AN UNDERGRADUATE THESIS

THE USE OF PICTIONARY GAME
TO INCREASE THE STUDENTS' VOCABULARY MASTERY
AT THE EIGHTH GRADERS OF MTs DARUL A'MAL METRO
IN THE ACADEMIC YEAR OF 2017/ 2018

By:

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Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
1439 H / 2018 M

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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

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1439 H / 2018 M

**PENGGUNAAN PICTIONARY GAME
UNTUK MENINGKATKAN PENGGUASAAN KOSAKATA SISWA
DIKELAS DELAPAN MTs DARUL A'MAL METRO
TAHUN AJARAN 2017/2018**

**ABSTRAK
Oleh:
NOVI TERYZZETA**

Kosakata adalah dasar komunikasi. Kosakata benar-benar menjadi pokok pembicaraan dalam mempelajari bahasa lain sehingga orang bisa saling berkomunikasi satu sama lain. Banyak siswa kekurangan kosa kata, karena para siswa masih sulit untuk menghafal kosa kata. Kondisi ini ditemukan oleh peneliti di kelas delapan MTs Darul A'mal Metro karena para siswa masih sulit untuk menghafal saat mereka mendapatkan kosakata baru. Apalagi para siswa kurang antusias dalam mengikuti proses belajar. Para siswa juga pasif selama proses belajar mengajar. Untuk meningkatkan penguasaan kosakata siswa, peneliti menggunakan *pictionary game* sebagai media dalam proses pembelajaran.

Permasalahan yang diangkat oleh peneliti dalam penelitian ini yang fokus pada penguasaan kosakata. Tujuan penelitian ini adalah untuk menerapkan *pictionary game* untuk meningkatkan penguasaan kosakata siswa di kelas delapan MTs Darul A'mal Metro tahun akademik 2017/2018, yang terdiri dari 20 siswa. Dalam penelitian ini dilakukan dalam dua siklus. Penelitian ini merupakan penelitian tindakan kelas terdiri dari 4 langkah yaitu perencanaan, tindakan, pengamatan dan refleksi. Test, observasi, dokumentasi dan catatan lapangan digunakan sebagai metode pengumpulan data.

Berkaitan dengan proses penelitian, peneliti memberikan pelajaran bagi siswa untuk mengetahui nilai kosa kata mereka. Kemudian, peneliti memberikan tindakan kepada siswa. Selain itu, perubahan nilai kosa kata siswa dapat diketahui melalui post-test I yang telah diberikan dalam setiap siklus. Tes ini terdiri dari 20 soal berbentuk esai. Hasil penelitian menggambarkan rata-rata skor siswa dalam pre-test adalah 53,25 (20%), post-test I adalah 67 (40%), dan post-test II adalah 81 (85%). Ini menunjukkan bahwa keberhasilan indikator yang telah dicapai setidaknya 80% siswa telah lulus standar minimum kriteria (MSC) minimal 70 dan jelas bahwa dengan menggunakan *pictionary game* dapat meningkatkan penguasaan kosakata siswa. Artinya, penelitian ini berhasil.

Kata kunci: Penguasaan Kosakata, Pictionary Game

**THE USE OF PICTIONARY GAME
TO INCREASE THE STUDENTS' VOCABULARY MASTERY
AT THE EIGHTH GRADERS OF MTs DARUL A'MAL METRO
IN THE ACADEMIC YEAR OF 2017/2018**

ABSRACT
Oleh:
NOVI TERYZZETA

Vocabulary is basic to communication. Vocabulary is really the main point in learning a language in other that people can communicate one another. Many students have lack vocabulary, because the students are still hard to memorize the vocabulary. This condition was found by the researcher at the eighth graders of MTs Darul A'mal Metro it is caused the students are still hard to memorize when they get new vocabulary. Moreover, the students are lack enthusiast in following the learning process. The students are also passive during teaching learning process. To increase the students' vocabulary mastery, the researcher used *pictionary game* as the media in learning process.

The researcher had outline the problem in this research focused in vocabulary mastery. The aimed of this research was to use *pictionary game* to increase students' vocabulary mastery at the eighth graders of MTs Darul A'mal Metro in the academic year of 2017/ 2018, that consisted of 20 students. This research conducted in two cycle. This research was classroom action research consisted of 4 steps namely, planning, acting, observing and reflecting. Test, observation, documentation and field note were use as the data collecting method.

Regarding to the research process, te researcher gave the pre- test for the students to know their vocabulary score. Then, the researcher did the treatment for the students. In addition, the change of the students' vocabulary score could be know through post- test I that had been given in every cycle. The test consisted 20 item of essay form. The result of the research illustrated the average of the students score in pre- test was 53,25 (20%), post- test I was 67 (40%), and post- test II was 81 (85%). It indicate that indicator success has been achieved at least 80% students was passed the minimum standard criteria (MSC) at least 70. And it is obvious that by using *pictionary game* could increase students' vocabulary mastery. It mean that, this research was successfull.

Key word : Vocabulary Mastery, Pictionary Game

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Munaqosyah Skripsi**
               Saudari Novi Teryzzeta

Kepada Yth.,
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di-
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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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The Honorable of Tarbiyah
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Metro (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research which is written by:

Name   : NOVI TERYZZETA

Student Number : 13107877

Title   : THE USE OF PICTIONARY GAME TO INCREASE STUDENTS'
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2017/2018

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Metro, Januari 2018

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vii

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An undergraduate thesis entittled: THE USE OF PICTIONARY GAME TO INCREASE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADERS OF MTS DARUL A'MAL METRO IN THE ACADEMIC YEAR OF 2017/2018

Written by Novi Teryzzeta, student number. 13107877, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Februari 05, 2018 at 10.00-12.00.

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name	: NOVI TERYZZETA
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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro,   Januari 2018

The Write

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ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini

Nama : NOVI TERYZZETA

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro,   Januari 2018
Yang Menyatakan

NOVI TERYZZETA
St. ID 13107877

x

MOTTO

<div dir="rtl">

... قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ ۗ

إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ (٩)

</div>

…Say: "Are those equal, those who know and those who do not know?

It is those who are endued with understanding that receive admonition.

(QS: Azzumar : 9)

DEDICATION PAGE

The writer proudly dedication this thesis to:

1. My beloved mother Sukiyatni and my beloved father Timan, for their all day praying only for my success. And also to my sister Ade Nur Aviantini for their endless love, prayers and encouragement.

2. My beloved husband Gus Djaelani, for all day praying and support only for my success.

3. My advisor, Dra. Umi Yawisah, M.Hum. and Trisna Dinillah Harya, M.Pd, for your guidance and assistance, Lecture and Staf.

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Elya Marwani, Nurul Khasanah, Fatim,Uvi and all of my friends , for your kindness.

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6. My almamater IAIN Metro Lampung

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Praise be merely to the almighty God, Allah SWT for his gracious mercy and tremendous blessing that enables the writer to accomplish this script entitled "The Use of Pictionary Game to Increase the Students' Vocabulary Mastery at the Eighth Graders of MTs Darul A'mal Metro in the Academic Year of 2017/2018". The writer's invocation is also addressed to Prophet Muhammad SAW and his family.

This Undergraduate Thesis is written as compulsory fulfillment of the requirements for the degree Sarjana Pendidikan (S.Pd) in English Education Study Program, entitled : The Use of Pictionary Game to Increase the Students' Vocabulary Mastery at the Eighth Graders of MTs Darul A'mal Metro in the Academic Year of 2017/2018".

Firstly, the writer would like to dedicate her sincere gratitude and respect to Dra. Umi Yawisah, M.Hum as the first sponsor and Trisna Dinillah Harya, M.Pd as the second sponsor, who have given their suggestions, scientific, knowledge, invaluable guidance, unlimited patience, and encouragement to the writer during the completion of this script. The writer also does not forget to appreciate all helps and supports from the principal of IAIN Metro.

Finally, the writer realizes that this undergraduate thesis is nearly imperfect. At last, she hopes that the result of the research will give significant contribution in teaching learning of English language in English Education Study Program of IAIN Metro.

Metro,   Januari 2018

The Writer,

NOVI TERYZZETA
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TABLE OF CONTENTS

BIBLIOGRAPHY
APPENDICES
CURRICULUM VITAE

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

APPENDICES I

APPENDICES II

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is foreign language. In our education system, it is a compulsory subject from elementary school until university level. Moreover the purpose of teaching and learning of foreign language is the students can communicate in oral and written form. English languages have four skills: there are listening, speaking, reading, and writing. Vocabulary is one of the language components is very important thing besides other language component. Without vocabulary, people cannot say anythings in English. People with many vocabulary are more proficient in language skills rather than peope that have ow vocabulary.

Furthermore, vocabulary is one of the English components in English. Learning vocabulary does not mean that the learners only memorize an amount of the words but also their meaning and how they are constructed and use language. Vocabulary mastery can help the students have good reading, speaking, and writing. The real, students can not mastery in learning English. Because they have problems in teaching learning English. The students don't have limited vocabulary will be understand the meaning of words. They think that the learning English is difficult, because the meaning, spelling, and writing are not same. The students also have less motivation in learning English and low to memorization new vocabulary. Besides that, the teachers not creative in teaching vocabulary.

Teacher must select relevant material, prepare his/her lesson and explain the lesson clearly.

One of learning vocabulary strategies that can be applied on learning vocabulary is playing pictionary game. Games are motivating and challenging, because games amusing and interesting. Pictionary game is one of game used to teach vocabulary. Pictionary game is a game that involves students guessing words from drawing and the students work in teams, each member of the team taking turns to be a picture of a vocabulary words given by the teacher. In relation to the fact, the writer interested in using games, especially Pictionary Game to be one of alternative way to increase the vocabulary mastery of students. Because, when using this game in learning process vocabulary the teacher can be creative and the students can more be active in learning process.

Besides that, the students problem at MTs Darul A'mal Metro such as, the students still have lack mastery in vocabulary. The teachers just gave them explanations about components they thought then asked the students. The teacher did not try to stimulate the students' interest, motivation and enjoyment in learning. Students also were passive in the class and only listened to the teacher's explanation. And the students did not have enthusiasm to study about English vocabulary. So, the students were bored about it and as consequences the students feel frustrate to study vocabulary anytime.

Based on the explanation above, the researcher would like to know about vocabulary and their technique conducted by students of MTs Darul A'mal Metro. It is known by the teachers' explanation that students' level of vocabulary is low. The minimum mastery criteria (MMC) is 70 and the researcher target 80% of students can achieve 70 or more.

Table 1
The Pre- Survey Data of the Eighth Graders
of MTs Darul A'mal Metro at the First Semester
in the Academic Year of 2017/ 2018 :

No	Name	Score	Criteria
1.	AIS	75	**Complete**
2.	AH	65	Incomplete
3.	AM	50	Incomplete
4.	BC	75	**Complete**
5.	BDM	60	Incomplete
6.	CBT	75	**Completed**
7.	DP	65	Incomplete
8.	FA	50	Incomplete
9.	HI	55	Incomplete
10.	KK	75	**Complete**
11.	LAP	50	Incomplete
12.	MFA	30	Incomplete
13.	MHT	50	Incomplete
14.	MRA	55	Incomplete
15.	NH	55	Incomplete
16.	RAH	60	Incomplete
17.	RAF	60	Incomplete
18.	RS	40	Incomplete
19.	SP	35	Incomplete
20.	TOYY	40	Incomplete
Total		**1120**	
Average score		**56**	
Passed		**4**	**20%**
Failed		**16**	**80%**
Total students		**20**	**100%**

Source: *The teacher's archives, taken on September 23, 2017.*

The evidance was the result of the test, it could be concluded that the vocabulary mastery of the students were still low because of the minimum mastery with the average of 50 meanwhile the minimum mastery criteria (MMC) of English subject at eighth graders of MTs Darul A'mal Metro is 70.

The teacher also get the many difficulties in teaching process especially in teaching vocabulary because the students still have lack in vocabulary and have low motivation. Based on explanation above, the researcher used pictionary game to increase the students' vocabulary mastery at the eighth graders of MTs Darul A'mal Metro. It is assumed that by using Pictionary Game in teaching would be able to create an interesting way in classroom while presenting the material of lesson.

B. Problem Identification

Inferring to the background of the study above, the researcher identifies some problems as followed:

1. The students have lack vocabulary mastery.
2. The students are still hard to memorize the vocabulary
3. The students feel bored to learn vocabulary.
4. The technique that used by the teacher to support vocabulary activity is less interest to the student.

C. Problem Limitation

From the problem identification above, researcher limits the problem focused on Pictionary Game as media which the writer chooses and also focused on number 1 and 4, that is the students have lack vocabulary matery and the technique who used the teacher is not interest to students , and based on the identification above, this research will focus on the students have lack vocabularies at the eighth grader of MTs Darul A'mal Metro.

D. Problem Formulation

Based on the background of the study above, the writer formulated the problem as follows: " Can Pictionary Game increase the students' vocabulary mastery at the eighth graders of MTs Darul A'mal Metro in the Academic Year of 2017/ 2018 ?"

E. Objective and Benefits of the Study

1. The objective of the study is :

Based on the problem formulation above, the writer aimes to know whether the use of Pictionary Game can incrase the students vocabulary mastery at the eighth graders of MTs Darul A'mal Metro in the Academic Year of 2017/ 2018.

2. The benefit of the study is :

   a. For the teacher

   It hopefully could help the teachers to solve the problem in vocabulary mastery in their class.

   b. For the students

   The positive impact of this research can support students to increse vocabulary mastery. The students certainly feel happy and relax in class in teaching learning process. Pictionary game is one of the games that help the students can increase their learning vocabulary mastery easily.

   c. For other researchers

   To inform the other researchers in order to conduct the research about teach English better in the future, and we can know that advantage the using technique in teaching learning.

CHAPTER II

REVIEW OF THE LITERATURE

A. The Concept of Vocabulary

1. The Definition of Vocabulary

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

Vocabulary is really the main point in learning a language in order that people can communicate one another. Vocabulary is basic to communication.[1] Vocabulary knowledge is ofted viewed as critical tool for second language learners because a limited vocabulary in second language impedes successful communication.[2] According to Elfrieda and Michael,

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[1.] Stephen D. Krashen & Tracy D. Terrell, *The Natural Approach,* (San Fransisco Alemany Press, 1983), p. 155.

[2] Mofareh Alqahtani, *The Importance of Vocabulary In Language Learning and How to be Taught,* (International Journal of Teaching and Education, Vol.3, No.3, 2015), Saudia Arabia: King Khaled Academy, p.22.

vocabulary is not a developmental skill or one that can ever be seen as fully mastered.[3] Vocabulary is the knowledge of meanings of words.[4]

Vocabulary is a challenge for learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expressions.[5] Vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store and how that learn words and the relationship between words, phrases, categories of words and phrases.

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

2. **The Importance of Vocabulary**

In learning language, having a good mastery in vocabulary is needed especially for student. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.[6] According to David Wilkins without

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[3] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice,* (New Jersey: Lawrence Erlbaum Associates, Publishers, 2005), p.2.

[4] *Ibid.*,p.3.

[5] Jeanne McCarten, *Teaching Vocabulary Lessons from the Corpus Lessons from the Classroom,* (Newyork: Cambridge University Press, 2007), p.18.

[6] Michael Lessard and Clouston, *Teaching Vocabulary,* (USA: TESOL International Association, 2013), p. 2.

grammar very little can be conveyed, without vocabulary nothing can be conveyed.[7] The importance of vocabulary is demonstrated daily in and out the school.[8] In classroom, the achieving students possess the most sufficient vocabulary.

Vocabulary is very important for the students are hoped to master skills reading, speaking and listening in what the speaker said. The vocabulary can help the students or the learners to acquire a considerable understanding of words. Based on McCrostie as Cited in Balci and Cakir, it is believed that having a large and varied vocabulary is indicator of communicative competence, and it is one o the important aspects of language learning.

Studies of Native speakers' vocabulary seem to suggest large number of words. While this may be useful in the long term, it is no essential short term goal. This is because studies of native speakers' vocabulary growth see all words being of equal value to the learner. Frequency based studies show very strongly that this is not so, and that some words are much more useful than others.[9] As the summary of the primary findings of the NRP indicated, vocabularies are expanded and

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[7] Scott Thornbury, *How to Teach Vocabulary,* (UK: Pearson Education Limited, 2002), p. 13.

[8] Mofareh Alqahtani, *The Importance of Vocabulary In Language Learning and How to be Taught,* (International Journal of Teaching and Education, Vol.3, No.3, 2015), Saudia Arabia: King Khaled Academy, p.22.

[9] I.S.P. Nation, *Learning Vocabulary in Another Language*, (Cambridge: productive knowledge, 2001), p. 9.

elaborated in multiple ways.[10] However, whereas the opportunities for learning words may be myriad, the effects of comprehension on vocabulary were found most consistently when at least some words are taught directly.

Based on previous explanation, vocabulary becomes an important thing in learning English, because the lack of vocabulary brings many troubles. When students are speaking english, sometimes get trouble. It is because the students do not know what we will say in english. So, the conclusions is that vocabulary is one important things in communication in english.

3. **The Kinds of Vocabulary**

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

a. Nouns

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

1) Abstract and concrete nouns

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

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[10] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice,* (New Jersey: Lawrence Erlbaum Associates, Publishers, 2005), p.12.

2) Common nouns

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

3) Proper nouns

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

4) Collective nouns

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

5) Material nouns

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

b. Adjectives

Adjectives are words that gives more information about a noun or pronoun.[11] For example: good, tall, bad, kind, etc.

c. Verbs

Verbs is a word (or a group of words) which is used in describing an action, experience or state.[12] For example: come, go, run, etc. The kinds of verbs:

1) Ordinary verbs

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

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[11] Jeremy Harmer, *How to Teach English*, (Malaysia: Pearson Education Limited, 1998) p. 37

[12] *Ibid.*,

2) Auxiliary verbs

Auxiliary verbs are verbs that are used with other verb to show action or situation.

Based on the quotation above, the writer can be inferred that the vocabulary has kinds of forms.

4. The Aspect of Vocabulary

According to Lado as cited in Mardianawati in the aspects of vocabulary that can be learnt by the learners are follows:

a. Meaning

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

b. Spelling

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

c. Pronunciation

This will mean learning some symbols which are different from the letters of the English alphabet. Students really want to be able to

speak English well with a good pronunciation so that they can communicate with others without hindrance. Pronouncing the words also enables students student's to remember it longer and identify it more readly when it is hear or read.

d. Word Classes

Word class (alternatively part of speech) describes the category of grammatical behavior of a word.[13] Word class usually abbreviations n: noun, adj: adjective, etc., whether a noun is countable or uncountable, and whether a verb is normally transitive (needs an object) or intransitive (doesn't need an object).[14]

e. Word Use

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

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

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[13] Norbert Schmitt, *Vocabulary in Language Teaching*, (US: Cambridge University Press, 2000), p. 59.
[14] Michael McCarthy and Felicity O'Dell, *English Vocbulary in Use,* (Cambridge: Cambridge University Press, 1994), p. 10.

5. Teaching and Learning of Vocabulary

Vocabulary is the knowledge of meanings of words. [15] The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

Harmer gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

a. Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

b. Explanation

The teacher explains the construction of language in diagram, using textbook, using board.

c. Discovery

The students can be encouraged to understand new language form by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule.

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[15] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice,* (New Jersey: Lawrence Erlbaum Associates Publishers, 2005), p.3.

d. Check Question

   The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

e. Presentation

   The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

   The vocabulary learning that occurs with students. Given the size of vocabularies that people attain and the amount of time available for instruction, this finding is not surprising. Research gives us little insight into the precise mechanisms by which this implicit or indirect learning takes place. Furthermore, although Elfrieda and Michael describe the vocabulary that arises from frequent reading and rich oral language discussions as incidental learning, the creation of such occasions in schools and homes represents intentions on the part of educators and parents[16].

   As Graves noted, students need to know about words, not simply acquire new words, if they are to be successful in understanding unfamiliar vocabulary in their reading. The perspective that comes from the Panel's conclusions about classrooms that extend and enrich students' vocabularies is one of variety and richness. Effective classrooms provide multiple ways for students to learn and interact with words. These ways

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[16] *Ibid*.,p.9.

of learning words and strategies for learning words engage students and motivate them to listen for and look for new words. The contexts in which students see words are rich, such as books that use language inventively, and pertain to many content areas.

According to Armbruster, Lehr, & Osborn, students can also learn vocabulary through indirect and direct exposure to words in a variety of language contexts.[17] For example, students can learn vocabulary indirectly when they engage in conversations with others, through read aloud, and through independent reading. Students can learn vocabulary directly when teachers target individual words and promote word learning strategies. Michael Graves asserts that, there are four essential components of vocabulary instruction listed below.

a. Providing rich and varied language experiences

b. Teaching individual words explicitly

c. Teaching word-learning strategies

d. Fostering word consciousness

From the explanation above the researcher get conclude that teaching and learning vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life needed a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery.

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[17] Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary Explicitly,* (Hawai: Pacific Resources for Education and Learning, 2011), p.8.

B. The Concept of Pictionary Game

1. Definition of Pictionary Game

Pictionary game is benificial game used to teach vocabulary. It is in line with the definition of pictionary game stated by Jerry and Jonathan difines pictionary game as the game that guide a player to pick a card with a word on it from a pack (face down), by setting the time to make a drawing to that the other players can guess the word or term.[18] Pictionary game is a game produced by Western Publishing Company, Inc. This game is literally charades on paper. Students will try to get their classmates to guess a target language word or phrase by correctly drawing picture. [19] Pictionary game is indeed an excellent teaching tool for developing communication .[20] According to Claire Howell Major, Michael S.Harris, Todd Zakrajsek in pictionary game a students select a card with a course idea, fact or peson on it. The student draw pictures to illustrate the idea while teammates try to guess the word or phrase on the card.[21]

Based on the statement above, it can be conclude that pictionary game is a game that involves students guessing words or phrase from drawings. The students work in teams, each member of the team taking turns to be a picture of a vocabulary word given by the teacher. This is a good game for recycling vocabulary words as recycling seems to be the

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[18] Jerry Wellington and Jonathan Osborne. Language and Literacyin Science Education, (Open University: Philadelphia, 2001),p.132.

[19] Donna Spangler and John Alex Mazzante. *Using Reading to Teach a World Language Strategy and Activities,* (New York: Routledge, 2015),p.105.

[20] Jeffrey P. Hinebaugh.*A Board Game Education.*(USA:Rowman & Littlefield Education, 2009),p.188.

[21] Claire Howell Major at all. *Teaching for Learning*,(New York:Routledge, 2016),p.140

best remedy against forgetting. This game also functions as an alternative

way to introduce new vocabulary based on pictures through peer teaching.

2. **Procedure of Pictionary Game**

    According to Donna Spangler and John Alex Mazzante, these are

several procedure to play pictionary game in the class, as follows :

    a. Split the in class into two teams.
    b. Randomly determine which team will go first and how many
        points are needed for a team to win.
    c. One student from the team to go first will go to the whiteboard.
    d. The teacher show the student a word in the target language.
    e. Then, a timer is set and the student tries to draw a visual
        representation of the word for his or her teammates to guess
        before the time is up for the team. (The student drawing cannot
        use any gestures, actions, words, numbers, or letters with their
        visual drawing).
    f. If the team guesses the word correctly befor time is up, the
        team gets a point.
    g. Now, the opposite team takes its turn.
    h. The first team to get the predetermined number of points the
        game.[22]

    Based on description above the teacher vocabulary using game

because game is fun away to teach vocabulary, so it makes students easy

to remember and understand. It also give big motivation in teaching

learning process.

3. **Advantages and Disadvantages of Pictionay Game**

    In playing Pictionary game, the students have to make their own

picture or drawings based on the English vocabulary which is showed on

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[22] Donna Spangler and John Alex Mazzante. *Using Reading to Teach a World Language Strategy and Activities*.,p.105.

card. According to Jeffrey P. Hinebaugh, the playing pictionary game has several advantages, such as :

a. Pictionary game can be used excellent teaching tool for developing communication and creative thinking skills.
b. It is suited to reinforce ideas in others subject matters for those students who are visual learners.
c. It can develop and reinforce any numbers of fact, figures or concepts.
d. Pictionary rules will focus the development of creativity and corollary thinking. Players not only must be creative but also must choose sketches that will effectively communicate to the rest of their team.
e. It is well suited for developing specific grammar and vocabulary skills.[23]

Based on explanation above, we can make the conclude that the disadvantages of the implementation of pictionary game is might make the students become too noisy in the classroom and teaching learning activity might not give any conductive atmosphere at all. Before starting to play pictionary game, the teacher should remind the students that the team which make loud noises or being rude during the game will get minus one poin. The reminder will help the teacher in making less noisy classroom.

4. **Teaching Vocabulary Using Pictionary Game**

Vocabulary is one important things in learning English because of that one should look for the way how to teach vocabulary clearly and understandably. Teaching vocabulary is the process of mastering new word to become our own words. Teaching vocabulary also is the process of mastering the English words that used in all ability like speaking,

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[23] Jeffrey P. Hinebaugh.*A Board Game Education*.,p.188.

listening, writing, and reading. In fact, for students learning vocabulary was bored and difficult to understand. So that now in the challenge for teacher to make students interesting and love learning vocabulary.

In teaching vocabulary, teacher must be creative. The teacher can use picture, or play games. Then, what I want to emphasize is the teacher use game in teaching vocabulary. One way to makes students enjoy in teaching vocabulary is by using game.

There are so many games to teach English. In this research the writers used Pictionary game to teach vocabulary. Pictionary game is a game that involves students guessing words or phrase from drawings. The students work in teams, each member of the team taking turns to be a picture of a vocabulary word given by the teacher. This game also functions as an alternative way to introduce new vocabulary based on pictures through peer teaching.

In teaching vocabulary use a word that compliments the person's character, such as friendly, clever, or kind. For example, the teacher can use a card with a word and picture to play game, and in the class ,make a small group, and than one student from group in front of the whiteboard, the teacher show the student a card, and student drawing cannot any gesture and action,and the other student can guess a word corecly befor time is up. Games also help the teacher to create contexts in which the language is useful and meaningful".

Therefore, the other said that games are useful and meaningful ways for the students and the teacher in teaching learning process. There are some purposes of games, as follows:

a. For teacher, games can make them easy to give explanation about the lesson and help them to make the class more active.

b. For students, they more easy to understand the material, the lesson for them not bored, help them to remember the material easy and fast, they become active in class, and game can growth up the solidarity and sportsmanship between them.

Here are the steps for playing the game that the students and teacher must remember to do:

a. The teacher explains the activity. The explanations are about what the game is what the materials which will play; the role of this game.

b. The teacher divides the students into some teams.

c. The student whop is not playing, should prepare several words written on individual notecard. These are the words that will be drawn, and that teammates will try to guess. Each words should be labeled as one of the catagories or be creative and come up with other ones : subject, object, action, and challenge.

d. After that, the student finishes preparing several cards, he or she shuffles the pile.

e. Then, the student drawing cannot use any gestures, actions, words, numbers, or letters with their visual drawing.

f. If the team guesses the word correctly befor time is up, the team gets a point.

g. Now, the opposite team takes its turn.

h. The first team to get the predetermined number of points the game.

i. Discussing. It will be why the message has changed; how often the message changed and what they feel after play this game.

Based on the statement showed that teaching English actually was interesting if it simple and fun. In this case not easier, but must to have quality with the education. One of the games which using in this research is pictionary game. The purpose of play this game is to introduce some new words to the students of junior high school.

C. Action Hypothesis

Based on the frame of theories and assumption the writer formulates the action hypothesis "The Use of Pictionary Game to Increase Student's Vocabulary Mastery at Eighth Graders MTs Darul A'mal Metro in the Academic Year of 2017/2018".

CHAPTER III

RESEARCH METHODOLOGY

A. Setting of the Study

This research will be done at eighth graders of MTs Darul A'mal Metro in the academic year of 2017/ 2018. There are 200 students who are divided into 8 classes. There are 20 students at the VIIIC class.

B. Subject of the Study

The ssubject of this research is the student of the eighth grades of MTs Darul A'mal Metro in the academic year of 2017/2018, and the object is the use of pictionary game to increase students' vocabulary mastery.

Table 2.
The Students Condition of Eighth Grades in MTs Darul A'mal

No	Class	Male	Female	Total
1	VIII A	25	-	25
2	VIII B	28	-	28
3	VIII C	20	-	20
4	VIII D	24	-	24
5	VIII E	-	28	28
6	VIII F	-	27	27
7	VIII G	-	24	24
8	VIII H	-	24	24

C. Procedure of The Study

In this research, the writer chooses classroom action research because the researcher wants to encourage the students to active in learning process activities and improving students' vocabulary by using pictionary game. According to Eileen states that action research is classroom action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.[24] It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be.

The purpose of action research is to generate living theories about how learning has improved practice and is informing new practices. The main social purpose of action research includes the following:

1. It aims to improve workplace practices through improving learning.

2. It aims to promote the on going democratic evaluation of learning and practices.

3. It aims to create good social orders by influencing the education of social formation.[25]

Action research deals with a social practice and it involves the direct interaction of teacher and group of the students, it is portrayed as a cyclical spiral process involving steps of planning, action, observing, and reflecting. It is normal for a project to go through two or more cycles in a interactive

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[24] Ferrance, Eileen, *Themes in Education: Action Research,* (New York: Northeast and Islands Regional Educational Laboratory At Brown University, 2000), p.1

[25] Ibid., p. 2

process, the improvements of the research can be seen from a series of cycles, each incorporating lesson from previous cycles.

The research conduct based on the pre-test and post-test. In this classroom action research, the researcher would like to hold the research in two cycles. There are four steps in cycle; they are planning, acting, observing, and reflecting. If the cycle has failed, the cycle would be repaired in the second cycle and so on. Here are steps of classroom action research design:

Figure 1

Spiral Classroom Action Research

Reflect   Plan   Reflect   Plan

Observe   Act   Observe   Act

Jean McNiff's Model[26]
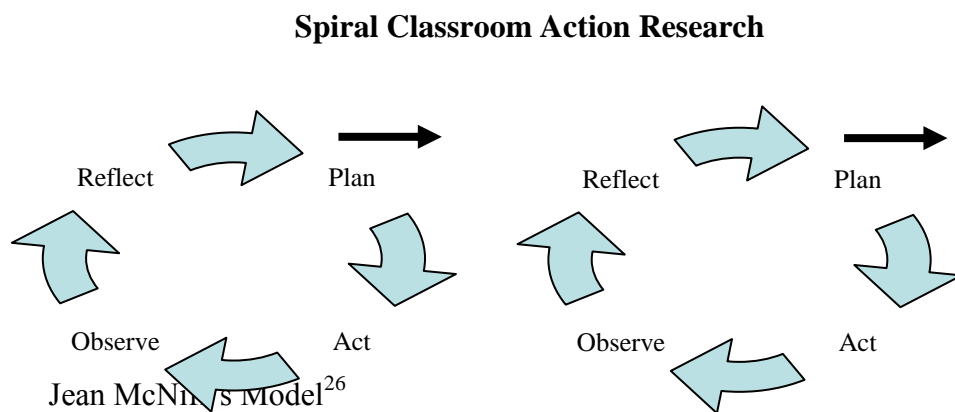
From the illustrated above, the explanations about four steps of action research procedure were conducted in each cycle:

Cycle 1

1. Planning

Planning is the first steps in each activity and it was prepared before the researcher did the action. Planning that was conducted by the researcher were:

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[26] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), p. 41.

a.   The researcher would prepare the lesson plan, list of the student's name, materials, and some picture sequence which relate the material as teaching media.

b.   The researcher preparing a test and evaluation.

2. Acting

   Before the treatment would be done, the researcher would do the pre-test to the students, and the students would be given some card with a word then they should do it with appropriate with their ability.

   In the action, the teaching learning process would be done in the eighth graders of MTs Darul A'mal Metro relates to schedule of English subject in the these graders. Every performance is 2x45 minutes. The researcher would be done this research in two cycles. In the cycles the researcher would do action in 2 activities, they are:

a. Pre Teaching Activities

   1) The teacher greets the students.

   2) The teacher and the students pray together.

   3) Check the attendance list.

   4) The teacher ask the students condition.

   5) The teacher choose the appropriate with the material going to be taught.

b. While Teaching Process

   1) Giving test to the students about essay as pre-test of the research and beginning score in Pictionary Game.

2) The teacher divided the students into small groups consist of 5 students in each group.

3) The teacher did treatment by using Pictionary Game to explain about the material.

4) The teacher guided and help the students in the learning process.

5) After the students understood about vocabulary mastery, the teacher gave posttest quiz to the students.

6) The teacher gave a reward to the top team.

3. Observing

While observing, the researcher and collaborator used observation sheet to write down the important things as long as the learning process happened. From the observation sheet the researcher and collaborator should know the result of the student's learning activities.

4. Reflecting

In this step, the researcher and collaborator analyzed how the effect of the acting, what thing which had to be repaired, and what thing which become attention on the next acting. Then, the result of reflecting will be used as a guideline to make a new plan in the next cycle.

Cycle 2

1. Planning

a. The researcher studied the result of reflecting on cycle 1.

b. The researcher prepared the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for post-test.

2. Acting

    a. The teacher gave the students motivation to study harder.

    b. The teacher did the treatment by using Pictionary Game.

    c. The teacher gave post-test after the treatment

3. Observing

    The collaborator observed and collect the data when the learning process is conducting.

4. Reflecting

    The researcher and collaborator reflected all the acting which have been conducted and identified the result of observation in the learning process and compare the score of pre-test and post-test.

D. Data Collecting Method

    In this research, the researcher collected the data by using test, observation and documentation

1. Test

    The researcher gave the students test to evaluate their skills and capability in vocabulary mastery. There are two tests which are used in this research namely pre-test and post-test.

    a. Pre Test

        In pre-test section, the researcher used 20 items. The pre-test was given before the treatment. In this section, the researcher used essay to know the students' basic vocabulary.

b. Post Test

Post test was applied after doing the treatment. It was implemented in order to know the students' vocabulary. The test in this part is same with in the pre-test composition. It is consist of 20 items. The goal of this test is to know whether playing pictionary game in teaching vocabulary can improve the students' vocabulary or not.

2. Observation

In this research, the researcher observed the students' behaviors and the students' activities in the learning process to know how the process of learning will be held. In doing the observation, the research will make the observation sheet that contains of list of the students' activities.

3. Documentation

The researcher used documents which are taken from the data of the school such as total of the students, the teachers and the condition of the school.

4. Field Note

Field note is an instrument that has the fungtion too see the action and students development learning process. Field note is one important thing to make a note kind of the students' action that implemented by teacher in every cycle, the respone of students toward action, etc. Field note must be writen as soon as possible after the action implemented, in order to keep the objectivity of some facts found.

E. Data Analysis

In this research, the researcher used the data analysis by taking the average from pre-test and post-test. To know the improvement, the researcher will compare between pre-test and post-test score. Then, the results is matched with the minimum mastery criteria (MMC). At the eighth grade of MTs Darul A'mal Metro, the minimum mastery criterion (MMC) for English subject is 70. There some students is not successful in cycle 1, the researcher continued to conduct the cycle 2. In cycle 2 the students were successful, so the cycles stopped because the students had achieved the minimum mastery criteria.

The researcher (teacher) analyzed the data and related the result of the treatment. To find the average score, the data was analyzed by using:

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

Explanation:

$\overline{X}$ = Mean or average score

N = The total number of respondents

$\sum X$ = The number of students[27]

F. Indicator of Success

The indicator of the success was taken from the process and the result of the action research. This research called success if 80% of students got score 70. In addition, there was improving in study activities and learning result in the learning process.

[27]Donald Ary and Lucy Cheser Jacobs, *Introduction to Research in Education*, (Canada:Wadsworth Cengage Learning, 2010), p.109.

CHAPTER IV
RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

1. Description of Research Location

a. The History of MTs Darul A'mal

MTs Darul A'mal was one of the State Madrasah Tsanawiyah in Metro. It was located on street of Pesantren Mulyojati, subdistrict of West Metro, Metro. It was built on the land area of ± 25.000 m². It was founded on 1990 by KH. Khusnan Musthofa Ghufron. MTs Darul A'mal is now included in the sub Mulyojati Metro districts west of the city Metro was originally included in the sub-districts of Bantul village Mulyojati Central Lampung Regency.

In line with the time and the expansion territory at that time Central Lampung divided into three districts or cities, East Lampung, Metro city, and Central Lampung. This happened on 1999, and then on 2000 the Metro district be came Metro city until now. It is the located of MTs Darul A'mal Metro.

From the establishment of on 1990 until 1993 headed by Ngadiman Adi, BA, on 1993 until 1996 headed by Drs. Nahrowi Sofyan, on 1996 until 1997 headed by Dra.Siti Romlah, on 1997 until 2010 headed by Drs. Muslan, on 2010 until 2013 headed by

Kodratullah Sidiq, SH. And from of 2013 until now the leadership of

MTs Darul A'mal is Marhaban Ilyas, S.H.I

b. **The Condition of Teacher and Official Employers at MTs Darul A'mal Metro**

Condition of Teacher and Official Employers in MTs Darul A'mal Metro, the numbers of teacher and official employers in MTs Darul A'mal Metro in the academic years of 2017/2018 could be identified as follows:

Table 3.

The Teacher Educational Background

No	Name	S1	S2	Occupation
1.	Marhaban Ilyas, S.H.I	✓		Principal
2.	Tamyizul Maksum, S.Pd.I	✓		Student Affair
3.	Ahmad Rodul Ahyar, S.Pd.I	✓		Curriculum Affair
4.	Alwi Rosyid, S.Pd.I	✓		Administration
5.	Umi Salamah, S.Ag	✓		Public Service
6.	KH. Zainal Abidin	✓		Teacher
7.	Harmuzi, S.Pd.I	✓		Teacher
8.	Riza Istiana	✓		Teacher
9.	Yulianawati, S.Pd.I	✓		Teacher
10.	Lusiana, S.Pd.I	✓		Teacher
11.	Ratna Istifariana,S.Pd.I	✓		Teacher
12.	Drs. Warsikan	✓		Teacher
13.	Esti Handayani, S.Pd.I	✓		Teacher
14.	Kodrattuloh Sidiq, S.H	✓		Teacher
15.	Dra. Siti Subha	✓		Teacher
16.	Rahmad P, S.Pd	✓		Teacher
17.	Tusmidah, S.Pd.I	✓		Teacher
18.	Minatul Mukarromah, S.Pd.I	✓		Teacher
19.	Eko Puji Hastuti, S.Pd	✓		Teacher
20.	Mardiani, S.Pd	✓		Teacher
21.	Setyaningrum, S.Pd	✓		Teacher
22.	Sri Purwantini, S.Pd	✓		Teacher
23.	RatnaWati, S.Pd	✓		Teacher
24.	Endang Setyowati, S.Pd	✓		Teacher
25.	Asmarani, S.Pd.I	✓		Teacher

26.	Sisca, S.Pd	✓		Teacher
27.	Wahid Asy ari, S.Pd.I, M.Pd.I	✓		Teacher
28.	Eko Priyono, S.Pd.I	✓		Teacher
29.	A Muhtarom, S.Pd.I	✓		Teacher
30.	Susilo, S.Pd	✓		Teacher
31.	Dwi Setyowati, S.Pd	✓		Teacher
32.	Ida Suryani, S.T	✓		Teacher
33.	Elfi Ninda Wahyuningsih, S.Pd	✓		Teacher
34.	Ridho Al Fansuri	✓		Teacher
35.	Isnaini Nur Azizah, S.Pd	✓		Teacher
36.	Ngatiyem, S.Pd	✓		Teacher
37.	Sapto Santoso, S.Pd	✓		Teacher
38.	Mufid Arsyad, S.Pd, M.H.I	✓		Teacher
39.	Siti Hasanah	✓		Teacher
40.	Roslinawati Kasmur, S.Pd	✓		Teacher
41.	Cahyaning Ratri SP, S.Pd	✓		Teacher
42.	Dra. Jusmirah	✓		Teacher
43.	Wahadi Ghuna, S.H.I	✓		Teacher
44.	Hartono, S.Pd	✓		Teacher
45.	Sahanan, S.E	✓		Teacher
46.	Titis Arsiwi, S.S	✓		Teacher
47.	Istiqomah, S.Pd	✓		Teacher
48.	M. Iqbal Arramany, S.Pd.I	✓		Teacher
49.	Alfi Nur Khoitamin	✓		Teacher
50.	M Arif Fathoni	✓		Teacher
51.	Ahmad Faizun	✓		Teacher
52.	Aminatun, S.Pd	✓		Teacher
53.	Novi Herawati	✓		Teacher
54.	Tri Yudaningsih, S.Pd.I	✓		Teacher
55.	Nova Santika D, S.Pd	✓		Teacher
56.	Sigit Ikhwanudin, S.Pd	✓		Teacher
57.	Andrea Rio Fernando, S.Pd	✓		Teacher
58.	Saiful Bahri	✓		Officer
60.	Dwi Agustin, S.Pd	✓		Officer
61.	Isna Maulida	✓		Officer
62.	Eka Apriyani, S.Pd	✓		Library Officer
63.	Puji Hastuti, S.Pd	✓		Counseler
64.	Nur Kholis Aziz Septian	✓		Counseler
65.	Catur Ariyadi, S.Pd	✓		Counseler

Source : Documentation of MTs Darul A'mal Metro Academic Year 2017/2018

c. **The Organization Structure of MTs Darul A'mal Metro**

The organization Structure of MTs Darul A'mal Metro in the Academic Year of 2017/2018 could be shown in the figure as follows:

Figure 2.
The Organization Structure of MTs DarulA'mal Metro

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┌─────────────────────────────────────────────────┐
│  The Organization Structure of MTs Darul A'mal Metro │
└─────────────────────────────────────────────────┘

        ┌─────────────────────────────┐
        │  Chairman of the Foundation  │
        │  Gus Hi Kodratullah Sidiq, S.H. │
        └─────────────────────────────┘

        ┌─────────────────────────────┐
        │        Principal             │
        │   Marhaban Ilyas, S.H.I       │
        └─────────────────────────────┘

┌──────────────────────────┐   ┌──────────────────────────┐
│ Vice Principal of Student │   │ Vice Principal of Curriculum │
│ Tamyizul Maksum, S.Pd.I   │   │  A Roudul Ahyar, S.Pd.I    │
└──────────────────────────┘   └──────────────────────────┘

┌──────────────────────────┐   ┌──────────────────────────┐
│   Vice Public Service     │   │     Administration        │
│     Mardiani, S.Pd        │   │  Ratna Isti fariana, S.Pd.I │
└──────────────────────────┘   └──────────────────────────┘

┌──────────────┐  ┌──────────────┐  ┌──────────────┐
│   Councelor   │  │ Library Officer │  │  Laboratory  │
│ Puji Hastuti, │  │ Novi Herawati, │  │   Officer    │
│    S.Pd       │  │     S.Pd       │  │ Masruhan, Amd │
└──────────────┘  └──────────────┘  └──────────────┘

              ┌──────────┐
              │ Teachers │
              └──────────┘

              ┌──────────┐
              │ Students │
              └──────────┘
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d. **The Quantity Students of MTs Darul A'mal Metro**

The Quantities of the students at MTs Darul A'mal Metro that could be identified as follows:

Table 4.
The Students Quantity of MTs Darul A'mal

No	Class VII		Class VIII		Class IX		Total
	Male	Female	Male	Female	Male	Female	
1	99	124	72	117	101	158	671

Source : Documentation of MTs Darul A'mal Metro Academic Year 2017/2018

2. Description of the Research

In this reasearch was conducted in 2 cycles. Action in cycle 1 and cycle 2 was conducted about five meetings in each cycle and each meeting in these cycles took 2x45 minutes, as it was mentioned before, each cycle consists of planning, acting, observing, field note and reflecting. In planning the researcher makes lesson plan and the researcher teach the studentss by using lesson plan. The material of this research are mention of vocabulary and meaning about pet, animal and describing pet. The researcher also prepared obsevation sheet. This was done by collaborator to know the students and the teacher participation in learning process.

a. Pre Test

Pre-test was presented to students which was aimed to findnout students' ability before the treatment was implemented. It wes conducted on Wednesday, November 22th , 2017 at 07.30-09.00 A.M and it took aout 90 minutes. In this meeting researcher was being and observer and the collaborator wasbeing a teacher.

Firstly, the collabolator opened the class by greeting, praying, checked attendance list and ask the students' condition. Then, the collabolator gave the explanation to the students about vocabulary for 45 minutes. Afterwards, the students were gave a pre-test, the test was mention of vocabulary and meaning about pet and animal that consist of 20 items which had to be completed for 45 minutes. Then, the result of pre-test can be seen on the table below :

Table 5.
The Students Result at Pre-test Score in Cycle 1

No	Name	Score	Note ≥70
1.	AIS	40	Failed
2.	AH	50	Failed
3.	AM	50	Failed
4.	BC	55	Failed
5.	BDM	45	Failed
6.	CBT	55	Failed
7.	DP	60	Failed
8.	FA	70	Passed
9.	HI	50	Failed
10.	KK	70	Passed
11.	LAP	35	Failed
12.	MFA	60	Failed
13.	MHT	40	Failed
14.	MRA	60	Failed
15.	NH	40	Failed
16.	RAH	40	Failed
17.	RAF	55	Failed
18.	RS	50	Failed
19.	SP	70	Passed
20.	TOYY	70	Passed
Total			**1065**
Average score			**53,25**
High Score			**70**
Lowest Score			**35**

Table 6.
Percentage of Students Score at Pre-test in Cycle 1

Interval	Frequency	Percentage	Explanation
$\geq$70	4	20%	Complete
$\leq$70	16	80%	Incomplete
Total	**20**	**100%**	

Then the graph of percentage students vocabulary mastery pre-test score could be seen as follow:

Figure 3.
Percentage of Students Score at Pre-Test in Cycle I
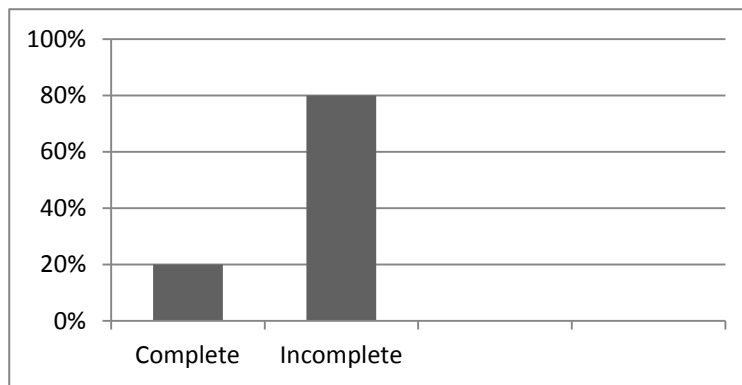
Based on the result of students' vocabulary pre-test score, it could be inferred that there was only 20% or 4 students for the score among the interval of $\geq$ 70 who passed the Minimum Standart Criteria (MSC) at least 70 while 80% or 16 students for the score among the interval of $\leq$ 70 did not pass the Minimum Standart Criteria (MSC) of less than 70. It indicated that the result of students vocabulary mastery was still low. Besides, from the result of pre-test, the researcher got the average 53,25%. So, it was the reason why the researcher used pictionary game to increase the students' vocabulary mastery.

b. Cycle 1

Cycle I was divided into planning, acting, observation and reflection.

1) Planning

In planning the researcher makes lesson plan and the researcher would teach the students by using the lesson plan. The material of this research were the pet and animal. the researcher also prepared observation sheet. This was done by collaborator to know the students and the teacher participation in learning process.

2) Acting

The action is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows :

Table 7.
The Schedule of Action in Cycle I

Meeting	Day/ Date	Time	Activities
1st	Thursday, November 23th, 2017	10.15-11.45 A.M	The teacher give the material about the descriptive text, pet and animal. After that, doing action by giving the material using Pictionary Game
2nd	Wednesday, November 29th, 2017	07.30-09.00 A.M	The teacher giving the post-test I to the students

a) First Meeting

The first meeting was conduct on Thursday, November 23th, 2017 at 10.15-11.45 A.M, and it took about 2x45 minutes or 90 minutes. This meeting the reseacher greeted the students by saying " salam and good morning miss " friendly. Then, the researcher checking the attendance list, and asking the students' condition. Then, the researcher gave learning material about the vocabulary to the students. The researcher explained about the vocabulay, most of students still did not understand about it.

Then, the researcher gave treatment by using pictionary game and divided the students into four small grup for discussion, and procedure to play pictionary game are, split the in class into two teams, randomly determine which team will go first and how many points are needed for a team to win, one student from the team to go first will go to the whiteboard, the teacher show the student a word in the target language. Then, a timer is set and the student tries to draw a visual representation of the word for his or her teammates to guess before the time is up for the team. (The student drawing cannot use any gestures, actions, words, numbers, or letters with their visual drawing). If the team guesses the word correctly befor time is up, the team gets a point. Now, the opposite team takes its turn, the first team to get the predetermined number

of points. Then researcher guided and help the students in learning proses.

After, 90 minutes the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

b) Second Meeting

The second meeting was conducted on Wednesday, November 29th, 2017 at 07.30-09.00. This meeting used to post-test I, for 2x45 minutes after the students given the action. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. Then, the researcher gave post-test, the kinds of test are essay same indicators as the previous test. Then the result of post-test cycle I can be seen on the table below:

Table 8.

The Students Result at Post-test 1 Score in Cycle 1

No	Name	Score	Note $\geq$70
1.	AIS	55	Failed
2.	AH	65	Failed
3.	AM	65	Failed
4.	BC	65	Failed
5.	BDM	50	Failed
6.	CBT	70	Passed
7.	DP	70	Passed
8.	FA	80	Passed
9.	HI	65	Failed
10.	KK	75	Passed
11.	LAP	75	Passed
12.	MFA	65	Failed

13.	MHT	65	Failed
14.	MRA	65	Failed
15.	NH	65	Failed
16.	RAH	60	Failed
17.	RAF	65	Failed
18.	RS	70	Passed
19.	SP	75	Passed
20.	TOYY	75	Passed
Total			**1340**
Average score			**67**
High Score			**80**
Lowest Score			**50**

Table 9.
Percentage of Students Score at Post-test 1 in Cycle 1

Interval	Frequency	Percentage	Explanation
$\geq$70	8	40%	Complete
$\leq$70	12	60%	Incomplete
Total	**20**	**100%**	

Then the graph of percentage students vocabulary mastery

post-test 1 score could be seen as follow:

Figure 4.
Percentage of Students Score at Post-test 1 in Cycle I
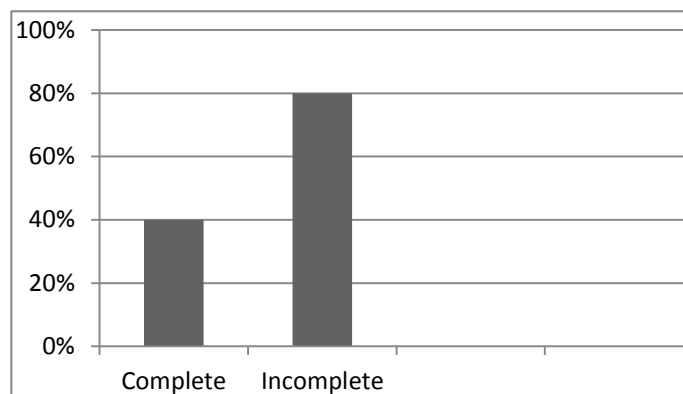
Based on the result of students' vocabulary post-test I

score, it could be conclude that there was 60% or 12 students for

the score among the interval $\leq$70 did not passed the Minimum

Standard Criteria (MSC) at least while 40% or 8 students for the score among the interval of ≥70 passed the Minimum Standard Criteria (MSC) or less than 70. In addition, the average score of post-test I was 67. It indicated that the result of students vocabulary was increase that the pre-test score was 53,25, but viewed from the indicator of success of this research that 70% of the total students must pass the Minimum Standard Criteria (MSC). It meant that the result of post-test I was unsuccessful based on the indicator of success.

3) **Observing**

In observation of the researcher action the collaborator observed the students' activities. The researcher as a teacher gave material about descriptive text especially about pet and animal for mention vocabulary and meaning word.

In the learning process, there were four used and mentioned to know the students' activity. Every students who was active in learning process gave a thick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It could be seen on appendix. The indicators of the students' activities were:

a) The students pay attention of the teacher explanation.

b) The students answered the question from the teacher.

c) The students able do the task.

d) The students active in learning process in the class.

The result of the students' learning activities could be seen as follow:

Table 10.
The students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	16	80%
2	The students' ask/answer question	13	65%
3	The students able do the task	15	75%
4	The students active in learning process in the class	16	80%
Total Students		**20**	

Then the graph of percentage students activities in cycle I as follow
Figure 5.
Percentage of Students Activities in Cycle I
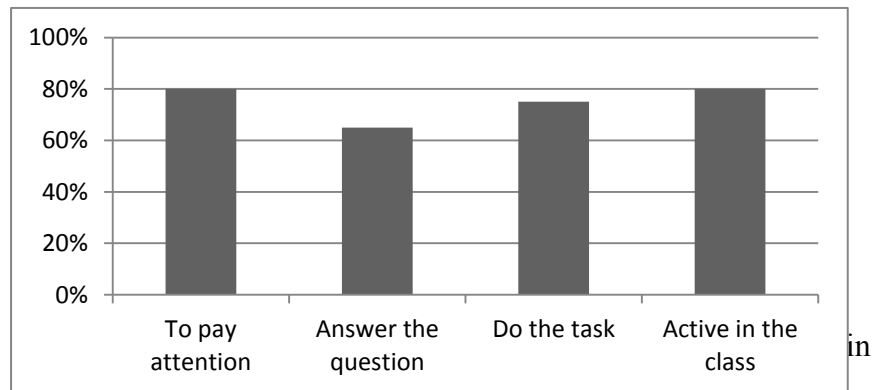
in learning process. There were 16 students (80%) who gave attention to the teacher explanation. 13 students (65%) who understood the materials, 16 students (80%) who active in the class, and 15 students (75%) were able to do the task.

4) Field Note

At this stage the researcher made a note of students' activities. From the observation on cycle I in the beginning of learning before the researcher used pictionary game. Most of students still seemed confused in the class, most of students who difficulty to do the test was given, and most of students were not active in learning process.

5) Reflection

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Standard Criteria (MSC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of the students' post-test I score. The comparison between post-test score and post-test I score was as follow :

Table 11.
The Comparison Between Pre-Test and Post-Test I Score in Cycle I

NO	Name Initial	Pre-Test Score	Post-Test I Score	Increasing	Explanation
1.	AIS	40	55	15	Increased
2.	AH	50	65	15	Increased
3.	AM	50	65	15	Increased
4.	BC	55	65	10	Increased
5.	BDM	45	50	5	Increased
6.	CBT	55	70	15	Increased
7.	DP	60	70	10	Increased
8.	FA	70	80	10	Increased
9.	HI	50	65	15	Increased
10.	KK	70	75	5	Increased
11.	LAP	35	75	40	Increased

12.	MFA	60	65	5	Increased
13.	MHT	40	65	25	Increased
14.	MRA	60	65	5	Increased
15.	NH	40	65	25	Increased
16.	RAH	40	60	20	Increased
17.	RAF	55	65	10	Increased
18.	RS	50	70	20	Increased
19.	SP	70	75	5	Increased
20.	TOYY	70	75	5	Increased
Total		**1065**	**1340**	**275**	
Average		**53,25**	**67**	**13,75**	

Table 12.
The Comparison of Students' Pre-Test and Post-Test I Score in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥70	4	8	Complete
≤70	16	12	Incomplete
Total	**20**	**20**	

Then, the graph of comparison students vocabulary mastery pre-test and post-test I score in cycle I could be seen as follow:

Figure 6
The Comparison of Students' Pre-Test and Post-Test I Score in Cycle I
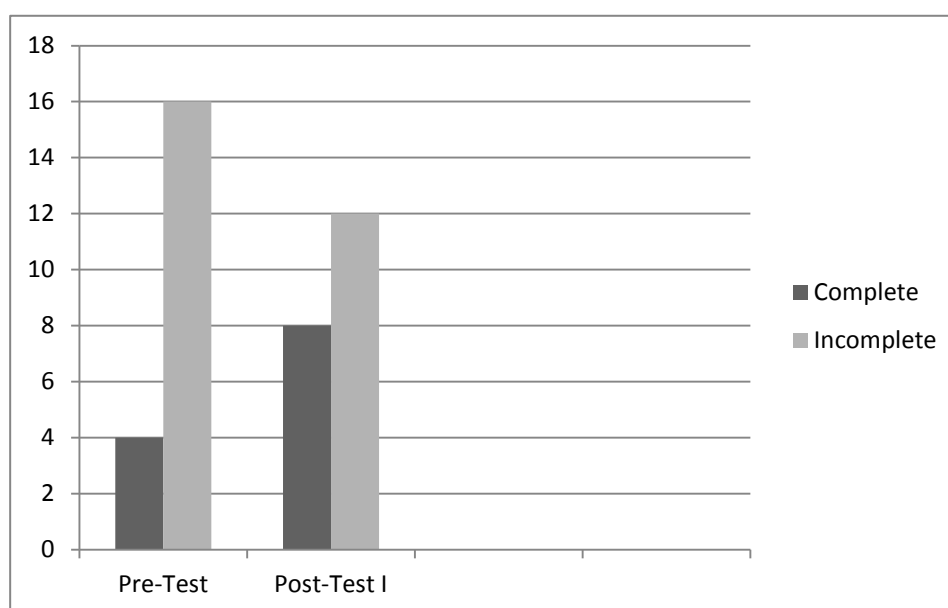
That total from 20 students, it could be conclude that 20% or 4 students among the interval ≥70 students, was completethe minimum standard criteria. Then the students who were incomplete the minimum standard criteria were 80% or 16 students among the interval ≤70. In post-test I, it could be conclude that 40% or 8 students among the interval ≥70 students, was complete the minimum standard criteria. Then the who incomplete the minimum standard criteria were 60% or 12 students among interval ≤70. Average score of pre-test was 53,25 and average score of post-test I was 67. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

Regarding to the result of student's post-test I score and the observation of student's activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

c. Cycle II

In the other to repair the weakness in cycle I the researcher need to continue the treatment in cycle II becaouse of cycle I was not success. In this cycle II had four essential phases namely planning, acting, observation and reflection. The implementation of cycle II could be explained on the following sequences :

1) Planning

In the planning of cycle II, the researcher and collaborator (Mrs. Istiqomah, S.Pd) discussed about some problems that found in cycle I. Therefore, in this step the researcher would to prepared lesson plan the materials that are things around descriptive text, pet and animal. the researcher prepared the items test and post- test to related the material. Moreover, the researcher made an observation sheet that consist of list of students' name and list the students' activities that will be observed during teaching kearning process.

2) Acting

CAR in cycle II was began on Thursday, November 30th, 2017 at until in the first meeting in cycle II all of the students were gave a test and post- test that has to do individually. Action in cycle 2 was divided in two meetings which can be seen in the following table :

Table 13.

The Schedule of Action in Cycle II

Meeting	Day/ Date	Time	Activities
1ˢᵗ	Thursday, November 30ᵗʰ, 2017	10.15-11.45 A.M	The teacher giving the test and doing action by giving the material about descrptive text and pet by using the pictionari game
2ⁿᵈ	Wednesday, December 13ᵗʰ , 2017	07.30-09.00 A.M.	The teacher giving the post-test II

a) **First Meeting**

The first meeting was held on Thursday, November 30ᵗʰ, 2017 at 10.15-11.45 A.M and it took about 90 minutes or 2x45 minutes. In this meeting the researcher was a teacher and Mrs. Istiqomah, S.Pd as the collaborator as well as an observer. At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the researcher gave the learning material about descriptive text and vocabulary. In section the researcher as the teacher also explained about vocabulary in the descriptive text.

After explanation was done, the teacher asked the students about the material to know the students comprehension. In this meeting, condition of the class was effective. Most of students was pay attention about the teacher explanation. Then for the next section the teacher ordered the students to make a group discussion.

Afterward the researcher gave each group the card with a word to be discussed and the each one students in esch gruop in front of class to drawing and each group guesses the picture. Later on, the researcher conclude the discussion result about the vocabulary in post session. To strengthen their result discussion the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Them the last closed the meeting.

b) **Second Meeting**

The second meeting was conducted on Wednesday, December 13th, 2017 at 07.30-09.00 A.M, this meeting used to post-test II in the last cycle II, for 2x45 minutes after the students given the action, the researcher gave post-test II to the students. In this meeting, most of the students could answer well. Then the result of post-test II could be seen as follow:

Table 14.

The Students Result at Post-test II Score in Cycle II

No	Name	Score	Note ≥70
1.	AIS	65	Failed
2.	AH	90	Passed
3.	AM	70	Passed
4.	BC	90	Passed
5.	BDM	65	Failed
6.	CBT	90	Passed
7.	DP	80	Passed
8.	FA	90	Passed
9.	HI	75	Passed
10.	KK	90	Passed
11.	LAP	80	Passed
12.	MFA	85	Passed
13.	MHT	75	Passed
14.	MRA	85	Passed
15.	NH	85	Passed
16.	RAH	65	Failed
17.	RAF	95	Passed
18.	RS	85	Passed
19.	SP	80	Passed
20.	TOYY	80	Passed
Total			**1620**
Average score			**81**
High Score			**95**
Lowest Score			**65**

Table 15.
Percentage of Students Vocabulary Post-Test II Score in Cycle II

Interval	Frequency	Percentage	Explanation
≥70	17	85%	Complete
≤70	3	15%	Incomplete
Total	**20**	**100%**	

Then, the graph of comparison students vocabulary matery post-test 1 and post-test II score in cycle II could be seen as follow:

Figure 7
Percentage of Students' Vocabulary Mastery
Post-Test II Score in Cycle II
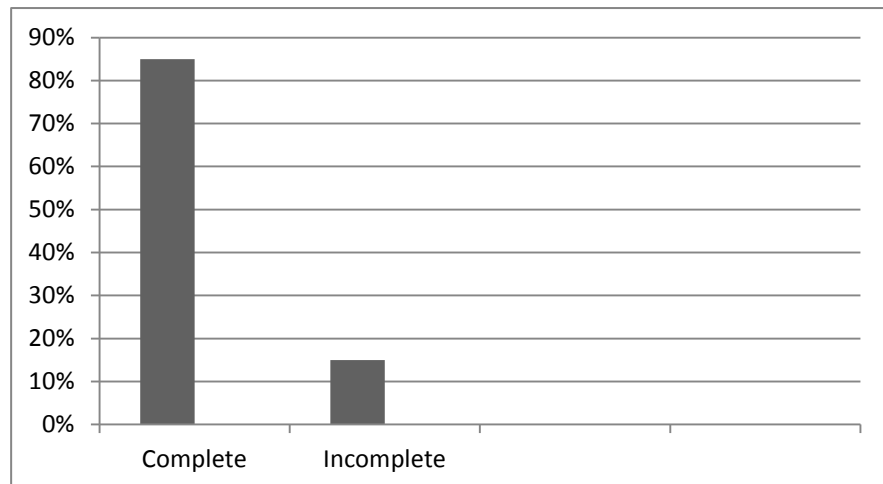
test II score, it can be inferred that there was 85% or 17 students'

for the score among the interval of ≥ 70 who complete the

Minimum Standard Criteria (MSC) at least 70, while 15% or

students' for the score among the interval ≤ 70 who incomplete the

Minimum Standard Criteria (MSC) at least 70.

According to explanation above, it could be inferred that

indicator of success was achieved. That is 85% from the students

got score at least 70 for the minimum standard criteria and the

cycle II was successful.

3)   Observing

In this step, the researcher presented the material by pictionary

game. In learning process, there were also four indicators used to know

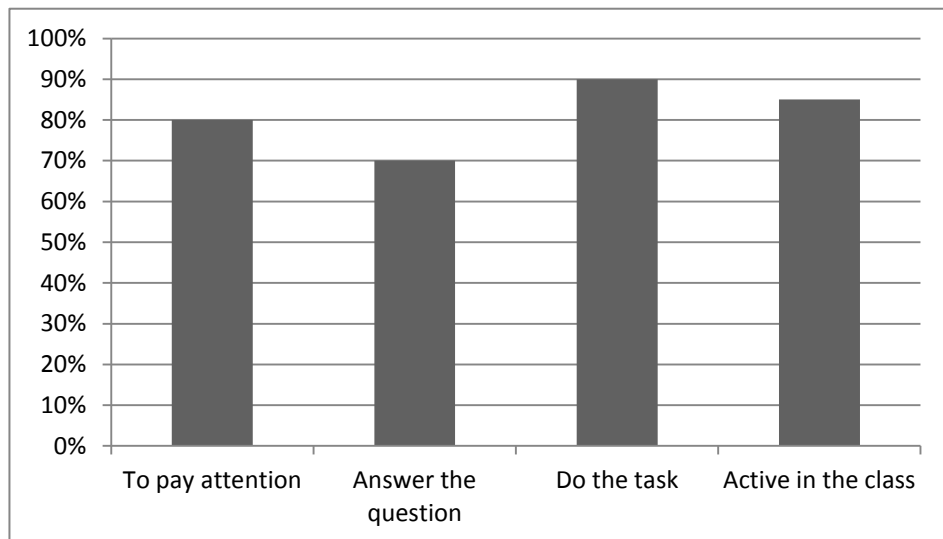the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 16.
The Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	17	85%
2	The students' ask/answer question	14	70%
3	The students able do the task	18	90%
4	The students active in learning process in the class	17	85%
Total Students		**20**	

Then, the graph of percentage students activities in cycle II, as follow:

Figure 8
Percentage of Students Activities in Cycle II

The students' activity that had high percentage were the students able do the task 90%, the first high percentage was the students pay attention of the teacher explanation 85% and the students active in the class 85%, and the last the students ask/answer the question from the teacher 70%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the threeth students' activity got percentage ≥70%.

4) **Field Note**

From the observation on cycle II, most of the students were interested to follow the lesson, most of the students could practice well and correctly, most of the students were active during teaching learning process.

5) **Reflection**

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post test I score and post-test II score could be compared on the following table:

Table 17.
**The Comparison Between Post-Test 1 Score in Cycle I and Post-Test
II Score in Cycle II**

NO	Name Initial	Post-Test 1 Score	Post-Test II Score	Increasing	Explanation
1.	AIS	55	65	10	Increased
2.	AH	65	90	25	Increased
3.	AM	65	70	5	Increased
4.	BC	65	90	25	Increased
5.	BDM	50	65	15	Increased
6.	CBT	70	90	20	Increased
7.	DP	70	80	10	Increased
8.	FA	80	90	10	Increased
9.	HI	65	75	10	Increased
10.	KK	75	90	15	Increased
11.	LAP	75	80	15	Increased
12.	MFA	65	85	20	Increased
13.	MHT	65	75	10	Increased
14.	MRA	65	85	20	Increased
15.	NH	65	85	20	Increased
16.	RAH	60	65	5	Increased
17.	RAF	65	95	30	Increased
18.	RS	70	85	15	Increased
19.	SP	75	80	5	Increased
20.	TOYY	75	80	5	Increased
Total		**1340**	**1620**	**290**	
Average		**67**	**81**	**14,5**	

Table 18.
**The Comparison of Students' Post-Test I Score in Cycle
I and Post-Test II Score in Cycle II**

Interval	Post-Test I	Post-Test II	Explanation
≥70	8	17	Complete
≤70	12	3	Incomplete
Total	**20**	**20**	

Then, the graph of comparison students vocabulary mastery

post-test I and post-test II score in cycle II could be seen as follow:

Figure 9
The Comparison of Students Vocabulary Mastery Post-Test 1 Score and Post-Test II Score in Cycle II
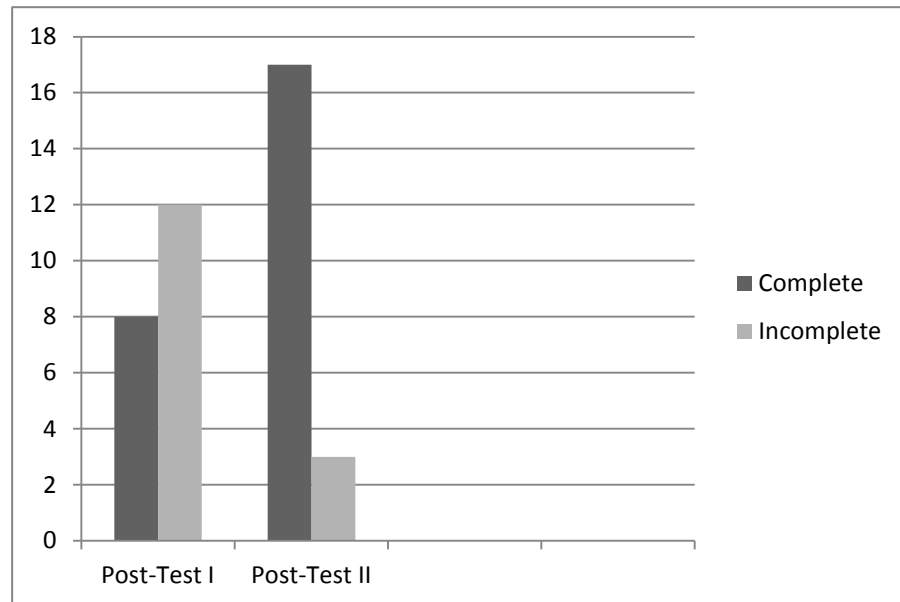
From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 95 and the lowest score is 65. The average score of post-test II was 81 . Besides, the percentages of students' successfulness of post-test II score was 85% or 17 students of the total students passed the minimum standard criteria and 15% or 3 students did not pass the minimum standard criteria at least 70. It means that the indicator of success of this research had been achieved that was $\geq 70\%$ students was gotten score 70. It indicated that the students' recount paragraph writing was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be

continoue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that pictionary game could increase students' vocabulary mastery.

B. INTERPRETATION

1. Cycle I

In this research, a researcher gave the students pre-test individually for the purpose to know the students' ability in vocabulary mastery before giving a treatment. In the pre-test, there were only 4 students (20%) who passed the pre-test and 16 students (80%) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 35 and the highest score 70.

After did the pre-test, the researcher gave the treatments to the students in cycle I. the treatments was conducted by teaching the students using pictionary game. Furthermore, the researcher gave post-test in the next meeting and post-test was named post-test I.

Afterward, by analyzing the result of post-test I, the researcher concluded that there were 8 students (40%) students passed the post-test I. the lowest score was 50, the highest score was 80, and the average score was 67.

From the result of the students' score in pre-test and post-test I, there was an increasing from the students' result score. It could be seen from

the average in the pre-test 53,25 and post-test I 67. Although there was increasing of the students' achievement, cycle I was not successfully yet because only 8 students (40%) who passed in the post-test I. it means that in cycle I, the students' achievement could increase enough but it was not successful because the indicator of success was not reached yet.

2. **Cycle II**

   After analyzing the students' score in the post-test of cycle I, the researcher had to conduct the next cycle because only 8 students (40%) passed the test and got score ≤ 70.

   In the next cycle, the researcher gave the treatment twice then post-test II. Furthermore, the researcher analyzed the result of post-test II and concluded that there were 17 students (85%) passed the test because they got score≥ 70. In this post-test, the lowest score 65, the highest score was 95, and the average score was 81.

   From the result of the students' score from post-test II., it could be concluded that there were increasing scores. The increasing score could be seen on the average score. The average score in the post-test I and post-test II were 67 and 81, then the increasing score was 14,5. In the pre-test, post- test I, and post-test II, the total students who got score ≥ 70 were 4, 8, 17 students. Because achievement of students had increased enough and the indicator of success was researched, the research was successful and could be stopped in cycle II.

3. **Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.**

English learning process was successfully in cycle I but the students' average score was low. While. The score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. the following was the table of illustration score in cycle I and cycle II

Table 19.
The Comparison of Vocabulary Mastery of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

| No	Score		
	Pre-Test	**Post-Test I**	**Post-Test II**
1.	40	55	65
2.	50	65	90
3.	50	65	70
4.	55	65	90
5.	45	50	65
6.	55	70	90
7.	60	70	80
8.	70	80	90
9.	50	65	75
10.	70	75	90
11.	35	75	80
12.	60	65	85
13.	40	65	75
14.	60	65	85
15.	40	65	85
16.	40	60	65
17.	55	65	95
18.	50	70	85
19.	70	75	80
20.	70	75	80
Total	**1065**	**1340**	**1620**
Average	**53,25**	**67**	**81**
Complete	**4**	**8**	**17**

Table 20
The Comparison of Students' Pre-Test, Post-Test I Score in
Cycle I and Post-Test II Score in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥70	4	8	17	Complete
≤70	16	12	3	Incomplete
Total	**20**	**20**	**20**	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' score. It could be seen from the students get score .70, 4 to 8 became 17. Therefore, the researcher conclude that the research was successful because the indicator of success in this research had been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 10
The Comparison Score of Students' Vocabulary Mastery
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II
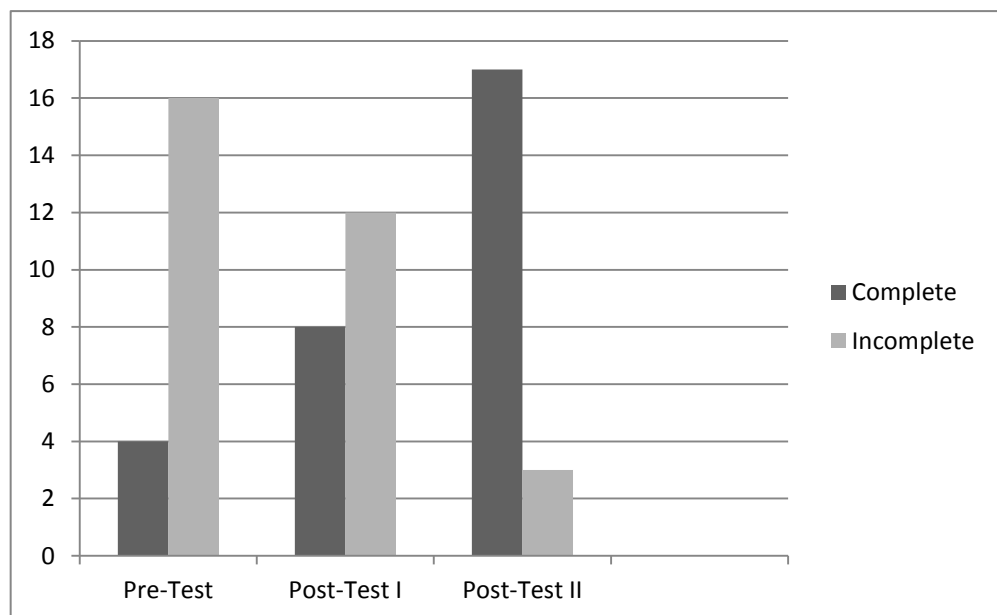
could increase the students' vocabulary mastery. It is supported by

increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

4. **The Result of Students' Learning Activities in Cycle I and Cycle II**

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 21.
The Table of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	16	80%	17	85%	5%
2	The students' ask/answer question	13	65%	14	70%	5%
3	The students able do the task	15	75%	18	90%	15%
4	The students avtive in learning process in the class	16	80%	17	85%	5%

Figure 11
**Figure of Students' Result of Learning Activity in Cycle I and
Cycle II**

Based
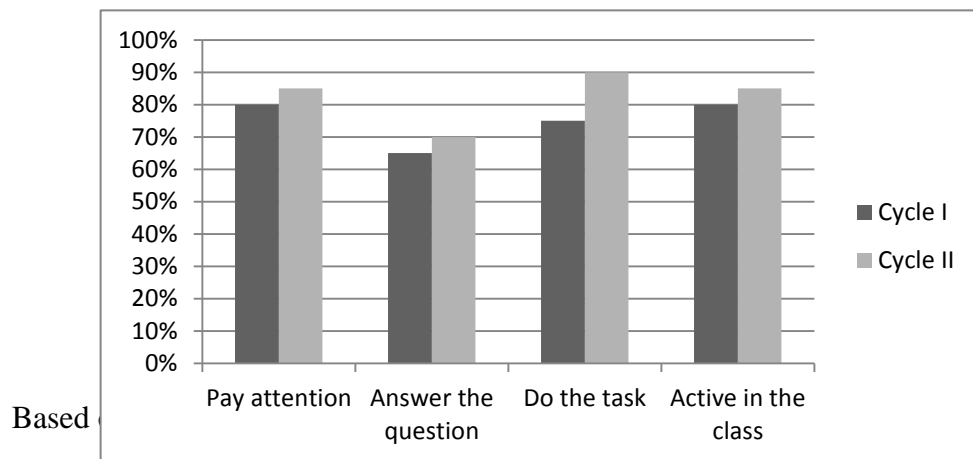
a. The Students pay attention to the teacher's explanation

The students' attention to the teacher explanation from the the first meeting to the next meeting was increased. In cycle I was only 80% and in cycle II 85%, it improved 5%

b. The students ask/answer question from the teacher

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 5%, from cycle I 65% and cycle II 70%.

c. The students able do the task

the students who had done the task were increased. It could be seen on the cycle I 75% and cycle II 90%, it increased 15%.

d. The students active in learning process in the class

The active students in class were increased. It could be seen on the cycle I 80% and cycle II also 85%, it increased 5%. Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good increasing in learning activities when pictionary game was applied in learning process from cycle I up to cycle II.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of pictionary game to increase the students' vocabulary mastery. There was progress average score from 53,25 to 67 and to 81.

From the graph 10, we could be seen that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 56 and only 4 students or (20%) passed the test.

Moreover, in the post-test I and II there was 8 students or (40%) passed the test the indicator students get score ≥ 70 with average 67, 17 students or (85%) who passed the test indicator students get score ≥ 70 with average 81. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got score was > 70 .

C. DISCUSSION

In teaching vocabulary to the MTs DarulA'mal Metro especially in students of class VIII C, based on the pre survey there are some problems like some students have lack vocabulary mastery and the technique who used the teacher is not interest to students. The researcher chose pictionary game to increase the students' vocabulary mastery.

The researcher used this strategy to organize idea students and made students more remember about vocabulary in learning English. There was appositive increasing about students learning activities using pictionary game. Therefore pictionary game hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of pictionary game could increase the students' vocabulary mastery. There was progress from the students get score ≥70 from pre-test 20% or 4 students, post-test I 40% or 8 students and post-test II become 85% or 17 students. We could be seen that was an increasing on the students complete score and total of score of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the standard criteria with the score minimum was 70 in this research, in the post-test I there was 8 students or 40% passed the test with the average 67 and the post-test II was students 17 students or 85% who passed the test with average 81. From the explanation, the researcher concluded that the research was successful and it could be stopped in the

cycle II because the indicator of success 70% of students got score ≥70 was reached.

The result of the students activities in cycle I and cycle II was increase. Pay attention of the teacher explanation from 80% become 85%, the students ask/answer question from 65% become 70%, the students able do the task from 75% become 90%, the students active in learning process in the class from 80% become 85%. The result of students' activities in cycle I and cycle II, there are increasing about students' learning activities.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows, The use of Pictionary Game in vocabulary matery, it can be concluded that there is the increasing of vocabulary mastery by using Pictionary Game at the eighth graders of MTs Darul A'mal Metro. Therefore, the use of Pictionary Game can be effective technique and it can be used as an alternative way in teaching vocabulary, because it is easy to be implementation and it is one of the interesting technique which is very closed to the students' learning activities. The students are involved actively in teaching learning process. It make the students to be easier to undestand the material, so it can increase the students vocabulary masrey.

It can be seen from the result of students' average score from pre-test was 53,25, post-test cycle I was 67 and post-test cycle II was 81. In cycle 1, there were 8 students passed the test. Moreover in cycle II there were 17 students who got score ≥70. It means that the result of cycle II had already reached the indicator of success that was >80% students fulfill the minimum mastery ctriteria (MMC). It was clear that Pictionary Game could be used to increase the students' vocabulary mastery.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions as follows:

1. From the Teacher

It suggestion for the English teacher can use pictionary game in English learning in teh class, because this tehnique is effective to increase the students' English vocabulary in learning, and the teacher gives motivation to the students to be active in teaching and learning process.

2. For Head Master.

It is suggested for the Head Master in order to facilities the teachers to use this tehnique because it is effective in teaching the material for the teacher.

3. For the Students

The technique can increase their ability in studying English, especially to vocabulary, and the students are suggested to memorize their vocabulary by Pictionary Game.

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APPENDICES

DOCUMENTATION

Teacher began the lesson by greeting students and then gave them motivation to participate in the learning process actively and explained the objective and the purpose of the learning

The teacher explain about the material and the teacher gives the treatment

The teacher gives the students treatment use of pictionary game based on card with a word.

The teacher gives the students treatment use of pictionary game based on card with a word.

The students' doing the task

CURRICULUM VITAE

The name of the writer is Novi Teryzzeta. She was born in Adipuro, on November 7th, 1994. She is the first child of two children of happy couple Mr Timan and Mrs. Sukiyatni.

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