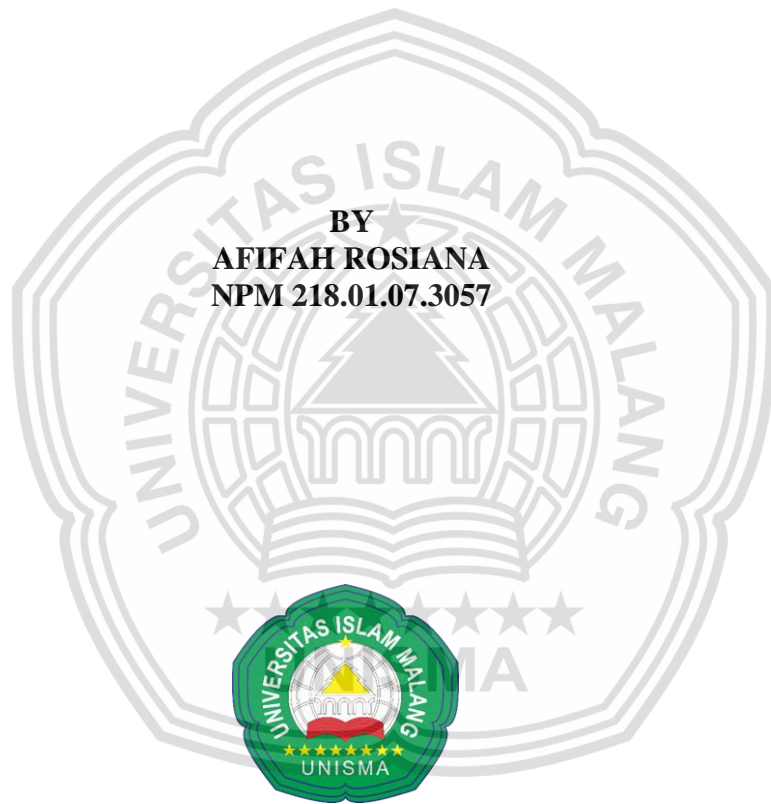




**THE EFFECTIVENESS OF PICTOWORD GAME ON STUDENTS'
VOCABULARY MASTERY FOR EIGHTH GRADE IN SMP WAHID
HASYIM MALANG**

SKRIPSI



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ABSTRACT

Rosiana, Afifah. 2022. *The Effectiveness of Pictoword Game on Students' Vocabulary Mastery for Eighth Grade in SMP Wahid Hasyim Malang. Skripsi*, English Education Department Faculty of Teacher Training and Education in University of Islam Malang. Advisor I: Drs. Yahya Alaydrus, M.Pd; Advisor II: Henny Rahmawati, S.Pd., M.Pd.

Keywords: Effectiveness, Ex Post Facto, Learning Method, Pictoword, Vocabulary Mastery

Learning English is a fundamental lesson for every level. English has four skills: speaking, writing, reading, listening, and three components: grammar, vocabulary, and pronunciation. Vocabulary is critical in every aspect, especially in learning English. Vocabulary is essential to learn in the process, so there were usually faced problems, especially by eighth grade students in SMP Wahid Hasyim Malang. Therefore, every student must master vocabulary to be able to communicate.

The author of this study used an ex post facto research design. The hypothesis test in this study used the One Sample t-test in SPSS version 26. The formulation of the problem in this study was whether there was the effectiveness of using the *Pictoword* game learning method on the vocabulary mastery of students in SMP Wahid Hasyim Malang. The author used a sample of 40 students of eighth grade students in SMP Wahid Hasyim Malang. This research instrument used a posttest adapted from the learning syllabus of the revised 2013 curriculum.

Based on the one sample t-test analysis, the results showed the t-count value $(-10.809) < t\text{-table} (1.685)$, which means the alternative hypothesis was rejected. The author concluded that there was no effectiveness of using the *Pictoword* game method on the vocabulary mastery of eighth grade students in SMP Wahid Hasyim.

This study investigates the effectiveness of using a *Pictoword* game on students' vocabulary mastery for eighth grade in SMP Wahid Hasyim Malang. The results of the hypothesis test indicate that the use of the game learning method using the *Pictoword* game has not provided effectiveness in the vocabulary mastery of the eighth grade students of SMP Wahid Hasyim Malang. Students are advised to use varied and creative supporting media as an exercise tool to improve vocabulary mastery.

CHAPTER I

INTRODUCTION

Some of the topics in this chapter are related to the study. They are the background of the study, research problems, the objectives of the study, significance of the study, scope and limits of the study and the definition of key term.

1.1 Background of the Study

Learning English is a fundamental lesson for every level. English is taught in Indonesia from elementary school to the university level. In Indonesia, English as a second language is a compulsory subject that must be taken, meaning that understanding English is essential nowadays. English has four skills: speaking, writing, reading, listening, and three components: grammar, vocabulary, and pronunciation.

Vocabulary is critical in every aspect, especially in learning English. According to Rohmatillah (2015), cited in Hiebert and Kamil (2005), vocabulary is about the meaning of the word that can be a piece of knowledge. Vocabulary learning at the middle school level is fundamental for further developing a student's English language abilities, particularly in the vocabulary section. At the age of 13-16 years, children can master vocabulary well; therefore, students can communicate simpler and clearer using vocabulary. Vocabulary is one of the essential factors in improving students' English mastery to understand what sentences mean (Subari, 2013).

Vocabulary is essential to learn in the process, so some problems are usually faced, especially by eighth-grade students at SMP Wahid Hasyim Malang. During learning, some students still have not improved in English and have not achieved good grades. From the author's teaching experience during an internship at SMP Wahid Hasyim 2021, they seem less enthusiastic about learning English and vocabulary. When they learn about introductions, only a few want to get acquainted. They still lack motivation in the learning process in class while they are learning English. They may pay more attention to useless activities such as talking to their peers, busy writing or drawing things that are not important, and even busy with their cell phones while learning English. There are still many eighth-grade students at SMP Wahid Hasyim Malang who often face problems with the limited number of words and difficulties in memorizing the meaning of words. Sometimes, they have difficulty knowing the meaning of words, answering questions provided in descriptive texts, and having difficulty speaking about unfamiliar topics (usually science and technology) to a lack of vocabulary mastery. Lack of vocabulary shows that students' second language depends on their vocabulary knowledge. It is the biggest problem that students often for that can affect their interactions, meaning that without vocabulary, they cannot string words properly and correctly.

To help students learn vocabulary, a teacher must prepare a way that is not monotonous, one of which is by using learning media so that students are more intrigued and happy when learning and in order to create student learning goals. The primary role of English learning media is for stimulating students' minds and

make it more straightforward for students to get to grasp the material. According to Yanuari Dwi P. and M. Hanif (2019), cited in Briggs (1977), learning media is a material that represents to conveys the scope of learning materials such as videos, films, books, and so on.

Many kinds of learning media can help improve students' vocabulary knowledge, including films, song lyrics, game vocabulary, storybooks, and dictionaries. The author prefers learning about media through the game. A game is a movement with the rules of the results and fun material (Hadfield. 1984). Through games, students will be more interested in learning because they feel not in a dull learning environment. After all, the strategies utilized by the teacher are not proper. Therefore, the author uses the *Pictoword game* to interest students in learning.

Pictoword game is a guessing game which is one of the teaching strategies to instruct vocabulary. *Pictoword* is a game where individuals need to figure some information, such as a title, phrase, location, or word of an object. Students be able to access *Pictoword* games via mobile phones and laptops to find out how much influence it has on vocabulary mastery. The author used *Pictoword* to find student responses if the material is packaged with games that can help students easily catch the material through fun games and excitement.

Another previous study was conducted by Mafaza Annisa (2019) Universitas Islam Negeri Syarif Hidayatullah Jakarta entitled "*The Effectiveness of Pictoword Game on Students' Vocabulary Achievement.*" Based on her research, she was curious as to whether involving games in teaching vocabulary is an

effective technique in increasing students' interest in learning English or not. Then the result of this study indicated that the output was smaller than the determined significance value or $p < \alpha$; ($0,023 < 0.05$), which meant that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. In other words, there was effectiveness in The Effectiveness of Pictoword Game on Students' Vocabulary Achievement.

From the previous study above, the author was interested in testing the effectiveness of the *Pictoword game* on vocabulary mastery of eighth grade students in SMP Wahid Hasyim Malang. Students are expected to express their ideas and understand what other people say.

1.2 Research Problem

Established on the problems described in the previous sub-chapter, the author forms the issue in the research question, "Is there any effectiveness of using *Pictoword game on vocabulary mastery for eighth grade students in SMP Wahid Hasyim Malang?*".

1.3 The Objectives of Study

Established on the research problem described in the previous sub-chapter, the author aims to investigate the effectiveness of using *Pictoword game* learning media on vocabulary mastery.

1.4 Significance of the Study

This study has both theoretical and practical significance. Theoretically, the results of this study are intended to enrich the existing knowledge on the same

topic. Practically, the result of this study can be used as a reference to improve the student's ability to understand more vocabulary. Knowing the development of the students' vocabulary mastery, the teacher will assist them in improving their vocabulary mastery by using learning media to make it more interesting. Using *Pictoword games* will help their vocabulary mastery to express ideas and understand what someone is saying. The results of these variables have effectiveness in mastering vocabulary.

1.5 Scope and Limitation of the Study

Established on the background described in the previous sub-chapter, this study only focuses on *Pictoword* as learning media for eighth grade students of SMP Wahid Hasyim, Lowokwaru, Malang to improve their vocabulary mastery. All learning activities only focus on students' vocabulary. Due to the pandemic, the time to conduct research is minimal, so it is possible to use learning methods outside of school time.

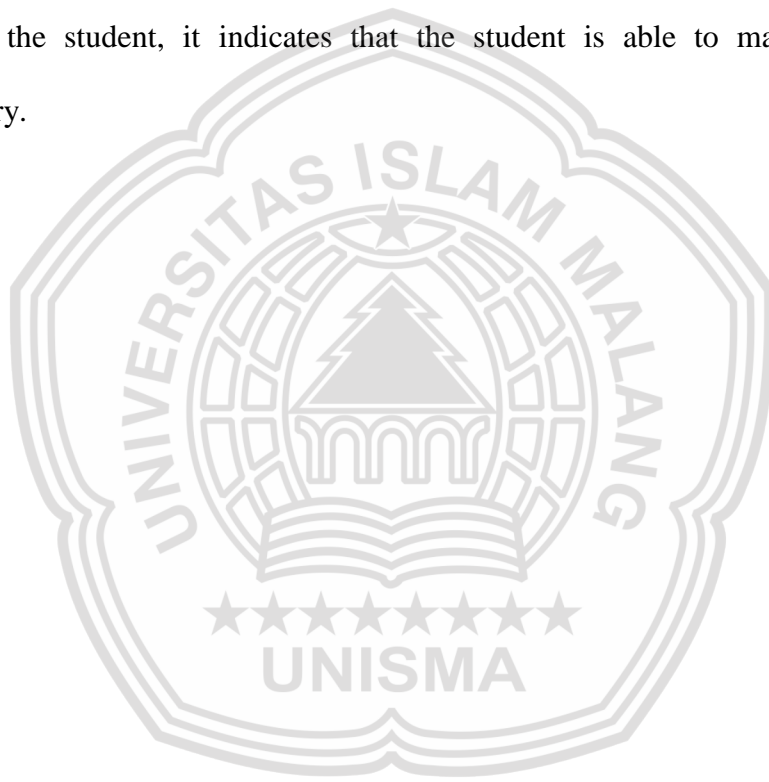
1.6 The Definition of Key Term

To keep away from any disarray about the meaning of the key term in this study, the author attempts to clarify it in the subchapter.

1. *Effectiveness* means the success of the learning media using *Pictoword game* seen from the results of students' vocabulary scores and the results of statistical tests (one sample t-test) indicating $t\text{-count} > t\text{-table}$.
2. *Pictoword Game* is an addictive fun brain word game that has pictures and combines each word from the picture to solve a word puzzle. There are 1-100

levels in this game. Each level is adjusted to the difficulty level and the required vocabulary is random.

3. *Vocabulary Mastery* refers to the eighth grade (elementary) junior high school level where nouns and verbs about school activities are the most common vocabulary. In this study, vocabulary mastery can be shown by scores taken after students played *Pictoword games*. The higher the level or score of the student, it indicates that the student is able to master the vocabulary.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of this study and suggestions for future research.

5.1 Conclusions

This study investigates the effectiveness of using a *Pictoword* game on students' vocabulary mastery for eighth grade in SMP Wahid Hasyim Malang. According to the results in the previous chapter, the *Pictoword* game had no effectiveness on students' vocabulary mastery. It can be seen from the data from the previous chapter that the t-count result was -10,809, which was smaller than the t-table value of 1.685 ($t\text{-count} < t\text{-table}$). From the results of the hypothesis test, it indicated the author's hypothesis (H_1) was rejected and the null hypothesis (H_0) was not rejected. Then, it could be concluded that the use of *Pictoword* games on students' vocabulary mastery had no effectiveness.

5.2 Suggestions

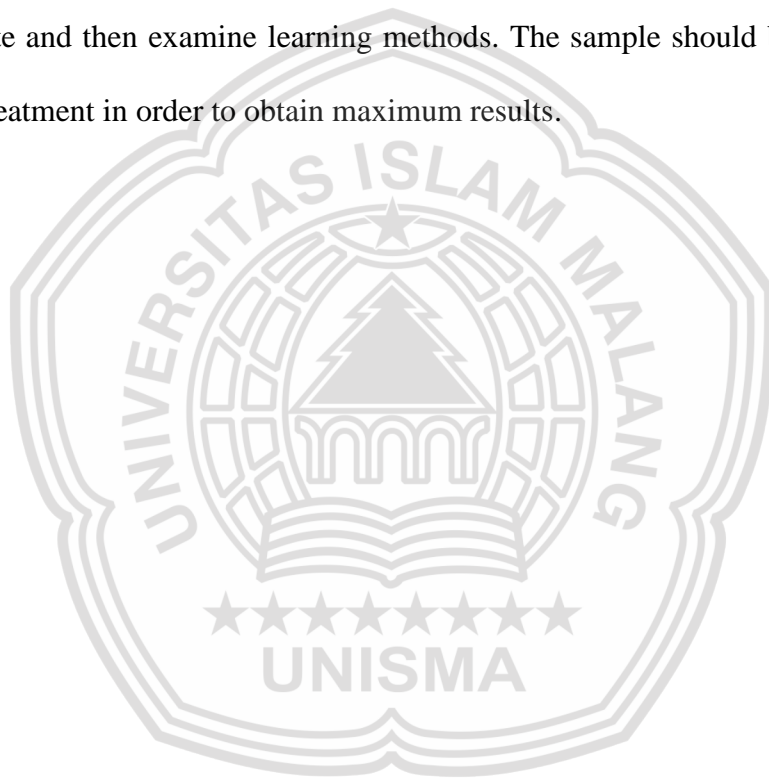
Based on the result and discussion of the effectiveness of the learning method using *Pictoword* games on vocabulary mastery in SMP Wahid Hasyim Malang, the author gave some suggestions for the readers, the students, and future researcher as follow:

1. For the students

One of the efforts to be good at English is to increase vocabulary knowledge. Therefore, students are advised to use varied and creative supporting media as an exercise tool to improve vocabulary mastery.

2. For future researchers

The researcher suggests that the next researcher conduct research first in determining the sample, research design, and statistical analysis so that the results are appropriate and then examine learning methods. The sample should be given appropriate treatment in order to obtain maximum results.



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