He is very He makes all children laugh and happy.
5. Thomas the competition in a National Olimpiade. He looks very happy.
6. Fena : Can you lend me a hand?
Rissa : Yes, of course. What can I help you?
Fena: Please, these textbooks to my office.
Rissa : Yes sure, Sir.
7. Aulia : Drake, where do you want to go?
Drake : I want to to Europe with my parents and siblings.

Translate the following sentences correctly!

1. *If you want to go to Lampung by ship, you must go to harbor*

Answer:

2. *Don't wear your shoes inside!*

Answer:

3. We went **to** school **on** Monday.

Answer:

4. Don't try to approach her when she was mad.

Answer:

5. The sea eagle has colour feathers is light brown.

Answer:

Write down the antonym of the word below!

1. Near
2. Famous
3. Ignore
4. Village
5. Sweet

Make a sentence with the word below!

1. Speak :
2. Country :
3. Candy :

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs N Surakarta 1
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VII Sains C/ Semester Genap
 Materi Pokok : Vocabulary
 Alokasi Waktu : 1 Jam Pelajaran (40 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam dan mengawali kegiatan belajar dengan berdoa. - Guru mengajukan pertanyaan-pertanyaandasar tentang materi yang akan diajarkan. - Guru menyampaikan tujuan dan manfaatdari materi yang akan diajarkan. 	5 menit
Kegiatan Inti	<ul style="list-style-type: none"> - Guru mereview Pictionary Games untuk meningkatkan vocabulary kepada siswa. - Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang belum dipahami. - Guru membagi siswa ke dalam beberapa kelompok yang untuk melakukan diskusi mengenai Pictionary Games. - Siswa akan menebak apa yang diperagakan atau digambar oleh actor. 	30 menit
Kegiatan Penutup	<ul style="list-style-type: none"> - Guru memberikan apresiasi terhadap kedua kelompok yang sudah melaksanakan Pembelajaran dengan Pictionary Games. - Guru memberikan kesimpulan mengenai materi pembelajaran hari ini. - Guru memotivasi siswa untuk tetap semangat dalam belajar. - Guru mengakhiri pembelajaran denganberdoa. 	5 menit

Tujuan Pembelajaran

- Memahami penggunaan *vocabulary* sesuai dengan konteks dan situasi yang sedang dihadapi.
- Mengetahui persamaan, perbedaan, dan makna kata.
- Mampu mengimplementasikan *vocabulary* dengan baik dan tepat.

Sumber, Alat dan Bahan Ajar:

3) Printed text

4) Proyektor, Laptop, Papan Tulis, Spidol, Kertas.

PICTIONARY CARD

Lazy	In	On	Sad	Gown
Hear	Sick	Cut	Wear	Party
Class	Headache	Hospital	Money	Taste
Hard	Thin	Short	Big	Believe
Ship	Chill	Bottle	Hard	Right

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs N Surakarta 1
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VII Sains C/ Semester Genap
 Materi Pokok : Vocabulary
 Alokasi Waktu : 1 Jam Pelajaran (40 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam dan mengawali kegiatan belajar dengan berdoa. - Guru mengajukan pertanyaan-pertanyaandasar tentang materi yang akan diajarkan. - Guru menyampaikan tujuan dan manfaatdari materi yang akan diajarkan. 	5 menit
Kegiatan Inti	<ul style="list-style-type: none"> - Guru mereview kembali kosakata yang sudah dipelajari dengan Pictionary Games untuk meningkatkan vocabulary kepada siswa. - Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang belum dipahami. - Guru membagikan soal post test 2 kepada siswa untuk dikerjakan dalam waktu yang sudah ditentukan. 	30 menit

Kegiatan Penutup	<ul style="list-style-type: none"> - Guru memberikan apresiasi terhadap kedua kelompok yang sudah melaksanakan Pembelajaran dengan Pictionary Games. - Guru memberikan kesimpulan mengenai materi pembelajaran hari ini. - Guru memotivasi siswa untuk tetap semangat dalam belajar. - Guru mengakhiri pembelajaran dengan berdoa. 	5 menit
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Tujuan Pembelajaran
<ul style="list-style-type: none"> - Memahami penggunaan <i>vocabulary</i> sesuai dengan konteks dan situasi yang sedang dihadapi. - Mengetahui persamaan, perbedaan, dan makna kata. - Mampu mengimplementasikan <i>vocabulary</i> dengan baik dan tepat.

Sumber, Alat dan Bahan Ajar:

5) Printed text

6) Proyektor, Laptop, Papan Tulis, Spidol, Kertas.

RUBRIK PENILAIAN

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen
3.9.1 Menentukan kosakata yang tepat untuk melengkapi sebuah kalimat rumpang. 3.9.2 Menentukan kosakata yang tepat untuk menjawab soal terkait lawan kata dan persamaan kata. 4.9.1 Membuat kalimat singkat sesuai dengan kosakata yang sudah ditentukan	Tes Tulis	<i>Fill the blank</i>
		<i>Translate</i>
		<i>Synonym/ Antonym</i>
		<i>Meaning</i>
		<i>Make a sentences</i>

Pedoman Penilaian

1. Jumlah soal keseluruhan adalah 20
2. Setiap jawaban benar diberi skor 5
3. Jumlah skor maksimal keseluruhan adalah 100
4. Penilaian menggunakan rumus berikut:

$$S = \frac{R}{N} \times 100$$

S: Nilai Test

R: Jumlah soal

N: Jumlah benar

VOCABULARY QUESTIONS POST TEST 2

Name:

Class:

Complete the sentences below with the right word!

1. The employee is very..... because always late.
2. I.....clean my computer everyday.
3. Lina the match in Olympic Games. She is so sad.
4. Rina : I want to wear my white gown to Amanda's party. What do you think?
 Lisa : I think the red one is better.
 Rina : Ok. I will the red gown.
5. My mother.....some carrot for soup.
6. I can't hear anything since my are sick.
7. Kathy is a She teaches Math in our class. Every students love her.

Translate the following sentences correctly!

1. I am sure I can win the debate contest
 Answer :
2. *Ratna gets headache, she must go to the hospital*
 Answer :
3. *Where should you go if you want to save your money?*
 Answer :
4. Linda did not study hard, so she did not pass the exam.
 Answer :
5. My grandmother usually makes curry during Eid al-Fitr
 Answer:

Write down the antonym of the word below!

1. Believe :
2. Right :
3. Small :
4. Before :
5. Hurry :

Make a sentence with the word below!

1. Kick :
2. Painting :
3. Scout :

THE STUDENTS' SCORES RESULT FOR PRE TEST AND POST-TEST

NO	Initial Name	Score		
		Pre Test	Post Test I	Post Test II
ii	ATM	50	75	95
2	AAG	75	85	95
3	AHD	45	55	70
4	AMAK	75	90	95
5	ACPK	40	50	70
6	AAS	75	85	95
7	ACPK	50	60	85
8	BAS	50	85	95
9	CAE	40	60	90
10	DVP	80	90	100
11	FAF	45	60	95
12	FCED	50	65	100
13	FHM	75	90	95
14	FNS	35	60	70
15	HSB	50	80	95
16	MMR	55	85	90
17	MAAH	25	55	65
18	MAA	75	85	95
19	MFT			90
20	MSA	55	80	90
21	NTA	50	85	95
22	NBD	40	80	95
23	NN	45	65	85
24	PIAZ	75	85	100
25	RZA			100
26	SLA	75	85	95
27	VAR	45	65	95
28	ZNR	40	60	85
		1415	1920	2525
	Mean Score	50,53	68,85	90,17
	Percentage	51%	69%	90%

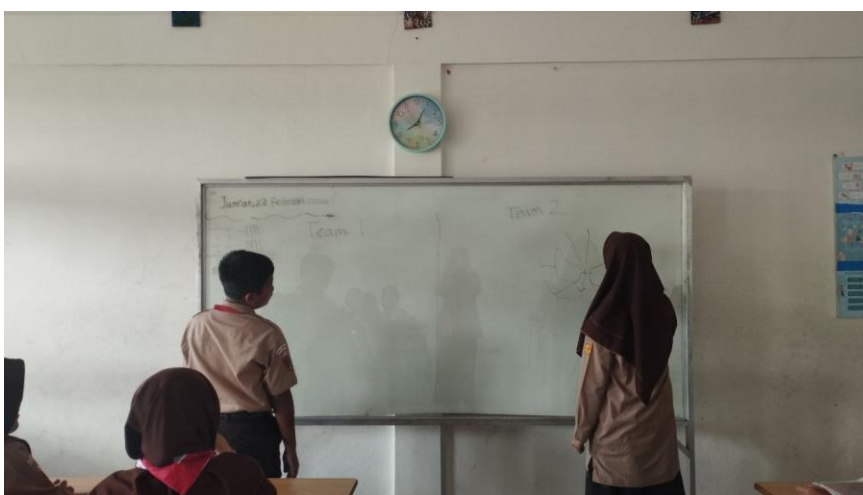
OBSERVATION SHEET

Focus	Activities	Cycle 1		Cycle 2	
		Yes	No	Yes	No
Students	1. Students come to the class on time	√		√	
	2. Students pay attention to the explanation	√		√	
	3. Students pay attention to the Pictionary games	√		√	
	4. Students enthusiast in English learning	√		√	
	5. Students active in English learning through Pictionary games	√		√	
	6. Students interested in English learning through Pictionary games	√		√	
	7. Students motivated through Pictionary games	√		√	
	8. Students do not access the cellphone during the English learning	√		√	
	9. Students do not make any noisy in the classroom	√		√	√
	10. Students answer the tests well	√		√	

Classroom	1. The class has complete Facilities	√		√	
	2. The clean and comfortable Classroom	√		√	
	3. The class away from the crowds	√		√	

Documentation











KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA

Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.uinsaid.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-790/Un.20/F.V/PP.00.9/02/2024

Sukoharjo, 7 Februari 2024

Lamp. : -

Perihal : *Permohonan Izin Penelitian*

Kepada Yth.

Kepala MTs N Surakarta 1

di

Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama : LUTFIAH KHOIRUL MAWADDAH
NIM : 206121322
Program Studi : Pendidikan Bahasa Inggris
Semester : 8
Judul Skripsi : The Implementation of Pictionary Games to Teach Vocabulary in Speaking Class At MTs N Surakarta 1 in Academic Years 2023/2024

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.

Adapun waktu penelitian pada tanggal 12 Februari 2024 sampai tanggal 30 Maret 2024.

Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

Dekan,


Prof. Dr. H. Imam Makruf, S.Ag., M.Pd.
NIP. 19710801 199903 1 003