



**THE USE OF PICTONARY GAME TO IMPROVE THE SEVENTH
GRADE STUDENTS' VOCABULARY ACHIEVEMENT AT MTsN 6
JEMBER**

THESIS

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LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2019



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Composed to Fulfill One of the Requirements to Obtain S1 Degree at the
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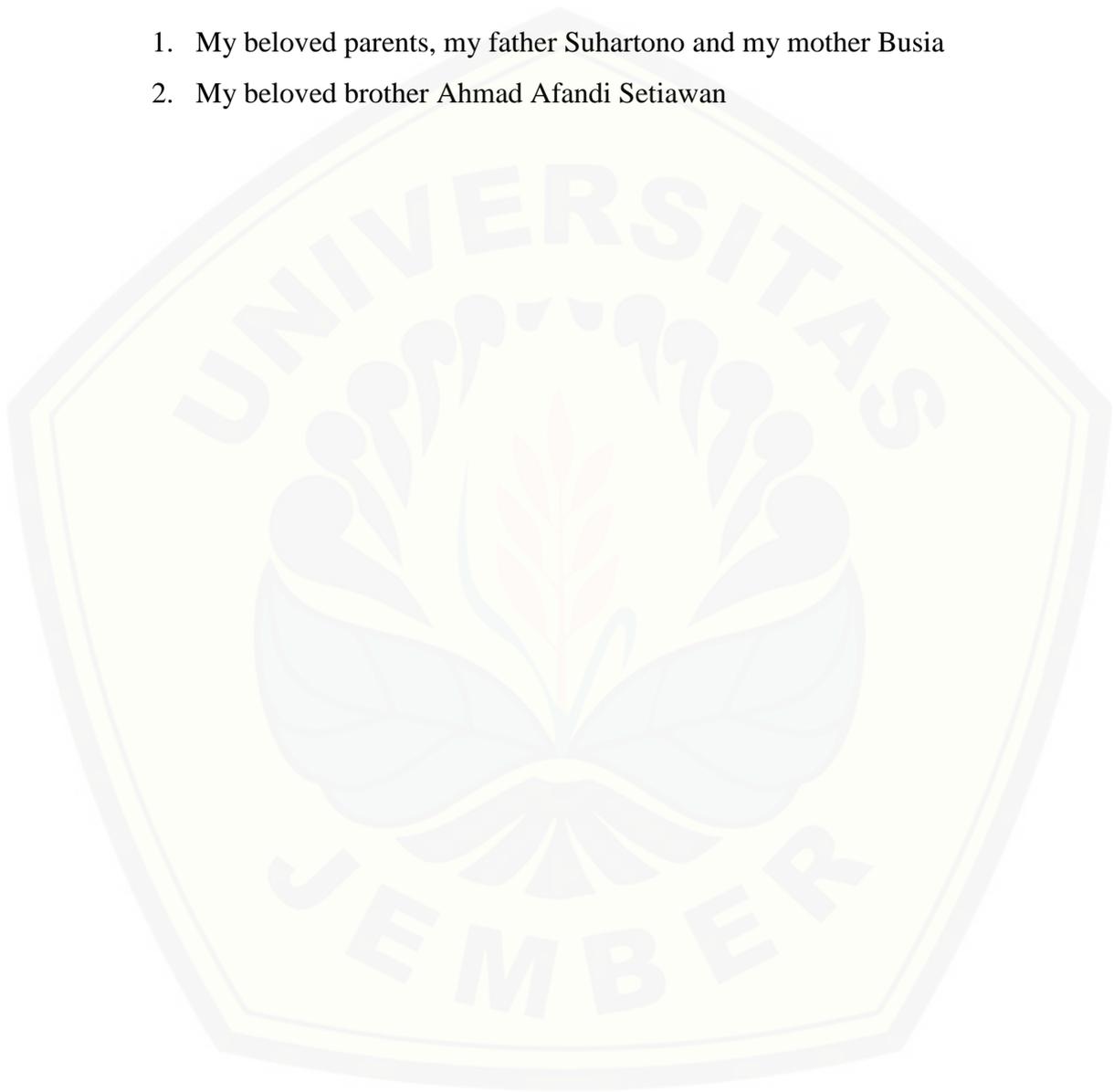
**ENGLISH EDUCATION STUDY PROGRAM
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JEMBER UNIVERSITY**

2019

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, my father Suhartono and my mother Busia
2. My beloved brother Ahmad Afandi Setiawan



MOTTO

“No matter what people tell you, words and ideas can change the world”

(Robin Williams)



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is a result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, June 2019

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CONSULTANTS' APPROVAL

**THE USE OF Pictionary GAME TO IMPROVE THE SEVENTH
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JEMBER**

THESIS

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the English Education Program, Language and Arts Education Department,
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I would like to express my highest gratitude to Allah SWT for blessing me and giving me strength so that I can finish this thesis entitled “The Use of Pictionary Game To Improve The Seventh Grade Students’ Vocabulary Achievement at MTsN 6 Jember”.

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2. The Chairperson of the Language and Arts Department;
3. The Chairperson of the English Language Education Study Program;
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6. The principal and the English teacher of MTsN 6 Jember who gave permission and helped me to obtain the data for the research.

Finally, I do expect that this thesis will be useful for the readers. Any criticism and suggestions to improve this thesis will be appreciated.

Jember, June 2019

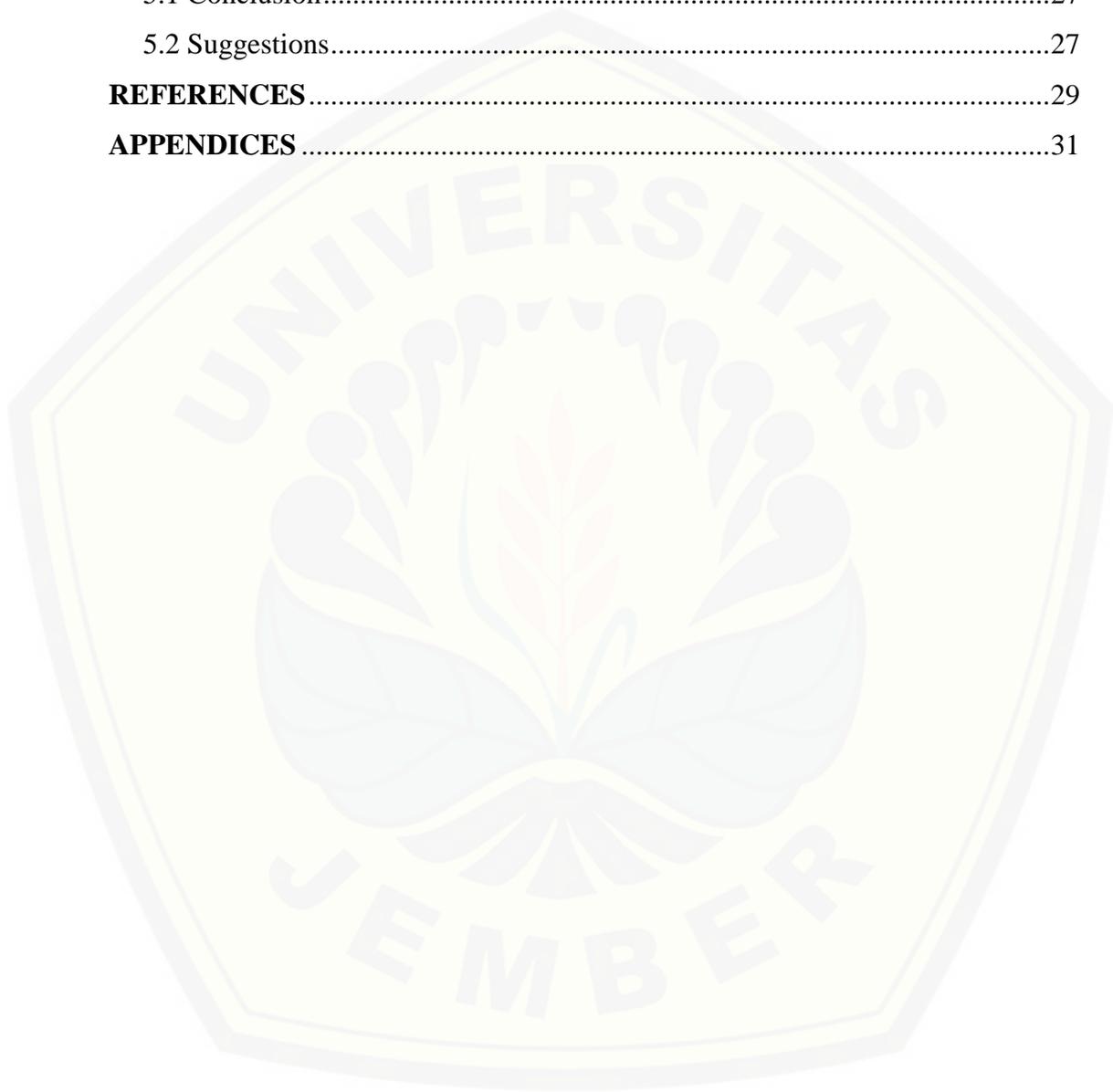
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SUMMARY

The Use of Pictionary Game to Improve the Seventh Grade Students' Vocabulary Achievement at MTsN 6 Jember; Yulika Setiawati, 120201401022; 2019: 27 pages; English Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

The design used in this research was classroom action research. The purpose of conducting this research was to improve the seventh grade students' active participation and vocabulary achievement at MTsN 6 Jember. The researcher used Pictionary game in teaching and learning process because the researcher believes that Pictionary game could improve the students' active participation and vocabulary achievement during the teaching and learning process.

This research was conducted on 25th February up to 12nd March 2019 in 2 Cycles. The result of the observation in Cycle 1 showed that 71,7% students were categorized as active and for the vocabulary achievement test, the percentage of the students who achieved the target score at least 70 was 73,33% and the average score of the students was 73,1.

The result of the observation in Cycle 2 showed that 80% students were categorized as active, and for the vocabulary achievement test, the result showed that the students who achieved the target score at least 70 was 80% and the average score of the students was 76. The percentage of the students' active participation increased from 71,7% to 80%. The same thing also happened on students' vocabulary achievement test, the percentage of the students who got score ≥ 70 in the vocabulary achievement test increased from 73,33% in the first cycle to 80% in the second cycle and the average vocabulary score also increased from 73,1 in the first cycle to 76 in the second cycle. It could be concluded that the use of Pictionary game could improve the seventh grade students' active participation and vocabulary achievement at MTsN 6 Jember in two cycles.

CHAPTER 1. INTRODUCTION

This chapter presents the background of the research, the problems of the research, the objectives of the research, and the contributions of the research. They will be discussed in the following parts.

1.1 The Background of the Research

Vocabulary is very important in learning a foreign language. Wilkins (in Thornbury; 2002:13) stated that without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is the basic thing in learning a language because the improvement of vocabulary will improve all the language skills.

In fact, from the scoring data that the English teacher gave to the researcher when doing preliminary study, it was shown that the students still found difficulties in learning English especially class VII-C. It is proved from the students' mean score that was 68,1, meanwhile the standard minimum score of the English subject are 70. The result from vocabulary test showed only 14 students from 30 students (47%) who achieved the standard score and 16 students (53%) of 30 students get less than 70. Therefore, the teachers have to use the appropriate strategy in teaching vocabulary so that the students can learn some vocabularies that have been taught by the teacher in the classroom easily. One of the ways that can be applied by the teacher to teach vocabulary is by using a game. Through games, the students will have more interesting learning in the classroom.

Dealing with the use of game in teaching vocabulary, some researchers had administered research applying games in teaching vocabulary (e.g. Zaabi, 2007; Efendi, 2013; Salamah, 2013; Darfilal, 2015; Setiyajid, 2015). They employed different research designs such as action research and experimental research. These researches were conducted in United Arab Emirat (UAE), Algeria and also in Indonesia. The findings of the previous researches were mostly similar that the use of game in teaching vocabulary is effective.

According to Zaabi (2007), teaching language by using game was able to gain the students' attention and the students were doing well in learning vocabulary. The game applied by Zabbi was memory and guessing games. Besides, Efendi (2013) stated that the use of games in learning vocabulary automatically made the students memorize or even master the vocabulary. The games used by Efendi were "Got It Game" and "Back to the Board Game". Salamah (2013) proved that the use of guessing game technique in teaching vocabulary is effective. Darfilal (2015) stated that language game can provide the learners what they need to learn vocabulary successfully. Furthermore, Setiyajid (2015) conducted a study that the result showed that Pictionary game was effective for teaching and learning vocabulary.

Based on the findings of those researches, it could be concluded that the use of games in teaching vocabulary was effective. Those researchers used some kinds of game. Due to that, in this research, the researcher tried to focus on a game that was Pictionary game. The writer conducted a classroom action research entitled "The Use of Pictionary Game to Improve The Seventh Grade Students' Vocabulary Achievement at MTsN 6 Jember".

1.2 The Problems of the Research

Based on the research background above, the research problems were formulated as follows:

1. Can the use of Pictionary game improve the seventh grade students' active participation in the vocabulary teaching learning process at MTsN 6 Jember?
2. Can the use of Pictionary game improve the seventh grade students' vocabulary achievement at MTsN 6 Jember?

1.3 The Objectives of the Research

Based on the research problems above, the research objectives were formulated as follows:

1. To improve the students' active participation in vocabulary teaching learning process by using Pictionary game at MTsN 6 Jember.
2. To improve the seventh grade students' vocabulary achievement by using Pictionary game MTsN 6 Jember.

1.4 The Contributions of the Research

The results of this research were expected to give empirical contribution and practical contribution as follows:

1. Empirical contribution

The result of this research will give empirical contribution to the other researchers to conduct a further research with the same or different design but with different levels of students and different schools to improve the students' vocabulary achievement through Pictionary game.

2. Practical contribution

Practically, this research is expected to be useful for the English teachers as a source of information to apply Pictionary game in teaching vocabulary at the school to improve their students' vocabulary achievement.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature that consists of the theoretical framework, conceptual framework, and some studies dealing with the use of game in teaching vocabulary especially the use of Pictionary game. Each topic will be reviewed in the following parts.

2.1 Theoretical Review

2.1.1 Pictionary Game in ELT

Games in teaching a language are used to encourage the students to be more active in the teaching learning process. It has a fun factor that will help the students to memorize words in learning vocabulary. There are many kinds of game that can be used in teaching vocabulary. One of them is Pictionary game.

Pictionary game is a guessing word game invented by Robert Angel with graphic design by Gary Everson (Ravulur, 1997). According to Thornbury (2002:104), a Pictionary game is a game that involves the students to guess words or phrases from drawing. The students work in teams, and each member of the team takes turns to be the “artist”. The artist here means the students that have the “turn” have to draw something on the whiteboard in front of the class. There are some equipments that may be used in playing the Pictionary game, such as a whiteboard or a blackboard, cards of words and board markers or chalk.

There are also some steps to play Pictionary Game to teach vocabulary as stated by Thornbury (2002:104). The first, teacher has to divide the students into teams and asks each group to choose the representative of the group to be an artist. Then, the teacher tells the artists to go in front of the class and shows them a word on a card. At a cue, the artists draw the picture from the word given and try to get their group to correctly guess the word from the picture. The first team who guess the word correctly will be the winner and earns a point.

2.1.2 Advantages and Disadvantages of Pictionary Game in Teaching

Vocabulary

Teaching language including teaching vocabulary by using Pictionary game, of course, has some advantages and disadvantages. Hinebaugh (2009:191) states that playing Pictionary game has several advantages. Pictionary Game can be used as excellent teaching tool for developing and creative thinking skills and it is suitable to reinforce ideas in other subject matters for those students who are visual learners. Besides, it can develop and reinforce any number of facts, figure, or concepts. Pictionary rules will focus on the development of creativity and corollary thinking. Players not only must be creative but also must choose sketches that will effectively communicate the association to the rest of their team. It is also well suited for developing specific grammar and vocabulary skill. Dees (2009) also states that this game is great for visual learners. For the teachers as visual learners, they probably draw a lot of pictures to teach the students' concepts. They should be able to recreate these drawings to illustrate vocabulary terms.

Furthermore, this game also has disadvantages as Fadhilah (2011) stated that the implementation of Pictionary game might make the students become too noisy in the classroom. It might make the teaching learning activity not conducive. So, before starting to play Pictionary game, the teacher should remind the students to follow the rules of game and not to make loud noise or being rude during the game. This reminder might help the teacher make less noise in the classroom.

2.2 Conceptual Review

2.2.1 Vocabulary in ELT

Vocabulary is one of the language components that should be mastered in learning a language. There are some definitions of vocabulary. One of them is stated by Hatch and Brown (1995:1). They define vocabulary as a list or a set of words for a particular language or a list of words that individual speakers of a

language might use. It means that vocabulary is a set of words that is used by the speaker to communicate by using language. It is also used to express our ideas, thought and feeling through language.

According to Hornby (1995), vocabulary is some words that can be combined to become a language with a certain rule. So, vocabulary is very important in learning English as a foreign language. Having many English vocabularies can help the students to use English more easily. Vocabulary has an important role in developing four language skills, namely listening, speaking, reading, and writing. In other words, the students can improve their four language skills by having good vocabulary.

2.2.2 The Classification of Vocabulary

There are some classifications of vocabulary. One of them comes from Hatch and Brown (1995:218). They classify vocabularies into some categories namely nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, and articles. Furthermore, Hatch and Brown (1995:234) also classified vocabulary into two groups, they are large vocabulary and small vocabulary. Large vocabulary consists of nouns, verbs, adjectives, and adverbs, while small vocabulary consists of pronouns, conjunctions, prepositions, articles and interjections. Based on the types of vocabulary, this research focused on large vocabulary especially nouns.

According to Hatch and Brown (1995:219), a noun is a word that refers to a person, place or thing. They also divide nouns into some subclasses as follows:

1. Proper nouns : *Betsy, Ohio, and the Mormon Tabernacle Choir*
2. Common nouns : *woman, state, and choir*
3. Abstract nouns : *hope, understanding, and love*
4. Concrete nouns : *dish, table, and chair*
5. Count nouns : *book, birds, and pianos*
6. Mass nouns : *applesauce, gravy, and rice*
7. Group nouns : *bank, government, and club*

This research focused on concrete nouns the vocabulary materials because they were suitable to be used as the teaching material of vocabulary.

2.2.3 Teaching Vocabulary by Using Pictionary Game

A game is an activity with rules, a goal and an element of fun. According to Hadfield (1999:4), there are two kinds of games namely:

1. Competitive games, in which players or teams race to be the first to reach the goal.
2. Cooperative games, in which players or teams work together towards a common goal.

This research used Pictionary game in teaching vocabulary. This game is a kind of a competitive game which has a purpose to reach the goal to be the winner in the classroom. This game is conducted in groups. By using game, the teacher can create the context to make the vocabulary teaching learning useful and meaningful.

According to Huyen and Nga (2003), games have some advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words easily. Second, games usually involve friendly competition and they keep learners interested. Those situations will give motivation to the students to get involved in the teaching learning process. The purpose of learning vocabulary using a game do not only makes the students easier in learning vocabulary but also avoids boredom in the teaching and learning process.

2.3 Previous Research Studies

There were some previous studies on using games in teaching vocabulary. The First example, Zaabi (2007) investigated the incorporation of games into the learning vocabulary. She applied an action research in boys' primary school in Al Ain in the U.A.E. The result of this research showed that the use of language game were able to gain the students' attention by creating an inviting classroom environment. It also improved the students' vocabulary knowledge and the students were interested and motivated in learning English.

Second, Efendi (2013) conducted a study at SMPN 5 Malang by using game to improve the students' vocabulary mastery. The participants of this research were 29 students from the seventh grade class. The research design of

this study was the Classroom Action Research (CAR). The games used in this research were “Got It Game” and “Back to the Board Game”. The result of this research showed that there was an improvement of the students’ average vocabulary score from 70 to 88. It means that the use of games can improve the students’ vocabulary mastery and the students were highly motivated and enthusiastic in learning vocabulary through games.

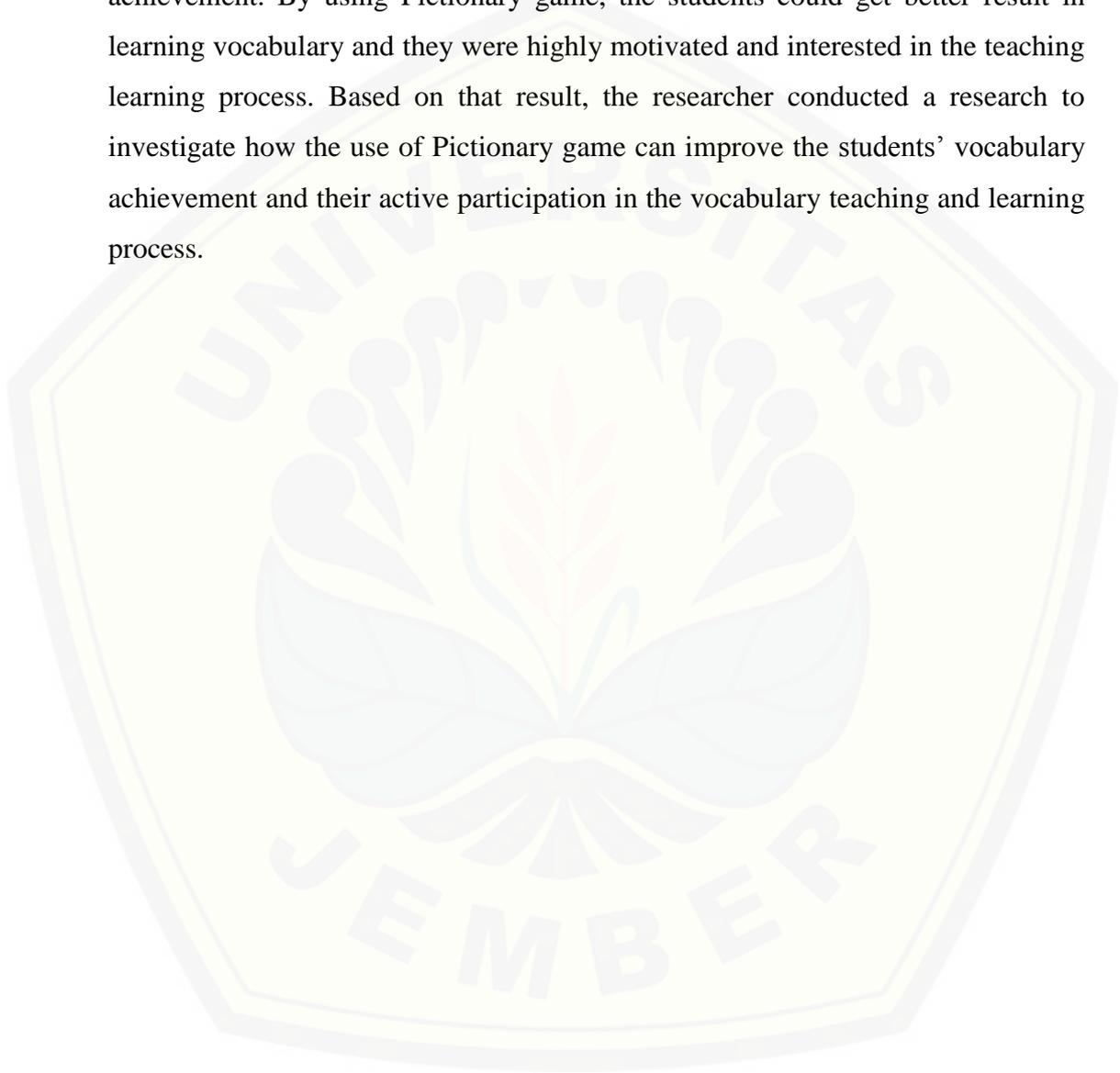
The third research was administered by Salamah (2013). In this research, she tried to examine whether the use of guessing game in teaching vocabulary was effective or not. The design of this research was quantitative with an experimental method. The population of this research was 68 students of VII D and VII E. The researcher found that guessing game was effective in teaching vocabulary. It was shown from the scores that the experimental group was higher scores than the control group. The mean score of experimental group was 81,35 and the mean score of control group was 73,17.

Fourth, Darfilal (2015) conducted a research on the impact of using language games on vocabulary acquisition. This research was undertaken in El_Aid Aal-Khalifa middle school located in Maghnia, wilaya of Tlemcen, Algeria. The design of this study was a descriptive study. The sample of this study was thirty-two learners that were randomly chosen by the random choice of one class from three classes. From this research, the researcher found that the use of language games showed effective result in improving EFL middle school students’ vocabulary knowledge. The learners were highly motivated and interested. According to this result, it was recommended that language games be used in teaching vocabulary.

The last research was administered by Setiyajid (2016). This research was carried out to find out the effectiveness of Pictionary game in teaching vocabulary. It was conducted at the first grade students of SMP Muhamadiyah 1 Purbalingga. The design of this research was quasi experimental research with two classes as the experiment group and the control group. The researcher found that the value of t-test which was 2,68 was higher than the value of t-table which

was 1,669. From that result, the researcher concluded that the use of Pictionary game was effective for teaching vocabulary.

From those five previous research results, it could be concluded that the use of games, including Pictionary game give a positive effect on vocabulary achievement. By using Pictionary game, the students could get better result in learning vocabulary and they were highly motivated and interested in the teaching learning process. Based on that result, the researcher conducted a research to investigate how the use of Pictionary game can improve the students' vocabulary achievement and their active participation in the vocabulary teaching and learning process.



CHAPTER 3. RESEARCH METHOD

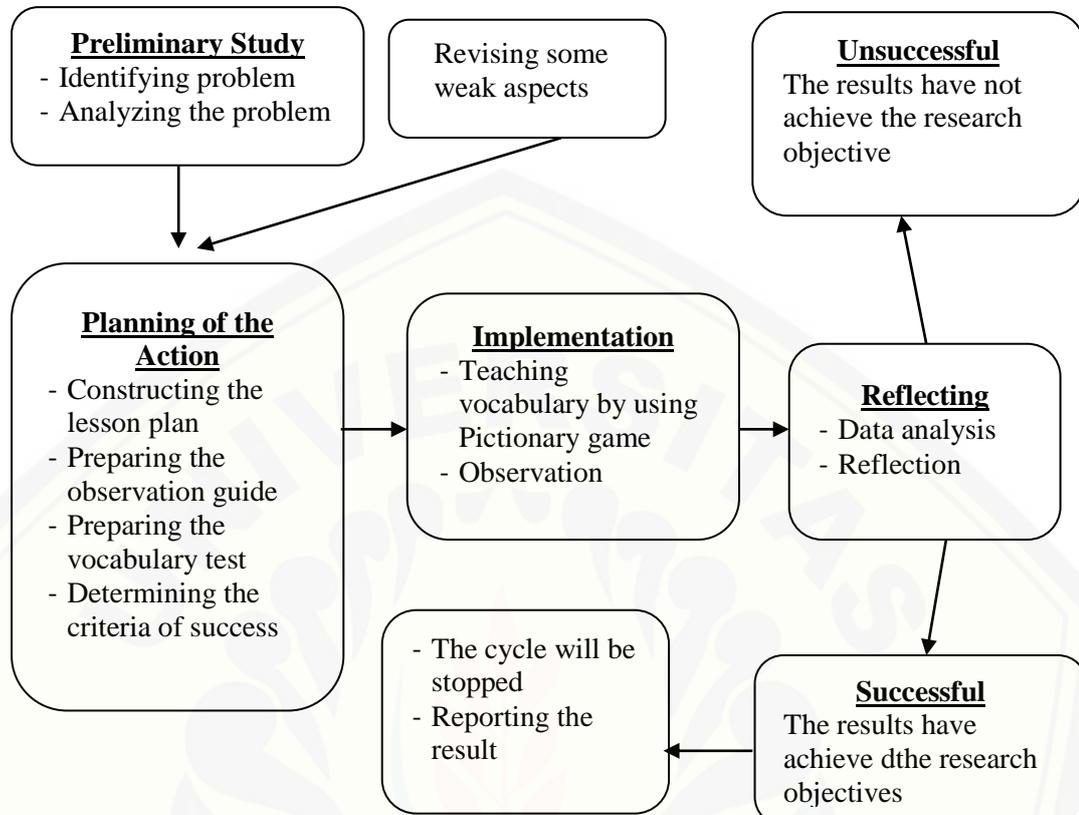
This chapter discusses about the research method used in this research. They are research design, research context, research participants, data collection methods, and data analysis method. Each point will be explained in some subtitles as follows.

3.1 Research Design

The design of this research was a Classroom Action Research (CAR). This research design was chosen based on the purpose and the problem of the research that was to improve the students' vocabulary achievement and their active participation in the vocabulary teaching and learning process by using Pictionary game. In this case, Mc Millan (1992:69) stated that a classroom action research is a type of research which has a purpose to solve a specific classroom problem or make a decision at the research area. It deals with this research that was intended to solve the problem faced by the seventh grade students at MTsN 6 Jember. The problem deals with result of the preliminary study and interview to the English teacher at MTsN 6 Jember that the students still have difficulties in memorizing some vocabularies.

This classroom action research was done collaboratively with the English teacher of the seventh grade at MTsN 6 Jember. This research was done in two cycles and each cycle consisted of some stages. According to Lewin (in Elliot, 1991:69) each cycle covered the planning of the action, the implementation of the action, classroom observation and evaluation, and data analysis and reflection of the action.

3.1 The Design of Classroom Action Research



(Adapted from Lewin, in Elliot, 1993:70)

From the design of the research above, the first thing that the researcher did was doing the preliminary study. The preliminary study was done by interviewing the English teacher of the seventh grade students at MTsN 6 Jember to identify and analyze the students' problem in learning English. After that, the researcher constructed the lesson plans for the first cycle which was conducted in two meetings, then implemented the action in the first cycle. The researcher also needed to observe the class during the implementation of the action. Furthermore, the researcher gave post test after the actions were given in the first cycle and analyzed the result of the students' vocabulary test in the first cycle to know whether the students could improve their vocabulary or not. It was continued by doing the reflection by analyzing and reflecting the results of vocabulary test and observation in the first cycle. After that, the researcher planned the action by constructing the lesson plan for meeting 1 and meeting 2 by revising the weak aspects and observation checklist for Cycle 2 because the result of the vocabulary

test and observation in the first cycle had not achieved the research objectives then implemented the action in the second cycle. The researcher did the activity collaboratively with the English teacher. The researcher was doing the teaching and learning process while the English teacher was doing observation. The researcher continued by giving a post test after the action given in Cycle 2. After that, the researcher analyzed and reflected the result of post test and the result of observation in the Cycle 2. The action is success if the result of the observation showed at least 70% of the students categorized as active students and the vocabulary test showed at least 70% of the students got score more than 70.

3.2 Research Context

In this research, MTsN 6 Jember was used as the research area. This school uses K-13 as the curriculum for the teaching and learning process. In this school English is an obligatory subject because it is one of four subjects that will be tested in the national examination. English in this school is taught as a foreign language and it is not used as a language for communication by the students. The time allocation for English subject in this school is 4x40 minutes in a week. For the seventh grade, the English subject is divided into two meetings in a week, so that every meeting consists of 2x40 minutes.

3.3 Research Participants

Research subjects were the subjects that became the target of the research and became the focus of the researcher. In this research, the research subjects were chosen by using the purposive method. According to Arikunto (2010:117), the purposive method is used to choose the research subjects because this research has a purpose to improve the seventh grade students' vocabulary achievement. In this case, the research subjects were the students of VII-C class. The researcher chose this class because from the information got from the teacher, this class still had a problem in learning vocabulary and this class got the lowest mean score of the vocabulary test among the other classes. So, the researcher wanted to improve the students' vocabulary achievement of this class by using Pictionary game.

3.4 Data Collection Methods

The methods used to collect the data were vocabulary test and observation. The following is the explanation of the data collection method used in this research.

3.4.1 Vocabulary Test

In this research, the test used was achievement test. According to Hughes (2003:11), achievement test is a test to measure how successful individual students have achieved the goal of teaching and learning process. So, in this research, vocabulary achievement test was used to measure the students' vocabulary achievement after the actions were given to the students. The test was in the form of multiple choice. The result of vocabulary test was used to get the data of the students' vocabulary achievement after they were taught vocabulary by using Pictionary game.

3.4.2 Observation

According to McMilan (1992:128), observation is used to describe the activities, responses, and involvement of the students in the teaching learning process. Observation in this research was used to get the main data about the students' active participation during the vocabulary teaching and learning process by using the observation checklist. This observation was conducted by the English teacher during the teaching and learning process. The English teacher observed the students' activities in the vocabulary teaching and learning process in each meeting of the cycle. In this research, the observation used the observation guide that contains the indicators of the students' participation to be observed. The indicators of the students' participation are as follows:

- 1) Listening to the teacher's explanation
- 2) Answering the teacher's questions
- 3) Drawing the picture of word given by the teacher on the whiteboard.
- 4) Guessing the word from the picture.
- 5) Doing the vocabulary tasks given by the teacher.

The students were considered as active students if they performed at least three indicators. Then, the students were considered as passive students if they only performed one or two indicators. The following is the observation checklist of the students' participation:

The Observation Checklist of the Students' Participation

No	Names	Indicators					Active	Passive
		1	2	3	4	5		
1								
2								
3								
4								

Notes:

- * The students are considered active if they performed at least 3 indicators.
- * The students are considered passive if the performed less than 3 indicators.

3.5 Data Analysis Method

The data analysis method is very important in this research. It was used to analyze the collected data. The data related to the students' vocabulary achievement were obtained from the vocabulary test and the students' active participation was obtained from the observation checklist. The researcher used the following formula to find the percentage of the students who got at least 70 in the vocabulary test and to find the percentage of the students who had active participation in the class during the teaching learning process.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E: the percentage of the students who got score ≥ 70 in the vocabulary test or the percentage of the students who are active in the class.

n: the number of students who got score ≥ 70 in the vocabulary test or who are active in the class

N: the total number of the students (the research participants)

(Ali, 1993:186)



CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of the research and the suggestion for the future researchers, the English teacher, and the students.

5.1 Conclusion

Based on the result of data analysis and discussion in the previous chapter, it could be concluded that:

1. The use of Pictionary game could improve class VII C students' active participation in the teaching and learning process of vocabulary at MTsN 6 Jember. The improvement of the students' active participation could be seen from the result of the observation that was from 71,7% in Cycle 1 to 80% in Cycle 2.
2. The use of Pictionary game could improve class VII C students' vocabulary achievement at MTsN 6 Jember. The improvement of vocabulary mastery could be seen from the mean score of the students' vocabulary achievement test and the percentage of the students who got score ≥ 70 in the vocabulary achievement test. The mean score improved from 73,1 in Cycle 1 to 76 in Cycle 2. Then, the percentage of the students who got score ≥ 70 in the vocabulary achievement test improved from 73,33% in Cycle 1 to 80% in Cycle 2.

5.2 Suggestions

Based on the results of this action research, some suggestions are proposed to the future researchers, the English teacher, and the students.

1. The Future Researchers

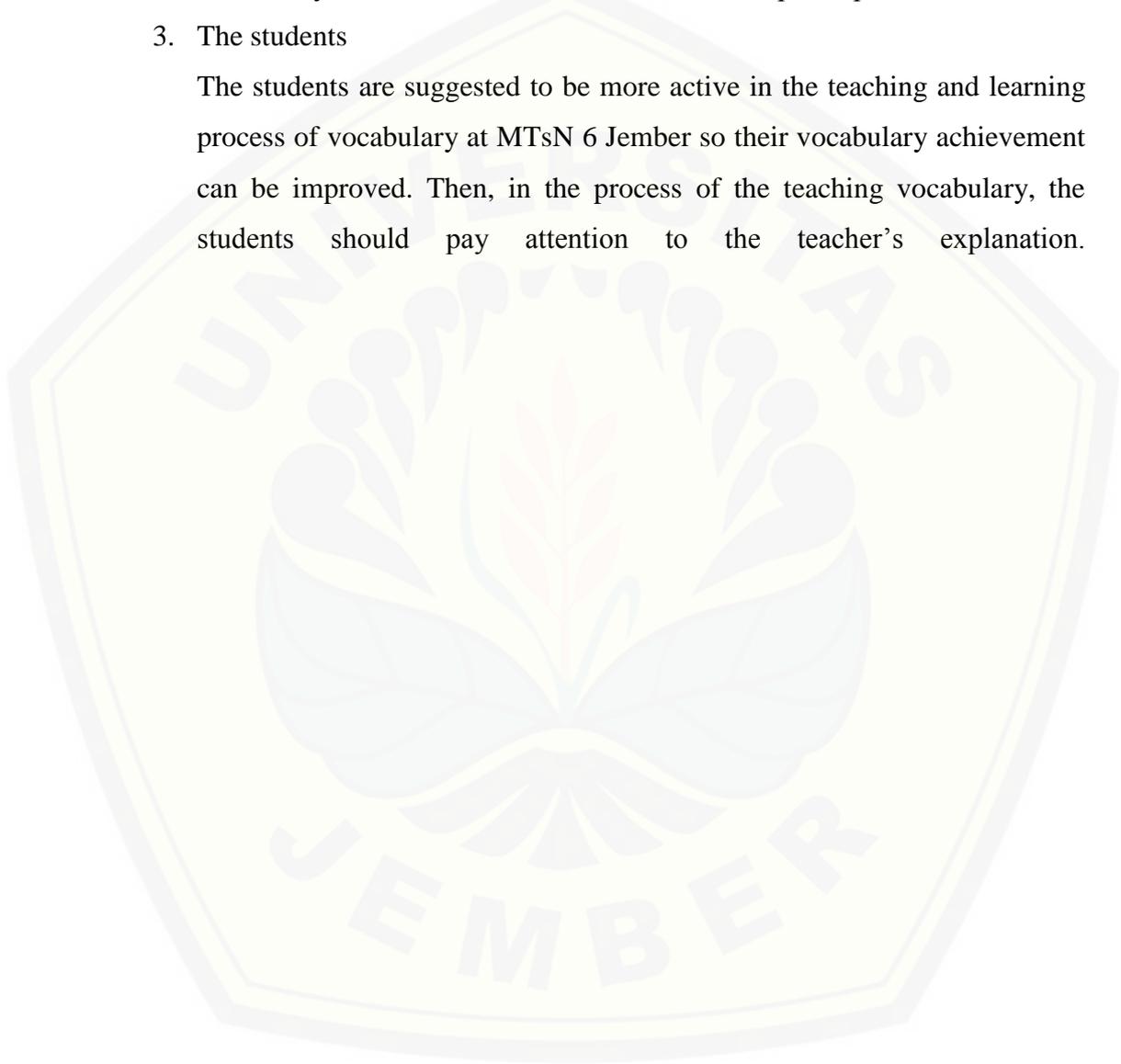
The future researchers are recommended to conduct a similar research design dealing with Pictionary game. It can be used in different language skill for different school or different level of students to develop the students' vocabulary achievement.

2. The English Teacher

The English teacher is suggested to use Pictionary game as an alternative way in teaching vocabulary in order to attract the students' interest and motivation in learning vocabulary so that it can improve the students' vocabulary achievement and the students' active participation.

3. The students

The students are suggested to be more active in the teaching and learning process of vocabulary at MTsN 6 Jember so their vocabulary achievement can be improved. Then, in the process of the teaching vocabulary, the students should pay attention to the teacher's explanation.



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Appendix 1

RESEARCH MATRIX

Title	Research Problem	Research Variable	Indicators	Data	Research Method	Hypothesis
The Use of Pictionary Game to Improve the Seventh Grade Students' Vocabulary Achievement at MTsN 6 Jember	<ol style="list-style-type: none"> How can the use of Pictionary game improve the seventh grade students' active participation in the vocabulary learning process? How can the use of Pictionary improve the seventh grade students' vocabulary achievement? 	<p>Independent Variable: The use of Pictionary Game in teaching vocabulary</p> <p>Dependent Variable:</p> <ol style="list-style-type: none"> The students' Vocabulary Achievement The students' participation 	<p>The procedures of teaching vocabulary by using Pictionary game:</p> <ul style="list-style-type: none"> Creating some cards consisting of words that have been introduced to the students Dividing the class into groups Introducing the rules of playing Pictionary game Giving the word cards to the representation of the group Asking them to draw the picture of word in the card Asking the other students to guess what the word is from the picture drawn by the group's representation <p>The scores of the students' vocabulary test covering the indicators of:</p> <ul style="list-style-type: none"> Nouns Verbs Adjectives Adverbs 	<ol style="list-style-type: none"> Participant: The seventh grade students at MTsN 6 Jember in the 2018/2019 academic year Informant: The seventh grade English teacher at MTsN 6 Jember Documents: <ul style="list-style-type: none"> The list of the students' names The scores of the students vocabulary test 	<ol style="list-style-type: none"> Research Design: Classroom Action Research. These are the stages of each cycle: <ul style="list-style-type: none"> The planning of the action The implementation of the action Observation and evaluation The data analysis and reflection of the action (Arikunto, 2010:60) Research Area Determination Method: Purposive method Research Subject Determination Method: Purposive method Data Collection Method: <ul style="list-style-type: none"> Vocabulary test Observation Interview Documentation Data Analysis: The results of the students' vocabulary test scores are analyzed by using the following formula: $E = \frac{n}{N} \times 100\%$ <p>Notes: E: the percentage of the students who got more than 70 in the vocabulary test. n: the number of students who got more than 70 in the vocabulary test. N: the number of the subjects (the research subject)</p> (Ali, 1993:186) 	<ol style="list-style-type: none"> The use of Pictionary game can improve the seventh grade students' active participation in the vocabulary teaching learning process The use of Pictionary game can improve the seventh grade students' vocabulary achievement

Appendix 2**Interview Guide**

No	The questions	The teacher's answer
1.	What curriculum do you use in teaching English?	I use Curriculum 2013.
2.	What is the standard minimum score of English lesson in this school?	It is 70.
3.	How do you teach vocabulary to the students?	I teach as usual, using a textbook as the guide.
4.	What kind of problem do the students have in learning vocabulary?	They have difficulties in memorizing the vocabulary.
5.	Have you ever used Pictionary game in teaching vocabulary?	I have never used Pictionary Game in teaching vocabulary.
6.	How many classes do you teach?	I teach five classes from VII A until VII E.
7.	Which class has the lowest mean score of vocabulary test?	It is VII C.

Appendix 3**The previous score of the seventh grade at MTsN 6 Jember**

No	Class	The Average Score
1	VII A	74
2	VII B	73,75
3	VII C	68,3
4	VII D	76,25
5	VII E	80

Appendix 4

The Previous Score of VII C Vocabulary Test and the Standard Score of English Subject and the Result of Students' Vocabulary Achievement Test

No.	The Students' Names (Intial)	KKM	Previous Score of VII C Vocabulary Test	The Result of Students' Vocabulary Achievement Test	
				Cycle 1	Cycle 2
1.	ANR	70	65	70	70
2.	AF	70	65	70	75
3.	AR	70	75	75	75
4.	AQN	70	90	100	95
5.	DOFK	70	55	75	85
6.	FQFR	70	70	90	90
7.	FM	70	80	80	85
8.	HS	70	75	75	75
9.	INJ	70	65	70	75
10.	INR	70	65	65	70
11.	LF	70	55	60	65
12.	MWM	70	65	70	80
13.	MRR	70	70	70	75
14.	MRF	70	70	70	70
15.	MAN	70	65	65	65
16.	MH	70	65	70	70
17.	MRF	70	65	65	65
18.	MYA	70	70	70	75
19.	MD	70	80	85	85
20.	NLS	70	75	70	75
21.	N	70	55	65	65
22.	OR	70	75	80	80
23.	R	70	60	65	65
24.	RA	70	75	75	75
25.	SA	70	75	85	90
26.	SK	70	55	60	70
27.	SNA	70	70	85	85
28.	SR	70	60	60	65
29.	WM	70	65	70	75
30.	ZRF	70	75	85	90
The Average Score			68,3	73,1	76

Appendix 6**LESSON PLAN**

(Meeting 1, Cycle 1)

School	: MTsN 6 Jember
Class	: VII
Subject	: English
Language skill	: Reading
Language Component	: Vocabulary (Nouns)
Theme	: Things around us
Time allocation	: 2 x 40 Minutes

A. Core competences

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic competences

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

Indicator : Showing high seriousness in teaching-learning process.

2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

Indicator : Showing discipliness, cooperation and responsibility in teaching-learning process.

3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari

Indicator(s) :

1. Identifying the things in the classroom

4.5 Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks

Indicator(s) :

1. Mentioning the things in the classroom

C. Learning objectives

1. The students are able to indentify the things in the classroom
2. The students are able to mention the things in the classroom

D. Learning materials

Enclosed

E. Media, equipments, and source(s)

Media:

- Pictures

Equipments:

- Whiteboard
- Board marker

Source(s) : Bupena (Buku Penilaian Autentik) for SMP/MTs Grade VII

: Mandiri Practice Your English Competence for SMP/MTs Class
VII

Teaching method

1. Approach : Scientific Approach
2. Technique : Question-answer, group work, Pictionary game

F. Learning activity

Steps	Teacher`s role	Student`s role
Opening (10 minutes)	<ul style="list-style-type: none"> - Checking students` motivation by greeting them. - Asking the students to pray together. - Stating objectives 	<ul style="list-style-type: none"> - Showing enthusiasm. - Praying together. - Paying attention to the teacher
Main activity (60 minutes)		
a. Observing	<ul style="list-style-type: none"> - Asking the students to observe classroom - Asking the students to mention the things they find in the classroom 	<ul style="list-style-type: none"> - Observing the classroom - Mentioning the things in the classroom they have identified
b. Questioning	<ul style="list-style-type: none"> - Leading the students to ask some questions 	<ul style="list-style-type: none"> - Asking the teacher about the English word of the things in the classroom that they don`t know yet
c. Experimenting	<ul style="list-style-type: none"> - Distributing a text to the students and ask them to read it - Introducing the rule of Pictionary game to the students - Giving the example to the students of how to play Pictionary game 	<ul style="list-style-type: none"> - Reading the text given by the teacher - Giving attention to the teacher
d. Associating	<ul style="list-style-type: none"> - Asking the students to make groups of 5 - Asking the students to choose the representative of the their group to be an artist - Asking the artist to go in front of the class to draw on the whiteboard - Asking the students to guess the picture of the word drawn on the whiteboard 	<ul style="list-style-type: none"> - Making groups of 5 - Choosing the representative of the groups to be an artist - Drawing on the whiteboard - Guessing the picture of the word on the whiteboard
e. Communicating	<ul style="list-style-type: none"> - Giving an exercise about the things in the classroom - Asking the students to do the exercise about the things in the classroom that have been learned by using Pictionary game 	<ul style="list-style-type: none"> - Doing the exercise given by the teacher
Closing (10 minutes)	<ul style="list-style-type: none"> - Together with the students, conclude the material they have learned. - Asking the students to pray together - Parting the students 	<ul style="list-style-type: none"> - Concluding the material with the teacher`s guidance - Praying together - Parting the teacher

G. Assesment

1. The process of assessment was done during the teaching learning process.

Table Observation Checklist of Students' Participation

No	Names	Indicators					Active	Passive
		1	2	3	4	5		
1								
2								
3								
4								

The indicators of students' active participation are as follows:

- 1) Listening to the teacher's explanation
- 2) Answering the teacher's questions
- 3) Drawing the picture of word given by the teacher on the whiteboard.
- 4) Guessing the word from the picture.
- 5) Doing the vocabulary tasks given by the teacher.

Notes:

- The students are considered active if they performed at least 3 indicators.
- The students are considered passive if the performed less than 3 indicators

Jember, 25th February 2019

The English Teacher

The Researcher

Sri Wahyuni
NIP.

Yulika Setiawati
120210401022

Appendices

A. Learning materials

Reading text (Descriptive Text)

My Classroom

I am a seventh grade student. I have a class. My class is 7C class. I love my class because it is big and clean.

There are many things in my class. There is a blackboard in front of the class. There is a clock hanging on the wall above the blackboard. There are sixteen tables in my class and thirty one chairs. On the teacher's table, there are some things such as a pencil, an eraser, a scissor, and some books. There is also a wooden ruler. It is used by the teacher to make a line on the blackboard. In the corner of the class, there are three brooms. The students use it to clean the floor in the classroom.

Word cards used in playing Pictionary game

RULER

PENCIL

ERASER

BLACKBOARD

SCISSOR

CLOCK

CHAIR

BROOM

BOOK

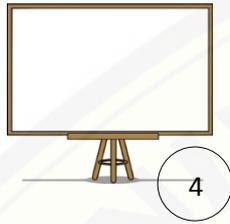
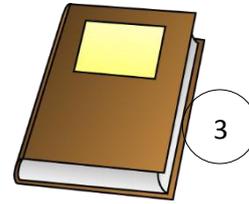
TABLE

B. Tasks

A. Match the name of things in the left box with the appropriate meaning in the right box by writing the alphabet!

Name of things	Meaning
1. Eraser ()	a. Pensil
2. Book ()	b. Meja
3. Ruler ()	c. Penggaris
4. Pencil ()	d. Penghapus
5. Chair ()	e. Jam
6. Blackboard ()	f. Buku
7. Scissor ()	g. Sapu
8. Table ()	h. Gunting
9. Clock ()	i. Kursi
10. Broom ()	j. Papan

B. Write down the names of the objects below!



1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

Answer Key

Task A

Name of things	Meaning
1. Eraser (d)	a. Pensil
2. Book (f)	b. Meja
3. Ruler (c)	c. Penggaris
4. Pencil (a)	d. Penghapus
5. Chair (i)	e. Jam
6. Blackboard (j)	f. Buku
7. Scissor (h)	g. Sapu
8. Table (b)	h. Gunting
9. Clock (e)	i. Kursi
10. Broom (g)	j. Papan

Task B

- | | |
|---------------|-----------|
| 1. Scissor | 6. Clock |
| 2. Table | 7. Pencil |
| 3. Book | 8. Broom |
| 4. Whiteboard | 9. Chair |
| 5. Blackboard | 10. Bag |

Appendix 7**LESSON PLAN**

(Meeting 2, Cycle 1)

School	: MTsN 6 Jember
Class	: VII
Subject	: English
Language skill	: Reading
Language Component	: Vocabulary (Nouns)
Theme	: Things around us
Time allocation	: 2 x 40 Minutes

A. Core competences

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic competences

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

Indicator : Showing high seriousness in teaching-learning process.

2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

Indicator : Showing discipliness, cooperation and responsibility in teaching-learning process.

3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari

Indicator(s) :

1. Identifying the things in the kitchen

4.6 Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks

Indicator(s) :

1. Mentioning the things in the kitchen

C. Learning objectives

1. The students are able to indentify the things in the kitchen
2. The students are able to mention the things in the kitchen

D. Learning materials

Enclosed

E. Media, equipments, and source(s)

Media:

- Pictures

Equipments:

- Whiteboard
- Board marker

Source(s) : Bupena (Buku Penilaian Autentik) for SMP/MTs Grade VII

: Mandiri Practice Your English Competence for SMP/MTs Class
VII

Teaching method

1. Approach : Scientific Approach
2. Technique : Question-answer, group work, Pictionary game

F. Learning activity

Steps	Teacher`s role	Student`s role
Opening (10 minutes)	<ul style="list-style-type: none"> - Checking students` motivation by greeting them. - Asking the students to pray together. - Stating objectives 	<ul style="list-style-type: none"> - Showing enthusiasm. - Praying together. - Paying attention to the teacher
Main activity (60 minutes)		
a. Observing	<ul style="list-style-type: none"> - Asking the students to observe the picture of kitchen - Asking the students to mention the things they find in the kitchen 	<ul style="list-style-type: none"> - Observing the picture - Mentioning the things in the kitchen they have identified
b. Questioning	<ul style="list-style-type: none"> - Leading the students to ask some questions 	<ul style="list-style-type: none"> - Asking the teacher about the English word of the things in the kitchen that they don`t know yet
c. Experimenting	<ul style="list-style-type: none"> - Distributing a text to the students and ask them to read it 	<ul style="list-style-type: none"> - Reading the text given by the teacher
d. Associating	<ul style="list-style-type: none"> - Asking the students to make groups of 5 - Asking the students to choose the representative of the their group to be an artist - Asking the artist to go in front of the class to draw on the whiteboard - Asking the students to guess the picture of the word drawn on the whiteboard 	<ul style="list-style-type: none"> - Making groups of 5 - Choosing the representative of the groups to be an artist - Drawing on the whiteboard - Guessing the picture of the word on the whiteboard
e. Communicating	<ul style="list-style-type: none"> - Giving an exercise about the things in the kitchen - Asking the students to do the exercise about things in the kitchen 	<ul style="list-style-type: none"> - Doing the exercise given by the teacher
Closing (10 minutes)	<ul style="list-style-type: none"> -Together with the students, conclude the material they have learned. - Asking the students to pray together -Parting the students 	<ul style="list-style-type: none"> -Concluding the material with the teacher`s guidance - Praying together - Parting the teacher

G. Assesment

1. The process os assessment was done during the teaching learning process.

Table Observation Checklist of Students' Participation

No	Names	Indicators					Active	Passive
		1	2	3	4	5		
1								
2								
3								
4								

The indicators of students' active participation are as follows:

- 1) Listening to the teacher's explanation
- 2) Answering the teacher's questions
- 3) Drawing the picture of word given by the teacher on the whiteboard.
- 4) Guessing the word from the picture.
- 5) Doing the vocabulary tasks given by the teacher.

Notes:

- The students are considered active if they performed at least 3 indicators.
- The students are considered passive if the performed less than 3 indicators

Jember, 26th February 2019

The English Teacher

The Researcher

Sri Wahyuni
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Yulika Setiawati
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Appendices

A. Learning materials

Picture used in the teaching and learning process



Reading text (Descriptive Text)

My Kitchen

I live in a small house. My house has several parts. They are two bedrooms, a livingroom, a bathroom, and a kitchen. From all those rooms, I prefer to spare my time in the kitchen because I love cooking.

There are many things in my kitchen. There is a refrigerator in the right corner of the room. Beside the refrigerator, there is a dish rack. On the dish rack, there are some plates, some spoons, some forks, some glasses, and some cups. On the left corner of my kitchen there is a gas stove. There is also spatula, frying pan, and knife hanging on the wall near the gas stove. In the middle of my kitchen, there is a table. On the table, there is a kettle.

Word cards used in playing Pictionary game

KETTLE

REFRIGERATOR

GLASS

PLATE

SPOON

FORK

SPATULA

**FRYING
PAN**

KNIFE

CUP

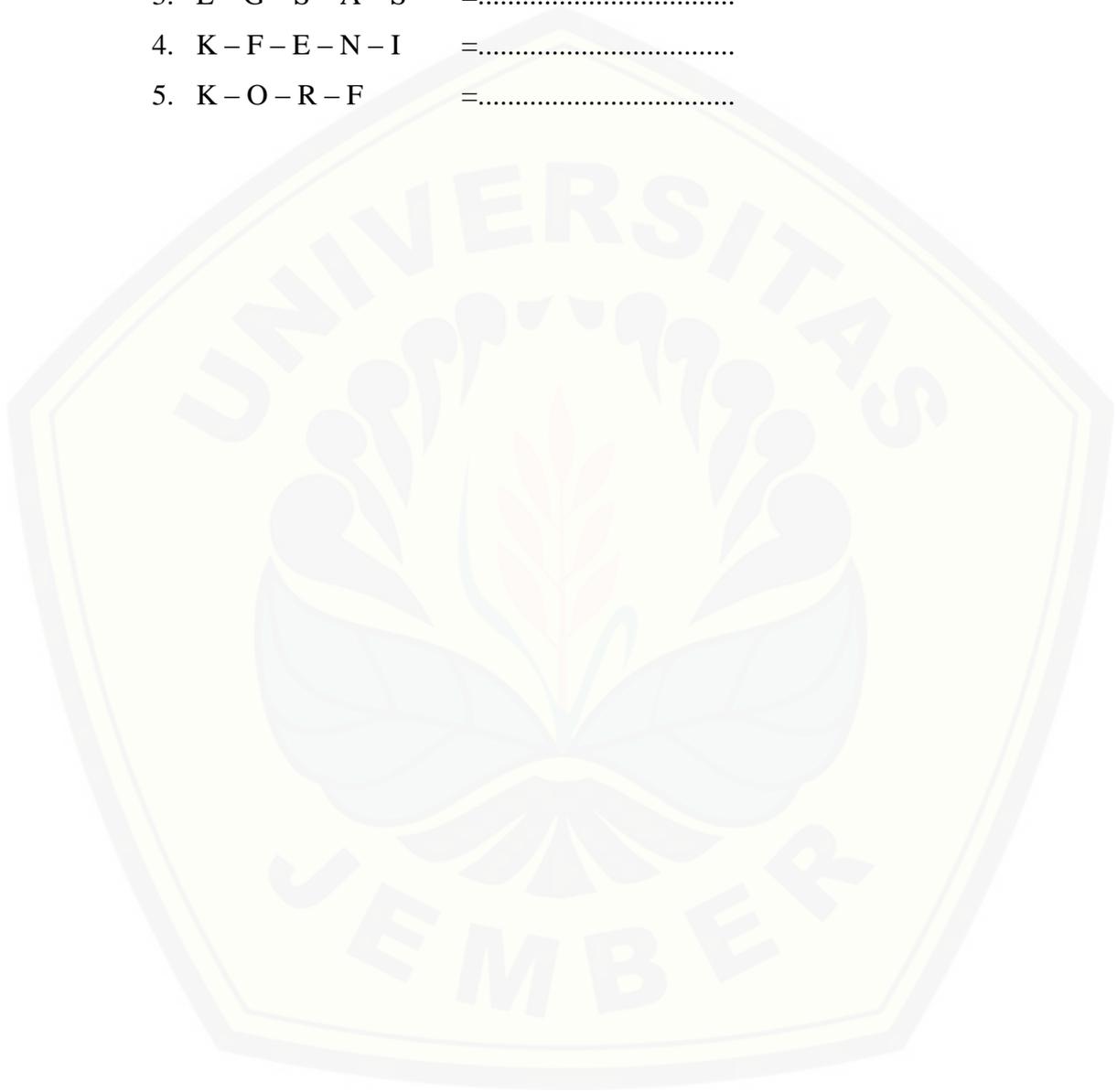
B. Tasks

A. Match the name of things in the left box with the appropriate meaning in the right box by writing the alphabet!

Name of things	Meaning
1. Refrigerator ()	a. Wajan
2. Plate ()	b. Sudip
3. Fork ()	c. Kulkas
4. Frying pan ()	d. Gelas
5. Cup ()	e. Piring
6. Kettle ()	f. Garpu
7. Glass ()	g. Ceret
8. Spoon ()	h. Cangkir
9. Knife ()	i. Pisau
10. Spatula ()	j. Sendok

B. Arrange the following words into a good word!

1. L - P - A - T - E =.....
2. P - C - U =.....
3. L - G - S - A - S =.....
4. K - F - E - N - I =.....
5. K - O - R - F =.....



Answer Key

Task A

Name of things	Meaning
1. Refrigerator (c)	a. Wajan
2. Plate (e)	b. Sudip
3. Fork (f)	c. Kulkas
4. Frying pan (a)	d. Gelas
5. Cup (h)	e. Piring
6. Kettle (g)	f. Garpu
7. Glass (d)	g. Ceret
8. Spoon (j)	h. Cangkir
9. Knife (i)	i. Pisau
10. Spatula (b)	j. Sendok

Task B

1. PLATE
2. CUP
3. GLASS
4. KNIFE
5. FORK

Appendix 8

Post Test 1

Subject : English

Class : VII

Language component : Vocabulary

Time Allocation : 40 minutes

A. Choose the best answer by crossing a, b, c or d on your answer sheet!

1.  Look at the picture. What is it in English?

a. It is a pencil	c. It is a book
b. It is a bag	d. It is a ruler
2.  It is called a pair ofin English

a. Scissors	c. Knives
b. Cutters	d. Pens
3. Theis in my bag. (buku)

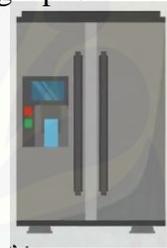
a. Ruler	c. Eraser
b. Pen	d. book
4. This is my.....(penggaris)

a. Pens	c. Pencil
b. Rulers	d. Bags
5. What picture is it?

a. It is a clock	
b. It is a chair	
c. It is a table	
d. It is a blackboard	
6. I have two 

a. Pens	c. Books
---------	----------

- b. Pencils
d. Rulers
7. Dino writes on theby using marker
a. Wall
c. Blackboard
b. Table
d. Whiteboard
8. The teacher asks the students to make a line by using.....
a. Chair
c. Ruler
b. Dictionary
d. Book
9. We sweep the floor by using.....
a. Broom
c. Pencil
b. Chair
d. Erases
10. The Indonesian word of “Eraser” is
a. Penggaris
c. Pensil
b. Papan
d. Penghapus
11. My mother puts some food in the
a. Refrigerator
b. Stove
c. Dish rack
d. Plate
12. This is a.....
a. Spoon
b. Fork
c. Knife
d. Spatula
13. The English word of “garpu” is.....
a. Spoon
c. Knife
b. Fork
d. Cup
14. I drink aof water.
a. Plate
c. Fork
b. Spatula
d. Glass



15. She is frying potato by using.....

- a. Spoon
- b. Cup
- c. Frying pan
- d. Fork

16. I eat aof rice.

- a. Plate
- b. Knife
- c. Refrigerator
- d. Glass

17. My brother makes aof coffee.(secangkir)

- a. Glass
- b. Cup
- c. Plate
- d. Kettle

18. Rina wants to make a cup of tea. She needs aof sugar. 

- a. Spoon
- b. Spatula
- c. Kettle
- d. Fork

19. We eat noodle by using..... 

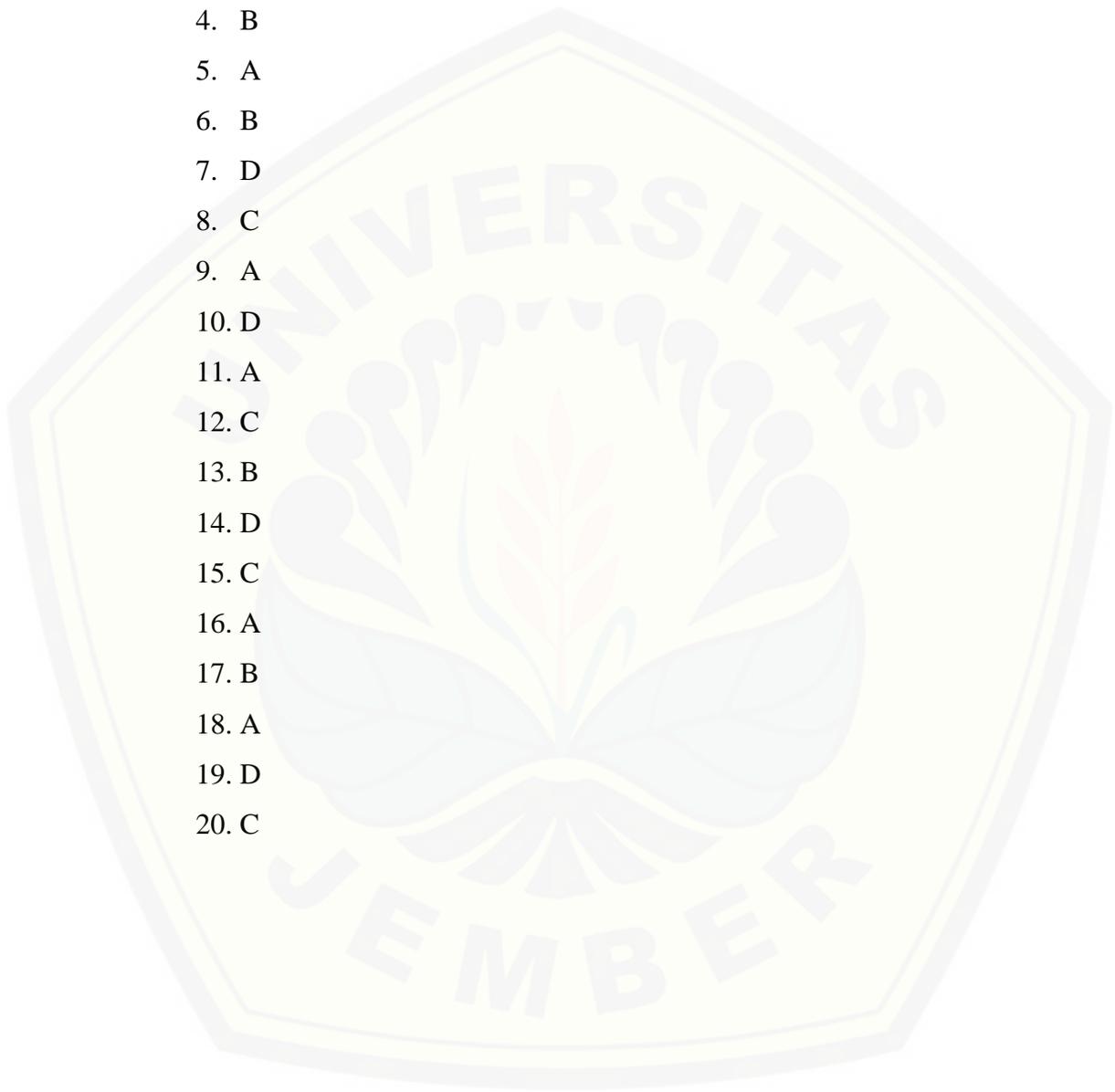
- a. Spoon
- b. Spatula
- c. Kettle
- d. Fork

20.  What picture is it?

- a. Glass
- b. Frying pan
- c. Kettle
- d. Refrigerator

Answer Key

1. B
2. A
3. D
4. B
5. A
6. B
7. D
8. C
9. A
10. D
11. A
12. C
13. B
14. D
15. C
16. A
17. B
18. A
19. D
20. C



Appendix 9**LESSON PLAN**

(Meeting 1, Cycle 2)

School	: MTsN 6 Jember
Class	: VII
Subject	: English
Language skill	: Reading
Language Component	: Vocabulary (Nouns)
Theme	: Things around us
Time allocation	: 2 x 40 Minutes

A. Core competences

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic competences

- 1.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

Indicator : Showing high seriousness in teaching-learning process.

2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

Indicator : Showing discipliness, cooperation and responsibility in teaching-learning process.

3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari

Indicator(s) :

1. Identifying the things in the bedroom

4.7 Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks

Indicator(s) :

1. Mentioning the things in the bedroom

C. Learning objectives

1. The students are able to indentify the things in the bedroom
2. The students are able to mention the things in the bedroom

D. Learning materials

Enclosed

E. Media, equipments, and source(s)

Media:

- Pictures

Equipments:

- Whiteboard
- Board marker

Source(s) : Bupena (Buku Penilaian Autentik) for SMP/MTs Grade VII

: Mandiri Practice Your English Competence for SMP/MTs Class

VII

Teaching method

1. Approach : Scientific Approach
2. Technique : Question-answer, group work, Pictionary game

F. Learning activity

Steps	Teacher`s role	Student`s role
Opening (10 minutes)	<ul style="list-style-type: none"> - Checking students` motivation by greeting them. - Asking the students to pray together. - Stating objectives 	<ul style="list-style-type: none"> - Showing enthusiasm. - Praying together. - Paying attention to the teacher
Main activity (60 minutes)		
a. Observing	<ul style="list-style-type: none"> - Asking the students to observe the picture of bedroom - Asking the students to mention the things they find in the bedroom 	<ul style="list-style-type: none"> - Observing the picture - Mentioning the things in the bedroom they have identified
b. Questioning	<ul style="list-style-type: none"> - Leading the students to ask some questions 	<ul style="list-style-type: none"> - Asking the teacher about the English word of the things in the bedroom that they don`t know yet
c. Experimenting	<ul style="list-style-type: none"> - Distributing a text to the students and ask them to read it 	<ul style="list-style-type: none"> - Reading the text given by the teacher
d. Associating	<ul style="list-style-type: none"> - Asking the students to make groups of 5 - Asking the students to choose the representative of the their group to be an artist - Asking the artist to go in front of the class to draw on the whiteboard - Asking the students to guess the picture of the word drawn on the whiteboard 	<ul style="list-style-type: none"> - Making groups of 5 - Choosing the representative of the groups to be an artist - Drawing on the whiteboard - Guessing the picture of the word on the whiteboard
e. Communicating	<ul style="list-style-type: none"> - Giving an exercise about the things in the bedroom - Asking the students to do the exercise about the things in the bedroom that have been learned by using Pictionary game 	<ul style="list-style-type: none"> - Doing the exercise given by the teacher
Closing (10 minutes)	<ul style="list-style-type: none"> -Together with the students, conclude the material they have learned. - Asking the students to pray together -Parting the students 	<ul style="list-style-type: none"> -Concluding the material with the teacher`s guidance - Praying together - Parting the teacher

G. Assesment

The process of assessment was done during the teaching learning process.

Table Observation Checklist of Students' Participation

No	Names	Indicators					Active	Passive
		1	2	3	4	5		
1								
2								
3								
4								

The indicators of students' active participation are as follows:

- 1) Listening to the teacher's explanation
- 2) Answering the teacher's questions
- 3) Drawing the picture of word given by the teacher on the whiteboard.
- 4) Guessing the word from the picture.
- 5) Doing the vocabulary tasks given by the teacher.

Notes:

- The students are considered active if they performed at least 3 indicators.
- The students are considered passive if the performed less than 3 indicators

Jember, 5th March 2019

The English Teacher

The Researcher

Sri Wahyuni
NIP.

Yulika Setiawati
120210401022

Appendices

A. Learning materials

Picture used in the teaching and learning process



Reading text (Descriptive Text)

My Bedroom

I have a bedroom. My bedroom is not too big. It is clean and tidy. I feel comfortable when I am in my bedroom.

In my bedroom, there is a bed. My bed sheet is pink. On my bed, there are two pillows, a blanket and a bolster. There is a cupboard in my bedroom. I always put my clothes tidily inside my cupboard. Sometimes, I also hang my clothes by using hanger. There is also a drawer on the right side of the bed. On the drawer, there is a table lamp. On the left side of the bed, there is a fan. Usually, I use the fan in the afternoon. I also have a mirror. It is on the wall. Near the mirror, there is a window. I give a pink curtain at the window because pink is my favorite colour.

Word cards used in playing Pictionary game

PILLOW

CURTAIN

FAN

CUPBOARD

LAMP

DRAWER

HANGER

BED

BOLSTER

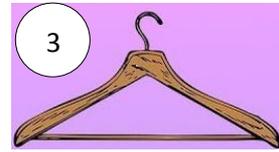
MIRROR

B. Tasks

A. Match the name of things in the left box with the appropriate meaning in the right box by writing the alphabet!

Name of things	Meaning
1. Drawer ()	a. Lemari
2. Cupboard ()	b. Kipas angin
3. Hanger ()	c. Lampu
4. Curtain ()	d. Gantungan baju
5. Bolster ()	e. Bantal
6. Pillow ()	f. Guling
7. Lamp ()	g. Cermin
8. Fan ()	h. Tempat tidur
9. Bed ()	i. Laci
10. Mirror ()	j. Gorden

B. Write down the names of the objects below!



1.
2.
3.
4.
5.

Answer Key

Task A

Name of things	Meaning
1. Drawer (i)	a. Lemari
2. Cupboard (a)	b. Kipas angin
3. Hanger (d)	c. Lampu
4. Curtain (j)	d. Gantungan baju
5. Bolster (f)	e. Bantal
6. Pillow (e)	f. Guling
7. Lamp (c)	g. Cermin
8. Fan (b)	h. Tempat tidur
9. Bed (h)	i. Laci
10. Mirror (g)	j. Gorden

Task B

1. Bed
2. Drawer
3. Hanger
4. Lamp
5. Fan

Appendix 10**LESSON PLAN**

(Meeting 2, Cycle 2)

School	: MTsN 6 Jember
Class	: VII
Subject	: English
Language skill	: Reading
Language Component	: Vocabulary (Nouns)
Theme	: Things around us
Time allocation	: 2 x 40 Minutes

A. Core competences

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic competences

- 1.4 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

Indicator : Showing high seriousness in teaching-learning process.

2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

Indicator : Showing discipliness, cooperation and responsibility in teaching-learning process.

3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari

Indicator(s) :

1. Identifying the things in the bathroom

4.8 Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks

Indicator(s) :

1. Mentioning the things in the bathroom

C. Learning objectives

1. The students are able to indentify the things in the bathroom
2. The students are able to mention the things in the bathroom

D. Learning materials

Enclosed

E. Media, equipments, and source(s)

Media:

- Pictures

Equipments:

- Whiteboard
- Board marker

Source(s) : Bupena (Buku Penilaian Autentik) for SMP/MTs Grade VII

: Mandiri Practice Your English Competence for SMP/MTs Class

VII

Teaching method

1. Approach : Scientific Approach
2. Technique : Question-answer, group work, Pictionary game

F. Learning activity

Steps	Teacher`s role	Student`s role
Opening (10 minutes)	<ul style="list-style-type: none"> - Checking students` motivation by greeting them. - Asking the students to pray together. - Stating objectives 	<ul style="list-style-type: none"> - Showing enthusiasm. - Praying together. - Paying attention to the teacher
Main activity (60 minutes)		
a. Observing	<ul style="list-style-type: none"> - Asking the students to observe the picture of bathroom - Asking the students to mention the things they find in the bathroom 	<ul style="list-style-type: none"> - Observing the picture - Mentioning the things in the bathroom they have identified
b. Questioning	<ul style="list-style-type: none"> - Leading the students to ask some questions 	<ul style="list-style-type: none"> - Asking the teacher about the English word of the things in the bathroom that they don`t know yet
c. Experimenting	<ul style="list-style-type: none"> - Distributing a text to the students and ask them to read it 	<ul style="list-style-type: none"> - Reading the text given by the teacher
d. Associating	<ul style="list-style-type: none"> - Asking the students to make groups of 5 - Asking the students to choose the representative of the their group to be an artist - Asking the artist to go in front of the class to draw on the whiteboard - Asking the students to guess the picture of the word drawn on the whiteboard 	<ul style="list-style-type: none"> - Making groups of 5 - Choosing the representative of the groups to be an artist - Drawing on the whiteboard - Guessing the picture of the word on the whiteboard
e. Communicating	<ul style="list-style-type: none"> - Giving an exercise about the things in the bathroom - Asking the students to do the exercise about the things in the bathroom that have been learned by using Pictionary game 	<ul style="list-style-type: none"> - Doing the exercise given by the teacher
Closing (10 minutes)	<ul style="list-style-type: none"> -Together with the students, conclude the material they have learned. - Asking the students to pray together -Parting the students 	<ul style="list-style-type: none"> -Concluding the material with the teacher`s guidance - Praying together - Parting the teacher

G. Assesment

The process of assessment was done during the teaching learning process.

Table Observation Checklist of Students' Participation

No	Names	Indicators					Active	Passive
		1	2	3	4	5		
1								
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The indicators of students' active participation are as follows:

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- 3) Drawing the picture of word given by the teacher on the whiteboard.
- 4) Guessing the word from the picture.
- 5) Doing the vocabulary tasks given by the teacher.

Notes:

- The students are considered active if they performed at least 3 indicators.
- The students are considered passive if the performed less than 3 indicators

Jember, 11th March 2019

The English Teacher

The Researcher

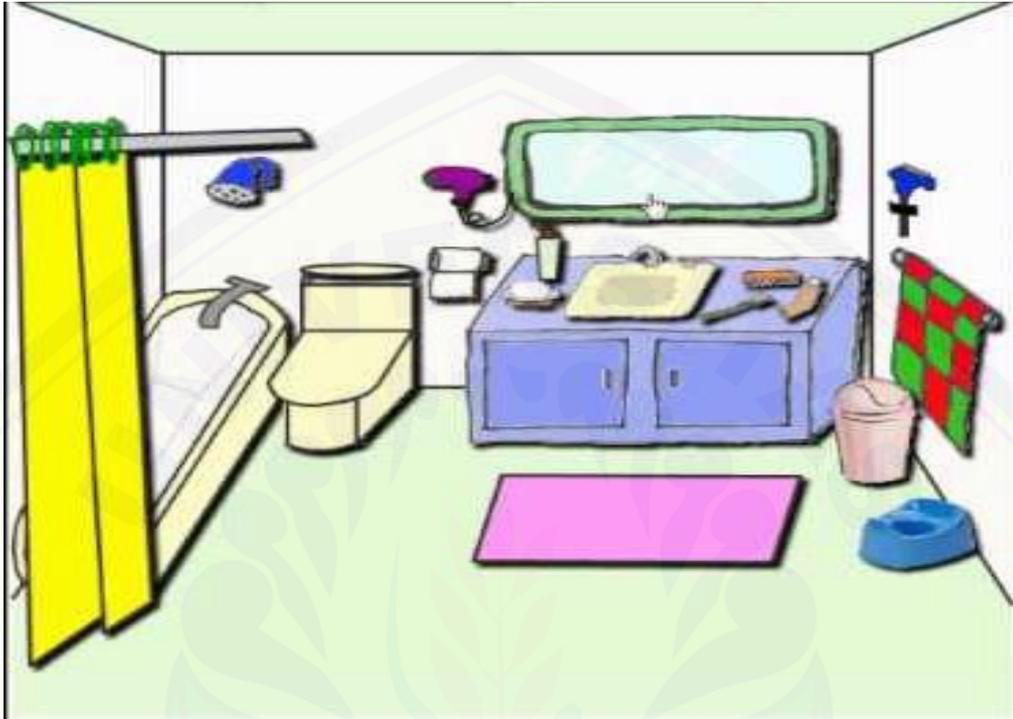
Sri Wahyuni
NIP.

Yulika Setiawati
120210401022

Appendices

A. Learning materials

Picture used in the teaching and learning process



Reading text (Descriptive Text)

My Bathroom

I have one bathroom in my house. It is on the backside of my house. My bathroom is small but it is clean.

There are some things in my bedroom. There is a door. The color is white. The floor and the wall are also white. There is a bath in my bathroom. There is also a dipper. I use it to take water from a bath. in my bathroom, there is also a shower but I rarely use it. There are 4 toothbrush in my bathroom because each of the members of family has their own toothbrush but we just have one toothpaste. On the corner of my bathroom, there is a pail for the place of dirty clothes. On the wall near the door, there is a place for putting a towel. In my bathroom, there is also a shaver. It is used by my father to shave his beard. I also provide some cotton bud when we want to clean our ears and a comb in my bathroom.

Word cards used in playing Pictionary game

BRUSH

COMB

**COTTON
BUD**

TOWEL

TOOTHBRUSH

TOOTHPASTE

SHOWER

SHAVER

PAIL

DIPPER

B. Tasks

A. Match the name of things in the left box with the appropriate meaning in the right box by writing the alphabet!

Name of things	Meaning
1. Toothbrush ()	a. Sikat
2. Brush ()	b. Pasta gigi
3. Towel ()	c. Kapas telinga
4. Dipper ()	d. Pencukur
5. Toothpaste ()	e. Sikat gigi
6. Shower ()	f. Gayung
7. Pail ()	g. Handuk
8. Comb ()	h. Pancuran
9. Shaver ()	i. Ember
10. Cotton bud ()	j. Sisir

B. Write down the names of the objects below!



.....



.....



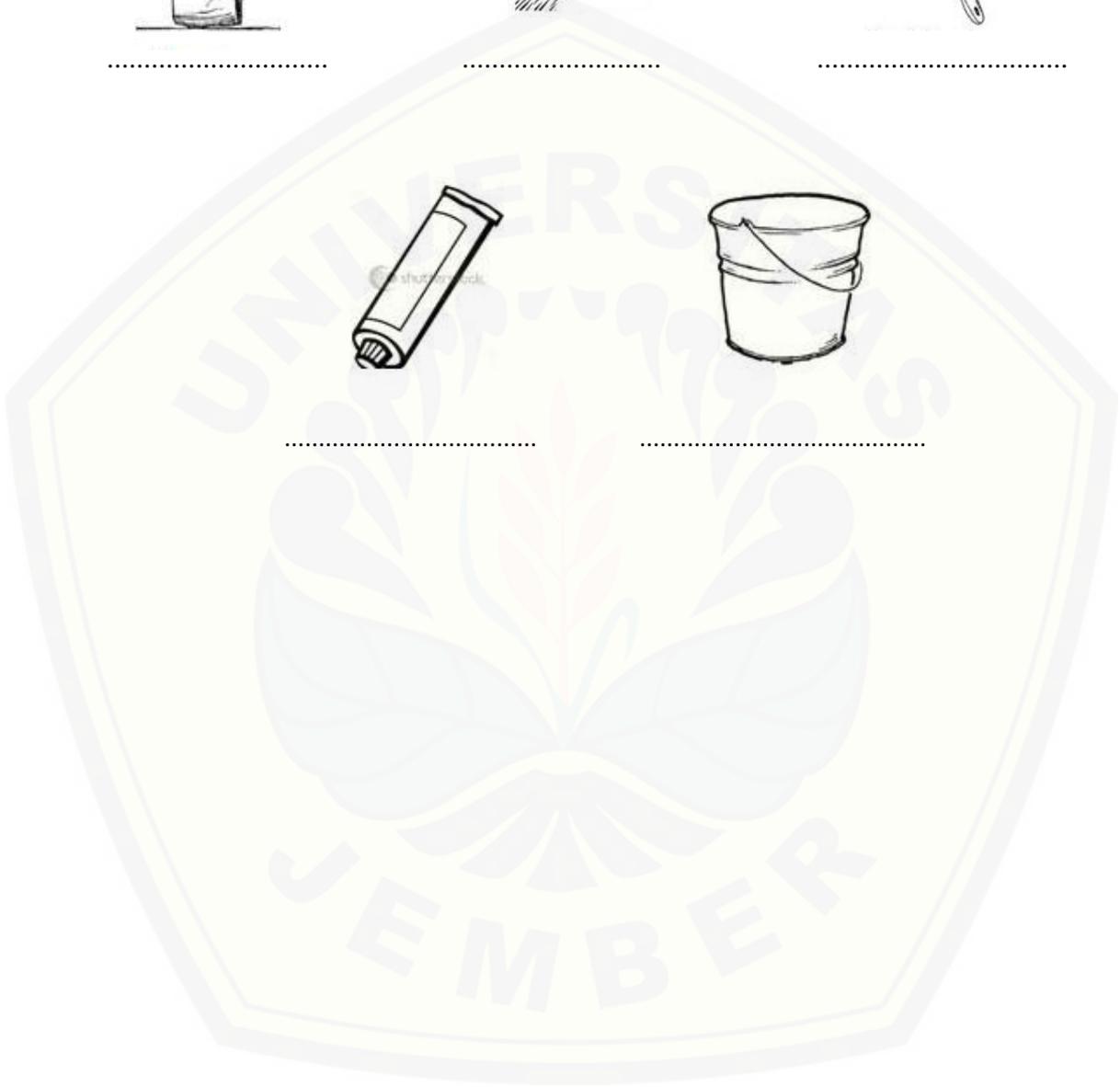
.....



.....



.....



Answer Key

Task A

Name of things	Meaning
1. Toothbrush (e)	a. Sikat
2. Brush (a)	b. Pasta gigi
3. Towel (g)	c. Kapas telinga
4. Dipper (f)	d. Pencukur
5. Toothpaste (b)	e. Sikat gigi
6. Shower (h)	f. Gayung
7. Pail (i)	g. Handuk
8. Comb (j)	h. Pancuran
9. Shaver (d)	i. Ember
10. Cotton bud (c)	j. Sisir

Task B

1. Towel
2. Shower
3. Toothbrush
4. Toothpaste
5. Pail

Appendix 11

Post Test 2

Subject : English

Class : VII

Language component : Vocabulary

Time Allocation : 40 minutes

B. Choose the best answer by crossing a, b, c or d on your answer sheet!

1.



Look at the picture. What is it in English?

- c. It is a cupboard c. It is a drawer
d. It is a hanger d. It is a blanket

2.



It is called ain English

- c. Bath c. Drawer
d. Lamp d. Bed

3. Theis on my bed. (bantal)

- c. Pillow c. Bolster
d. Curtain d. Blanket

4. There is a table.....in my bedroom



- c. Bolster c. Bed
d. Fan d. Lamp

5. What picture is it?

- e. It is a drawer
f. It is a mirror
g. It is a bolster
h. It is a pillow





6. I have two
- c. Bed
d. Pillow
- c. Curtain
d. Bedsheet
7. There is abeside my bed (cermin)
- a. Cupboard
b. Bolster
- c. Mirror
d. Pillow
8. There are the things in the bedroom, *except*.....
- a. Pillow
b. Blackboard
- c. Cupboard
d. Bed
9. I hold mywhen I sleep.(guling)
- a. Bolster
b. Drawer
- c. Mirror
d. Hanger
10. My curtain is pink. *Curtain* in Indonesian is.....
- a. Tempat tidur
b. Lemari
- c. Gorden
d. Bantal

Read the following text to answer no 11-20

My Bathroom

I have one bathroom in my house. It is on the backside of my house. My bathroom is small but it is clean.

There are some things in my bedroom. There is a a (11)  . The color is white. The floor and the wall are also white. There is a (12)  in my

bathroom. There is also a (13)  . I use it to take a water from a bath. in

my bathroom, there is also a (14)  but I rarely use it. There are 4 (15)



 in my bathroom because each of the members of family has their own

toothbrush but we just have one (16)  . On the corner of my bathroom,

there is a (17)  for the place of dirty clothes. In my bathroom, there is

also a (18)  . It is used by my father to shave his beard. I also provide

some (19)  when we want to clean our ears and a (20)  in my bathroom.

11. a. Door b. Shaver c. Comb d. Bath
12. a. Floor b. Wall c. Bath d. Towel
13. a. Toothbrush b. Bath c. Pail d. Dipper
14. a. Shower b. Toothpaste c. Towel d. Comb
15. a. Bath b. Toothbrush c. Dipper d. Pail
16. a. Pail b. Shower c. Toothpaste d. Bath
17. a. Comb b. Pail c. Shower d. Toothbrush
18. a. Shaver b. Shower c. Dipper d. Towel
19. a. Door b. Comb c. Dipper d. Cotton bud
20. a. Wall b. Shower c. Bath d. Comb

Answer Key

1. B
2. D
3. A
4. D
5. A
6. B
7. C
8. B
9. A
10. C
11. A
12. C
13. D
14. A
15. B
16. C
17. B
18. A
19. D
20. D

