

ARTICLE

**THE DIFFERENT OF VOCABULARY ABILITY BETWEEN THE
STUDENTS TAUGHT USING TRADITIONAL METHOD AND
PICTIONARY GAME AT SDN BURENGAN 2 KEDIRI**



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2019**

**SURAT PERNYATAAN
ARTIKEL SKRIPSI TAHUN 2018**

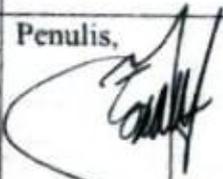
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Judul Artikel : The Different of Vocabulary Ability between The Students Taught Using Traditional Method and Pictionary Game at SDN Burengan 2 Kediri
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi : Jalan KH. Achmad Dahlan No. 76 Mojoroto, Kediri

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ABSTRACT

Vocabulary is one of components that support the learning language. Teaching vocabulary to the young learners is not easy as known. They have their own way how to learn. There are many kinds of methods to teach vocabulary to young learners. Some of them are traditional method and game. Teaching using game is the best way because it is related to their characters. One of game that can be used is Pictionary Game. Learning while playing makes students more active and they will study to cooperate to help one another in understanding and easy mastering the vocabularies. This research answers the question: Are there any differences of the Vocabulary ability of the second grade students of SDN Burengan 2 Kediri after being taught using Traditional Method and Pictionary Game? This research used quantitative approach and experimental method with one-group posttest only. The sample of the research was second B class consisting 32 students. In collecting the data, the researcher held four meetings which involved twice treatments for one method and twice other for another method and post-tests with different material about thing around us. Then that data was analyzed by using SPSS version 23. The result shows that there is different students' vocabulary ability after being taught using Traditional Method and Pictionary Game. Pictionary Game is more effective than traditional method. It was proven from mean score post-test 1(80, 7303) was lower than post-test 2(90, 1037). Furthermore, T-score was (18.924) > T-table 5% (2,042). It means that alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It can be concluded that there is significant difference of the Vocabulary ability of the second grade students of SDN Burengan 2 Kediri after being taught using Traditional Method and Pictionary Game.

KEYWORDS: *Young Learners, Pictionary, Vocabulary and Teaching Vocabulary*

I. INTRODUCTION

Teaching English to young learners is different with adult learners, because they have different characters. Young learners learn frequently and they learn frequently to understand and also easy get bored. Young learners learn step by step. According to Harmer (2001: 38), young learner is different learning from adult learners. They are dislike learn in serious situation. They prefer to learn in their comfort situation, because they still like playing. So young learners like learning by playing and use their body in learning.

In Indonesia English of elementary school now becomes additional lesson. Some schools it becomes an extra subject or additional lesson that is learned by students. According to Content Standart of 2006 (Kurikulum Tingkat Satuan Pendidikan 2006) the goal of teaching English in Elementary school is:

“Mengembangkan kompetensi berkomunikasi dalam bentuk lisan secara terbatas untuk mengiringi tindakan(language accompanying) dalam konteks sekolah. Memiliki kesadaran tentang hakikat dan pentingnya Bahasa Inggris untuk mengantarkan daya saing bangsa dalam masyarakat global.”

It means learning English as young as possible in order to prepare the competence in the future and to increase

the quality of human as international people. Teaching English for them must be enjoyable and motivated them to learn and make understand the lesson. It is important to teach students by giving stimulate to make them be active in learning.

According to Richards (2002: 255), the main component in mastering a language that provides how well learners speak, listen, read, and write. It means to start using language in spoken and written. English vocabulary is thing that comes out from month, ears, eyes and hands. So it is needed more practicing and memorizing to make usual using vocabulary. It is supported by Thornbury (2002: 93) who says practice makes perfect, so the teacher needs to prepare and give some exercises of vocabularies in order to give opportunity for students to practice new words.

According to Murcia and Olshain (2005), there are three factors that influence the mastery of student's vocabulary. They are students' factors, teacher's factors and learning facilities factors. Those factors have different impacts to the students moreover learning facilities is one of the most important tools to young learners in learning vocabulary. Game is one of facilities that can be given

to learner in learning vocabulary as facility. It is supported by Shaptozhvili (2002: 36-37) says that game can be important and enjoyable ways of practicing vocabulary for learner, because it deals with their characters.

Based on the observation that was done by observer in SDN Burengan 2 Kediri at second grade, students are not brave and afraid to speak. They are not confident because English does not become their daily live. There are some difficulties and problem in students learning vocabulary. They are (1) It is the first time for them deal with English language, so they are difficult to understand the words that are not familiar with them. (2) They forgot and difficult mention and saying what word they should say because they do not know the proper vocabulary. (3) Most of the students are difficult to be focus and handled because they are talking with their friends and playing with their friends.

Based on the problem found by observer, it is needed to make good and interesting learning process in the classroom that can make and interest the students and also understand the lesson easily. Pictionary game is one of games that can be applied in the classroom by teacher to teach vocabulary. According to Imamura (2012), Pictionary game is picture-based word game. It is a game that

Muh. Kusni Mubarok | 14.1.01.08.0034
FKIP – Bahasa Inggris

use picture as media to teach vocabulary for young learner in the classroom. In line with Melany and Michael (2011: 102) states Pictionary is a game that represents the picture of word that should be guessed. It will be suitable for young learners because by using Pictionary, students will use their kinesthetic and they will be interested in because it deals with visual media in which visual media is one of media the learner like.

There were several studies that support Pictionary game in teaching vocabulary to young learners. Shirta (2016) states that Pictionary game makes students enjoy in learning process, they can solve their vocabulary problem and motivated them self in learning. Lidya (2017) also agrees that using Pictionary board game can enhance students' vocabulary in each indicators. In addition Erni (2017) finds that Pictionary promoted students' active participation in the class and improve their vocabulary mastery.

Based on those the explanation above, the researcher is interested in conducting a research deals with using Pictionary game in teaching vocabulary. In line with statement above, the researcher wants to write a research entitled: "THE DIFFERENT OF VOCABULARY ABILITY BETWEEN THE STUDENTS TAUGH USING TRADITIONAL

METHOD AND PICTONARY GAME AT SDN BURENGAN 2 KEDIRI.”

II. METHOD

The researcher used quantitative approach and experimental method with one-group posttest only design to know The Different Teaching Vocabulary Using Traditional Method and Pictionary Game to the Second Grade of SDN Burengan 2 Kediri. There were 32 students. In collecting the data, the researcher held four meetings which involved twice treatments for one method and twice other for another method and post-tests with different material about thing around us. The test was conducted in oral test that consist of two questions in which first question is mention the name of the pictures and the second is answering the question based on the pictures. Then the data was analyzed using SPSS version 23 by t-test. The researcher used t-test because the researcher wanted to know about the significant difference from two methods.

III. RESULT AND DISCUSSION

The result of this research shows that there is difference between second grade the students' vocabularies after being taught by using Traditional Method and Pictionary Game. It was proven based on the result research score found in post-test 1(after being taught using Traditional

Method) and post-test 2 (after being taught using Pictionary Game). Those post-tests showed that post-test 2 was higher than post-test 1. Moreover, the difference score was shown from the indicators that were achieved by them (pronunciation, fluency and meaning). And this research also found the difference from mean score of those, in which post-test 1 (Traditional Method) was 80.7303 meanwhile post-test 2 (Pictionary Game) was 90.1037. It can be concluded that Pictionary Game was better or more effective than Traditional Method.

The difference of Traditional Method and Pictionary Game were showed also from the positive and negative impact or finding from the implementation in the class. The researcher found Traditional Method made the students knew how to pronounce the vocabulary from the teacher, because the teacher gave example how to pronounce. But in this method, the atmosphere of learning teaching was less alive. The students seemed not interested and less motivation. They just copy the written of vocabulary from board and repeated the teacher how to read. As Fauziah (2004:3) said that Traditional Method means replace or translate vocabulary from second language to native language and ask them to memorize it. It seems that memorizing is boring activity for children. As Brown (2001:87) told that

children learn in the classroom using visual, audio and kinesthetic to implement their lesson study. The researcher also found that not all the students gave attention to the lesson and they talk to their friends and played with them. Based on the learning process above, it gave impact to their result vocabulary ability. It can be seen from the post-test after they were taught by using this method.

Meanwhile, Pictionary Game made the students also knew how to pronounce the vocabulary from repeating the teacher, but this method was different from traditional method. The learning process seemed more active. It was because they played while learning. It also has good impact for their vocabulary, because during the lesson the researcher found that the students gave attention and be active joining the lesson. They play game of Pictionary while they got understanding how to pronounce and knew the meaning also the object of vocabulary that they learned. It was known from the picture that was played by them. Because they enjoyed and studied while played, it gave good impact to their vocabulary ability. It can be seen from the result of post-test after they had been taught using this method. Pictionary that was implemented by game was more interesting activity and made student more spirit joining the lesson. According to Nurhajati and Wicaksana
Muh. Kusni Mubarak | 14.1.01.08.0034
FKIP – Bahasa Inggris

(2011: 2) states that game is an activity with rules, a goal and an element for fun that creates a relax situation. In line with Melany and Michael (2011: 102) states Pictionary is a game that represents the picture of word that should be guessed. In this research the researcher used some series pictures about things around us (things in the bed room and things in the kitchen). So, Pictionary game is suitable game for elementary the students learning. As young learners they are interested in learning while playing. Learning vocabulary by playing Pictionary would have made them understand more and be active in learning vocabulary in the class, because they directly knew the object that related to the name or wits word in English by seeing the pictures.

From explanation and finding above the researcher concludes that there are some factors that make Pictionary Game was effective for second grade the students of SDN Burengan 2 Kediri. It refers to Murchia and Olshtain (2005) who told that there are the factors that influence the mastery of English vocabulary. There are the students' factor, the teachers' factors and learning facilities. The first factor is student's factor in this research was the students' interest. The students like the material and the lesson because Pictionary Game was played like doing game not learning. Even they were

learning vocabulary but they felt playing game with their friend. Second factor was the teacher's factor. It means the teacher guided the students when they were playing Pictionary Game. He made the class atmosphere was not boring, so the lesson or learning vocabulary with Pictionary Game could be run well. The third was learning facilities, it means in Pictionary Game the students used learning media to play this game (it was picture). Picture drew the real thing about the vocabularies that were learned by the students. When they mention or say the vocabulary, they directly knew what the words object look like. It can made them easier remember without memorize the vocabularies words and their meaning. The result of this research showed the same result with previewing studies about Pictionary method to teach vocabulary. It was done by Shirta (2016), Lidya (2017) and Erni (2017). They found that Pictionary was effective to teach vocabulary for the students or young learner and it was good for improve young learners' vocabulary ability, moreover for the students' activity in the class. It means this research of this research supported the result of the previous studies. The difference was on the subject. The subject of this research was second grade of SDN Burengan 2 Kediri. Based on the research and previous studies, it can be concluded

**Muh. Kusni Mubarok | 14.1.01.08.0034
FKIP – Bahasa Inggris**

that Pictionary method is good for improving the students' vocabulary ability.

IV. CONCLUSION

Vocabulary is one of components that is used and contained in four English skills (speaking, listening, reading and writing). Teaching vocabulary to the young learners is not easy as known. They have their own way how to learn. There are many kinds of methods to teach vocabulary to young learners. Some of them are Traditional Method and Game. Teaching using game is the best way because it is related to their characters. One of game that can be used is Pictionary Game. Learning while playing makes students more active and they will study to cooperate to help one another in understanding and easy mastering the vocabularies

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