THE EFFECT OF PICTIONARY GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE STUDENTS OF MTs NURUL HIDAYAH MALINGPING LEBAK BANTEN IN ACADEMIC YEAR 2023/2024

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ABSTRACT

This research aimed to investigated the significant effect of Pictionary Gametoward the students' vocabulary mastery. This research approach was quantitative approach and a quasi-experimental method with achievement test in collecting data. Achievement test included pr-test and post test. The population was 40 students and the sample of this research was 40 students that consisted of 20 student of experimental class and 20 student of control class. The experimental class used Pictionary Game and control class used Mime Game. The data was analyzed by using statistical of program SPSS22. Based on the result of data analysis, the result showed that mean of post-test both experimental and control class different are 69.35 and 58.20 and for the result of t-test obtained sign score 0.000 <a = 0.05. The result indicated the alternative hypothesis was accepted and the null hypothesis was rejected. Based on the findings of this research, there is significant PictionaryGametowards students'vocabulary mastery.

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh signifikan Pictionary Game terhadap penguasaan kosakata siswa. Pendekatan penelitian ini adalah pendekatan kuantitatif dan metode eksperimen semu dengan tes prestasi dalam pengumpulan data. Tes prestasi meliputi pr-test dan posttest. Populasinya adalah 40 siswa dan sampel penelitian ini adalah 40 siswa yang terdiri dari 20 siswa kelas eksperimen dan 20 siswa kelas kontrol. Kelas eksperimen menggunakan Pictionary Game dan kelas kontrol menggunakan Mime Game. Analisis data dilakukan dengan menggunakan program statistik SPSS 22. Berdasarkan hasil analisis data diperoleh hasil bahwa rata-rata post-test kelas eksperimen dan kelas kontrol berbeda sebesar 69,35 dan 58,20 dan dari hasil uji-t diperoleh nilai tanda. 0,000 < a = 0,05. Hasilnya menunjukkan hipotesis alternatif diterima dan hipotesis nol ditolak. Berdasarkan temuan penelitian ini, terdapat pengaruh Permainan Pictionary terhadap penguasaan kosakata siswa.

INTRODUCTION

Vocabulary is one of English sub skills that must be taught to the students. Vocabulary has an important role for all language skills. Without mastering vocabulary, learners cannot master the four English skills. In listening, students' vocabulary influenced their understanding toward teacher's speech, class discussion, and other speech. The words that they choose in speaking affect how well they deliver a message. In reading, student' vocabulary affected their ability to understand and comprehend a text. In addition, dealing with writing, student' vocabulary also influenced how clear they conveyed their thought to the reader. In speaking, student' vocabulary also influenced their courage in communicated. The fluency of students' communication can be seen from how well they conveyed a massage. Vocabulary is one of the basic elements of learning English. Without vocabulary, students do not understand the word what they   speak, write, read and listen. It can be said vocabulary is one of the components which supported students in communication.

Based on the researcher's observation at The Eighth-grade students of MTs Nurul Hidayah Malingping Lebak Banten. The researcher found several problems. The first problem is the students not motivated to memorize vocabulary. They thought that memorizing vocabulary is a bored subject and They not interested in learning English, especially in memorizing vocabulary. The second problem is the most of students have less vocabulary, when the teacher asked about vocabulary, the student confused to answered, because they do not know the vocabulary proposed by the teacher. The third problem is the students usually felt bored in the learning process, because they did not interested in learning so they felt bored and slept in the learning process. The last problem is the teacher's way of teaching was monotonous. The teacher only gave the assignment to translate text to found and learned new vocabularies by themselves without motivated them by applied various teaching techniques or fun games.

Based on the limitation of the problem, the formulation for this research is stated below: "is there any significant Effect of Pictionary Game towards students' vocabulary mastery at the Eighth-grade students of MTs Nurul Hidayah Malingping Lebak Banten in Academic Year 2023/2024?"

The result of this research expected to provide useful information and suggestion for the three people, they are:

- For the teacher

a teacher can use the Pictionary Game as media of learning in the classroom and can explain to students how to use Pictionary game.

- For the students

The result of this study helps and gave an opportunity for students to get motivation, after got the result of this research and can improve their Vocabulary Mastery.

- For the Reader

For the reader, are expected to be able to apply Pictionary game for vocabulary mastery and other learning skills.

RESEARCH METHODE

In this research, the researcher has used quantitative approach. According to Gortzen (2017:12) "quantitative research methods are concerned with collecting and analyzing data that is structured and can be represented numerically". Moreover, "in quantitative research, the

investigator identifies a research problem based on trends in the field or on the need to explain why something occurs" (Creswell, 2012:13).

In the research design, the researcher has used experimental design by using quasi-experimental. According to White and Sabarwal (2014:2) "Quasi-experimental methods that involve the creation of a comparison group are most often used when it is not possible to randomize individuals or groups to treatment and control groups".

The researcher assigns intact groups the experimental and control treatments, administers a pretest to both groups, conducts experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two groups.

In the experimental group, the researcher was applied Pictionary game as a learning medium. Meanwhile, the control group by Mime Game. The pre-test was given to both classes to find out their vocabulary mastery before being taught by using Pictionary game. The treatment was applied only to the experimented class by teaching using Pictionary Game while the controlled class by teaching Mime Game. The post-test was also given to the samples to find out their vocabulary mastery after being taught by using Pictionary game.

The population in this research conducted on Eighth grade students of MTs Nurul Hidayah Malingping Lebak-Banten is 40 students. Sampling is defined as a procedure to select a sample from individual or from a large group of population for certain kind of research purpose". (Bhardwaj, 2019:158). In this research, the researcher will use VIII A as class control is 20 students and VIII B as class experimental is 20 students and the total is 40 students.

The result of the treatment be analyzed by the following stage:

1. Normality Test

Normality test is used for whether the data is normal or not. Therefore, before hypothesis test then first do test calculated normality data. (Kwak, 2019:7) and the researcher analysis the normality data in excel and SPSS version 22 by comparing p-value with a = 0.05.

2. Homogeneity Test

Homogeneity is collected data in the analysis is taken from a population. According to Sharma, at al, (2012:83),

The homogeneity of the sample is important to generalize the result of the research. Before variant analysis to use for hypothesis calculated, so then it needs to variant homogeneity calculated before (Sugiyono:199). If p-value > a = 0,05.

3. Hypothesis Test

According to (Ozdemir, 2016:168) "hypothesis test is a statistical test that is used to ascertain whether allowed to assume that a certain condition is true for the entire population, given a data sample". In the research, the hypothesis test used a statistics test (T-test) paired samples test (pre-test and post-test in experiment class and pre-test and post-test in control class) by using the SPSS 22 program. The researcher used t-test to do the hypothesis test.

RESULT AND DISCUSSION

In this chapter the researcher presented the result of analyzing of pre-test and post-test in figure out whether there is significant effect of Pictionary Game towards students' vocabulary mastery. The researcher, which began in September and continued through October, was carried out at the eighth-grade students of MTs Nurul Hidayah Malingping Lebak Banten.

The researcher took class data to test this research, they are the experimental group and the control group. The researcher obtained class VIII A as the experiment class and class VIII B as the Control Class. With thus the researcher used the achievement test is divided into two, they are pre-

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test and post-test. The researcher gave a pre-test and post-test which were used to test the two groups.

1. Normality Test

A Kolmogorov-Smirnov test was used as the normality test in this study, and SPSS 22 was used to analyze program windows using the following criteria:

If the significance value of sig > 0,05 the data is normally distributed.

If the significance value of sig < 0,05 the data is not normally distributed.

Table 4.1 TESTS OF NORMALITY

	class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
students learning	Pre-Test Experimental	.167	20	.148	.941	20	.253
	Post-Test Experimental	.112	20	.200[*]	.971	20	.775
	Pre-Test Control	.162	20	.181	.932	20	.170
	Post-Test Control	.169	20	.139	.946	20	.305

Based on the table above showed that pre-test experimental sig 0,148>0,05 the data is distributed normally, post-test experimental sig 0,200>0,05 the data is distributed normally, pre-test control sig 0,181>0,05 the data is distributed normally, and the last is post-test control sig 0,139>0,05 the data is distributed normally.

2. Homogeneity Test

In this research, the homogeneity test was the Levene test performed on program windows using SPSS 22 and the following criteria:

If the significance value of sig >0.05 the data is homogenous.

If the significance value of sig > 0.05 the data is not homogenous

Table 4.2

Levene Statistic	df1	df2	Sig.
.040	1	38	.843

The data is homogeneous if the significance is higher than level significance 5% (> α=0.05). Based on the table above, the data of pre-test both experimental class and control class are homogeneous, because the score of significance is higher than level significance, that the score is 0.843 > 0.05. As the result, pre-test of experimental class and control class have the identical variants.

Table 4.3

Levene Statistic	df1	df2	Sig.
.692	1	38	.411

In addition, the data of post-test is called homogeneous if the significance is higher than level significance 5% (>α=0.05). Based on the test homogeneity above it is proven that the score

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of significance is higher than level significance, where 0.411>0.05. As a result, it is determined that the data are homogeneous, which mean that post-test both the experimental class and control class have the identical variants as well.

3. Hypothesis Test

In this research the hypothesis test used a statistics test (T-test) paired samples test (pre-test and post-test in experiment class and pre-test and post-test in control class) by using the SPSS 22 program for windows the criteria:

If sig (2-tailed) < 0.05, Ho is rejected and Ha is accepted.
If sig (2-tailed) > 0.05, H0 is accepted and Ha is rejected.

Table 4.4 PAIRED SAMPLES TEST

		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	t	df	
Pair 1	Pre-Test Experiment - Post-Test Experiment	-15.250	12.320	2.755	-21.016	-9.484	-5.536	19	.000
Pair 2	Pre-Test Control - Post-Test Control	-10.350	7.775	1.739	-13.989	-6.711	-5.953	19	.000

Based on the output SPSS 22 on table 4.6 it could be seen that signification value (p-value) = 0.000 at pair 1 and 0.000 at pair 2. They are < a = 0.05, meanwhile, Ha is accepted and Ho is rejected. On the other word, there is significant effect of Pictionary Game towards student's vocabulary mastery.

CONCLUSION

It is possible to draw the conclusion, based on the findings and discussion in the preceding chapter, that using Pictionary Game to learn English at the eleventh-grade students of MTs Nurul Hidayah Malingping Lebak Banten is effective, especially in students' Vocabulary Mastery. It can be seen from the descriptive statistics data, comparing the results of the post-test both experimental class and control class, after getting the treatment the result of experimental class is 69.35 and control class is 58.25 it means the result of experimental class is higher than control class.

In addition, based on the paired sample t test with the significance level a = 0.05, it is known that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted because the results of significance (2 tailed) for the experimental class are lower. from the significance level (0.000<a=0.05). In short, based on the results that the Pictionary Game is an effective towards students' vocabulary mastery at the eighth-grade students of MTs Nurul Hidayah Malingping Lebak Banten. By using this game, the students are more active and fun to study English especially in vocabulary mastery.

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