

**IMPROVING STUDENTS' ENGLISH VOCABULARY MASTERY
THROUGH Pictionary GAME OF SD NEGERI 05
PONTIANAK TIMUR**

AN ARTICLE

by

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Abstract: This study discussed about using Pictionary game to improve students' vocabulary mastery to the third grade students of SDN 05 Pontianak Timur. The data were gathered from classroom observations and interview. The analysis showed how Pictionary game gave an improvement in pronouncing, knowing and memorizing words. It provided opportunities for students to improve the vocabulary mastery as well as motivation to help the teacher managing classroom interaction. It also enabled the students to experience the vocabulary; they made noticeable progress in their vocabulary learning, gaining the confidence to pronounce word in pronouncing. In short, this study showed that Pictionary game promoted students active participation in the activities with more opportunities to improve their vocabulary through practice which in turn increased their positive attitude for language learning.

Key words: Pictionary Game, improving, pronouncing, knowing, memorizing, mastery, vocabulary, English language.

Abstrak: Penelitian ini membahas tentang penggunaan Pictionary game untuk mengembangkan penguasaan kosakata terhadap siswa-siswa kelas tiga SDN 05 Pontianak Timur. Data diperoleh dari observasi kelas dan wawancara. Hasil analisis menunjukkan bahwa Pictionary game memberikan perbaikan dalam pengucapan, pengetahuan dan pengingatan kata-kata. Adanya kesempatan untuk para siswa untuk mengembangkan penguasaan kosakata serta motivasi dapat membantu guru mengelola interaksi kelas. Hal ini juga memungkinkan siswa untuk berpengalaman dalam berkosakata; mereka membuat kemajuan yang nyata dalam belajar kosakata, memperoleh kepercayaan diri untuk menyebutkan kata dalam pengucapan. Singkatnya, penelitian ini menunjukkan bahwa Pictionary game menumbuhkan keaktifan partisipasi siswa dalam kegiatan dengan kesempatan mengembangkan kosakata mereka melalui praktek yang meningkatkan sikap positif mereka dalam belajar bahasa.

Kata kunci: Pictionary Game, mengembangkan, pengucapan, pengetahuan, pengingatan, penguasaan kosakata, bahasa Inggris

Language has important role in human life, since it is a tool which humans use to interact with other people. Therefore, mastering several foreign languages are considerably necessary, especially English. Status of English as universe language has made people in the world to mastering English. English is not only cover four language skills areas such as: listening, reading, speaking, and writing, but also others aspects of language such as vocabulary. Vocabulary is supposed as the important element in learning English to support the four English skills itself. The students learn English easily if they know English vocabulary first. By having enough vocabulary, the ability to communicate and to convey our social need could be established. If the students have enough vocabulary, they able to understand the utterance which they listened, they able to speak fluently, and they understand the content of the text easily.

However, teaching vocabulary in the class, the students must have enough vocabularies in English that helped them to know and understand the meaning of what they learn in English. Learning vocabulary in class is a success when the students understand what the teacher teaches and they can give feedback about the material.

The mastery of vocabulary is very important in language teaching. However, in English learning especially in the third Grade Students of SD Negeri 05 Pontianak Timur, there were some problems that students faced in learning English, particularly vocabulary. As found in the third Grade Students of SD Negeri 05 Pontianak Timur, most of the students had problems in vocabulary learning especially in pronouncing the words and memorizing the words. Those problems made the students hard in mastering the English vocabulary.

Most of the students had difficulties to pronounce the words correctly. For instance, when they were learning about fruits and animals, they were not able to pronounce many words correctly, a very limited number of words could pronounced correctly, though they had practiced several times. This problem occurred due to English as a foreign language which has different system of language compared to Indonesian Language. Both languages have different speech sound for each word, thus the way to pronounce each word be different. For example, /a/ and /e/ sounds, in English the way to pronounce them was totally different to Indonesian Language. Besides, it was difficult for them to understand the meaning of some words, for example, in topic 'Animals Around us' there were some words about animal's name. They had asked the meaning of the certain words to the teacher or found them in a dictionary. But in the fact, most the students forgot many of the words after they finished their English class. Only a very limited number of words were remembered. The other students remembered more words and pronouncing better than the other. After asked more detail to students who can remember more words and pronouncing well better than the other students, teacher got answer that the students took English class at a private course.

Another problem as found In English class, especially at the third grade students of SD Negeri 05 Pontianak Timur were the students' habit in learning Vocabulary and teaching technique which was used by teacher. Students did not change their habits in learning vocabulary, such as writing words on paper, trying

to learn by heart or learning passively through the teacher's explanation. These habits make them difficult to mastering the word. That was why the students need to change their habit.

Teacher was a person who had an important role to make students change their habits in learning English. The techniques were used by teacher influenced the students' habit in learning English. In this case the teacher used drilling and modelling techniques. These techniques are not enough to make students easily receive lesson and mastering the words. That was why; the teachers used appropriate technique. By using the appropriate technique, the students were expected easily received a lesson. One of the techniques used by the teacher was a game. According to Morris & Whalen (2005, p. 1) games was a wonderful and effective strategy of teaching learning, because one of the goals for using games in a teaching learning was to have fun, games promote a positive disposition toward learning. By using game in teaching vocabulary helped make words more memorable and students were expected be able to pronouncing the words well and memorizing the words.

Based on syllabus of SD 05 Pontianak Timur at the third grade, the main focus was vocabulary building. Most of the indicators of the syllabus were understood about vocabulary, such as: repeat, pronouncing, memorizing and identification some words. Based on the indicators, in English class, the teacher gave new vocabularies based on the topic by write them down on the blackboard. The teacher gave vocabulary with the meaning, and then read them and the students followed the teacher. All this time in teaching vocabulary the teacher used drilling techniques. However, this technique did not enough to get better result in vocabulary learning. The students were still not showing significant improvement. They got difficult to pronoun the words correctly, difficult to understanding and memorizing the words.

In this research, the writer tried to study about noun, because noun was part of vocabulary. The popular definition of a noun was that it described a person, place or thing. Nouns conveyed a substantial proportion of the information in most texts (Parrot, 2010). In English, nouns are defined as those words with occur with articles and attributive adjectives and could be functioned as the head of a noun phrase. While, in traditional English grammar, noun was one of the parts of speech. Noun according to Harmer (1991, p. 37) was a word or group of words that is the name of a person, a place, a thing or activity or a quality or idea; noun can be used as the subject or object of verb. Some classifications of nouns are; proper noun and common noun, countable noun and uncountable noun, concrete noun and abstract noun. This study focused on common noun.

Based on the explanation above, the writer interested to conduct an observation to know how far Pictionary game improved students' vocabulary. So, the writer conducted an action research with the title based on the explanation above. The title was Improving Students' English Vocabulary Mastery through Pictionary Game (A Class Action Research on the third Grade Students of SDN 05 Pontianak Academic Year 2016/2017).

METHOD

It is important to describe the method to be used to conduct a research. In order to find the improvement of the teaching learning process, the researcher used classroom action research. According to Rust & Clark (2003, p. 4) Action Research is a type of applied research in which the researcher is actively involved in the cause for which the research is conducted. McNiff & Whitehead (2006, p. 8) state that action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work. Another definition by Corey as cited in Cohen, Manion & Morrison (2005, p. 227) assert that action research is a process in which practitioners study problems scientifically, thus it can evaluate, improve and steer decision making and practice. In sum, Classroom Action Research is one of the forms of research designs that forced teachers to conduct an effective process in order to improve the results of the students' achievement in a particular variable. It is a process that aims to solve a particular teaching-learning problem that has been identified. Furthermore, the result of the research might be used to solve the problem, improve the practices, or help to make a decision after the process.

In this research, the researcher had emphasized on using Pictionary game to improve vocabulary mastery. Adopting the ideas from McNiff and Whitehead (2006, p. 9), the researcher had identified the problems, tried a different way of doing things, reflected on what was happening, and in the light of the reflections tried a new way that may or may not be successful. Thus, during and after the use of Pictionary game, the researcher had observed and evaluated progress by establishing procedures for making judgments about what was happening. The students who had participated in this research were the third grade students of SDN 05 Pontianak Timur in the academic year 2016/2017. It was selected, because in the third grade the researcher found more students had difficulties in vocabulary learning especially Common Nouns. It was a classroom consists of 29 students. This study adopted the cyclical of action research by Kemmis and McTaggart as cited in Burns (2010, p. 9). It consists of four steps: planning, acting, observing and reflecting. The steps are discussed as follows.

1. Planning Phase

The researcher as a teacher provided a teaching learning activity with the powerful technique to solve the problem found in the previous teaching learning process. The problems were students hard in mastering the English Vocabulary. They did not interest and did not have a good motivation in learning vocabulary. They got difficulties in pronouncing and memorizing some words. In order to investigate those problems, the tools that the researcher prepared before coming to the classroom were: complete lesson plan, teaching media, field notes, student's scoring sheet, students' worksheets, and interview sheet.

2. Acting Phase

In this step, the material that had prepared by the researcher in the lesson plan had applied to the students in the classroom. Two meetings covered one cycle in this research.

The following steps were the pictictionary game used in cycles:

- a. Teacher explained the objective and the goal of the study.
- b. Teacher explained common noun.
- c. Teacher asked students about name of animals.
- d. Teacher showed some pictures of animals and pronounces it and asked students to repeat after her.
- e. Teacher explored the topic with the class and highlights useful words by the students related to the mastery English vocabulary.
- f. The Teacher showed some animal's pictures and asked the students to mention them orally.
- g. Teacher introduced and explained about Pictionary Game and how to play it.
- h. Teacher divided students into five groups.
- i. Teacher asked students to play in group.
- j. Teacher monitored the students during their activity in playing Pictionary Game.
- k. Teacher gave test to the students.

3. Observing Phase

In the observing phase, there was a collaborator. The collaborator observed the activity by giving checklist to the observation; as well as took notes in the field notes. The observation was not only aimed to the students but also to the teacher; how the teacher gave the instructions and teach the students; whether the procedures were relevant to the lesson plan or not.

4. Reflecting Phase

In this phase, both of researcher and the collaborator had reflected of what happened in the planning to observation phase. This phase determined the success of the technique was used; whether it worked well or there were still weaknesses toward the process. After getting the result of the test, the teacher and the collaborators reflected the students' comprehension in form of score. The result of the observation checklist was translated into sentences. It used as tools to gather the information. Then, the teacher and the collaborators combined all the information they collect from the tools. Finally, they determined whether there was another cycle to improve the result and the process or not. The important feedbacks or result of the reflection step were used to determine what to be improved in the next cycles.

FINDINGS AND DISCUSSION

Findings

1. Students' English Pronunciation

There were many problems occurred before heading to students' well engagement during learning vocabulary. This was the first time they learnt vocabulary using Pictionary game. They felt strange and confused paced this game, even though the teacher had explained detailed about the game. In the first cycle, the majority of the students were passive during play the game. At the beginning, the groups looked confuse and unmotivated to play because one of the member had to draw the animals' picture and the other members must guessed the picture during the game, while the other students were eager to answer, so it disturbed the other group who was playing at that time. Some students were busy with their own word when the other group played the game.

In this research, there were students' problems in pronunciation during learning vocabulary. The students difficult to pronoun words well and correctly. Based on the observation notes, in the first cycle, during play the game, most of them (half of the class) seem shy when the teacher asked them to pronounce the word in English, only half of the class who spoke loud. The students shy to pronounce the word because they got afraid if their pronunciation got mistake and make them be passive during the game. While after they finished the game, they got oral test to mention the animals' name, but the majority of them did the test with insufficient score. It was hard for them to pronounce the word well and correctly. They were still afraid of making mistakes (in pronunciations). Even though, at the beginning the teacher already pronounced the vocabularies and repeated them, they were still unable to pronounce them well and correctly. Hence, the results of the test were many students got insufficient score. There were 15 students got score less than 70 point, 5 students got 70 point and 9 students got score more than 70. Between the 29 students in the class, there were 2 students who got maximal score (100 point) in the oral test. Both of them pronounced the word well and correctly.

In the second cycle, the students increased their ability of the pronouncing the words. During the game process, the students had self confidence to pronounce the word in English louder when the teacher asked them to repeat their group answer. While, when they did the test, the majority of them did the test with sufficient and good score. It was showed in the result of their oral test.

There were 18 students got score more than 70 point and 6 students got score 70 point and 5 students got score less than 70 point. One of the students who got score less than 70 point was student number 15. His score was decrease from first cycle to second cycle. In the first cycle he got 15 point, while in the second cycle he just got 0 point. Based on interview the teacher to student number 15 about his score which was decreased in cycle 2, the teacher got information that the student felt animals which introduced by teacher were hard to pronounce and the oral test also was more difficult from first cycle. The following was the translated interview of student number 15.

“I thought the animals’ name was so hard to pronounce because all of the animals’ name were different from first cycle. I confused to pronounce them at the oral test.” (Student 15)

The other students who got score less than 70 were students which number 10, 22, 24 and 29. Even though all of them got such this score, but their score got increased from first cycle to second cycle. It’s showed that pictiionary game improved their ability in pronouncing.

Even the other students got score same or more than 70 point, there were some of them who got score which decreased from first cycle to second cycle. The students who their score got decreased were student number 2, 13 and 19. The followings were the translated interviews of student number 13 and 19 about their score achievement in each cycle.

“In beginning I though the teacher gave me similar oral test, and in the game process I did not pay attention well about the words which introduced and pronounced by my teacher. So when I did oral test some of word could not pronounce well by me.” (Students 13)

“I thought the test would be easy like cycle 1 and I sure I would get score 100 point. That’s why I did not repeat to pronounce some of words which pronounced by my teacher and its result my score less than cycle 1” (student 19).

Additionally, there were students got significant improve in their result test. They were students which number 7, 9, 10, 14, and 26. Most of them increased their score about 30-35 points from first cycle to second cycle. The followings were the translated interviews of some student.

“I think I got a lot of new vocabularies during the game, and it was easy for me to pronoun them because I paid attention to the game from beginning till the end. Besides, the teacher also pronounced and repeats them, so its help I review the vocabularies I had learnt in the classroom. ” (Student 7)

“I easily pronounced word well and correctly in the oral test, because I participated to the game and repeat to pronounced the words which pronounced by my teacher.” (Student 9)

“I found a strategy how to improve my pronunciation by paid attention to all the words which used during the game and repeated to pronounce them, and I think my ability to pronounce words improved.” (Students 14)

Finally, most of students’ pronouncing ability was gradually enhanced during the game process and test result. This ability improved when comparing the first and second cycle over 2 weeks (table 1). This result was gathered using test result of oral test.

Table 1 Some students' score of oral test in each cycle

Student's Code	Some students' score of oral test			
	Cycle 1	Cycle 2	Increase	Decrease
2	85	80	-	5
7	55	85	30	-
9	50	80	30	-
10	35	60	25	-
13	80	70	-	10
14	45	75	30	-
15	15	0	-	15
19	100	80	-	20
22	50	65	15	-
24	0	50	50	-
26	30	75	45	-
29	50	60	10	-
Mean Score	49,58	65,00		

2. Students' ability in memorizing vocabulary

The main goal of the study was to find out the extent to which picture game is applicable in the researcher's class or influenced classroom in learning English vocabulary. The focused was on the learning English vocabulary using picture game, including students' improvement memorizing vocabulary. The analysis sought to find out how picture game gave an improvement in teaching learning process. The data were gathered from classroom observations, test and interview. In the first cycle, the students felt strange and confused paced picture game, even though the teacher had explained detailed about the game.

Based on the observation notes, in the first cycle, the majority of the students were passive during play the game. Most of students in each group hard to know and guess the vocabulary which drawn by their friends. Some of them did not able to guess the picture correctly. Even though the teacher gave 2 times chance to guess the picture but they still did mistake. It also showed in the result of their final score of game. All the groups did not get maximal point in the game process (100 point). During the game, most of the students only remember the vocabularies but they forgot the meaning. It showed there were students just mentioned Indonesian word to guess the picture which drawn by their friends. They mentioned the Indonesian because they forgot the English. While, when they did the test, the result of their test, most of them got insufficient score. There were 21 students got score less than 70 point, 7 students got score higher than 70 point and just 1 student got score 70 point.

There was significant improvement of students' ability in memorizing vocabulary in the second cycle. Hence, it was the second time students played

the pictionary game. The students liked to guess the pictures which drawn by their friends. They are very excited when the pictionary game applied in their class. They had spirit to guess the pictures and they looked happy. They were easier to memorize many vocabularies with pictionary game. They also participated well by giving feedback in teaching learning process, they enjoyed and pay their attention along the teaching learning process. It can be seen that most of the students knew most of the word which drawn by their friends and when the teacher asked the students about the meaning of word that had guessed by other groups they able mentioned them. All groups also looked motivated to play and they were very enthusiastic looking at the leaders who were drawing the animals during the game, they knew the vocabularies and its meaning by guessed the pictures correctly.

Most of them in each group were easier to know and guess the vocabulary which drawn by their friends. Even some of them able to guess the picture correctly in 1 time chance. The final score of the game showed significant improvement for each group except group 5 (group 5 got same score from first cycle to second cycle).

Meanwhile the result of the written test, there were 11 students got score higher than 70 points and 15 students got score 70 points and 3 students got score less than 70 points. The students who got score less than 70 were students 10, 15 and 22. The third of them had problems in learning all subject not only in English. Commonly, they could not read and write Indonesian well. Two of them actually did not pass into the fourth grade. Although their score less than 70 point, but both of them (student number 10 and 22) got improve score from first cycle to second cycle. While student number 15 got same score from first cycle to second cycle. This student was lazy to do the test which given by the teacher. The followings were the translated interviews of students who got score less than 70.

“It was difficult for me to do the test, because during the game I confused to play the game and I was lazy to guess the picture because I did not understand what my friend drew. When my teacher mentioned the vocabulary, it was hard for me to memorize them.” (Student 10)

“My friend drew unclear pictures and I could not guess right. The game made me bored and made me lazy to memorize the words” (Student 15)

More over, there were some students who got score same or more than 70, but their score decreasing from first cycle to second cycle. The students who their score got decreased were student number 5, 6 and 12. The followings were the translated interviews of student about their decreasing score each cycle.

Meanwhile, there were students increased their score significantly. Their score changed dramatically from first cycle to second cycle. They were students number 3, 7, 9, 13, 14, 16, 17, 18, 20, 21, 24, 25, 27 and 29. Most of them increased their score about 40-75 points from first cycle to second cycle. The followings were the translated interviews of some students.

“I though the test (the written test) was difficult to do at the beginning, but through pictionary game I got new vocabularies. I easily memorize the

vocabulary, because I enjoyed during game. I also found a strategy how to improve my ability to memorize the word by more paid attention about picture which drawn during the game , and I think my ability to memorizing word improved.” (Students 16)

“It was easy for me to do the test, because all the words which drawn during the game represented again on the test” (Student 17)

“I enjoyed during the game. I can remember most the words which drawn during the game. The same tests made me easy to memorize. That’s why I felt comfortable during the lesson and I can do the test well” (Student 20)

“I think I liked this game. it was easy for me to memorize the words because my friend draw a picture and me with other friends in our group guess it. Besides, I can do my test well, because, I remember about most words that drawn by my friend. ” (Students 25)

Additionally, students’ ability in memorizing vocabulary improved when comparing the first and second cycle over 2 weeks (table 2). The test involved matching the pictures to the words. The words which used in the game should memorized by students, in order they able did the test and got sufficient score This result were gathered using written test for matching picture to word. It may also confirm that the pictionary game can develop students’ ability in knowing vocabulary.

Table 2 Some students’ score of written test in each cycle

Student's Code	Some students’ score of written test			
	Cycle 1	Cycle 2	Increase	Decrease
3	25	70	45	-
7	30	70	40	-
9	20	70	50	-
10	5	20	15	-
13	15	70	55	-
14	25	70	45	-
15	0	0	-	-
16	10	75	60	-
17	20	75	50	-
18	35	80	45	-
20	25	70	45	-
21	30	70	40	-
22	20	50	30	-
24	10	70	60	-
25	15	90	75	-
27	15	70	55	-
29	10	70	60	-
Mean Score	18,23	64,11		

Discussion

This study took into account how pictorial game improved as well as the students' ability in pronouncing and memorizing the word.

Among the study results, the important finding asserts the activity in the pictorial game process gave opportunities to students to improve their vocabulary. This game made students did practice use the word. They had chances to pronouncing and memorizing the word. The students feedback as well as motivation along the way play significant roles during the pictorial game. Thus, the findings above show that the game provided vocabulary learning opportunities which aimed at pronouncing and memorizing vocabulary for students.

According to Wright, Bitteridge, and Buckby (2002) "games can be found to give practice in all the skills (reading, writing, listening, and speaking)". Starting with pictures which were drawn by the leader provided the students practiced to memorize the previous word that had given and they pronounced them. They excited and enjoyed to play this game after the know well the procedures of the game.

The claim above is supported by Hadfield (1998, p 4) argue that, A game was an activity with rules, a goal and element of fun". Similarity with the Hadfield's opinion, a pictorial game's rules were played in groups to get high score by guessing picture. This process made students easy to improve their English vocabulary because they enjoy played the game. This game was fun because students played it in the group and they did competition to get higher score. In addition, the improvement of the process and the result of pictorial game be better from cycle 1 to cycle 2.

The following are explanation of improvement in each cycle. In the cycle one, some of students got confused and unmotivated to play this game. They did less cooperation and each group did not able to get maximal score at the game, mean while some of them hard to do both of the tests. During the game process some of them looked do individually and they did not discussed to mention the words.

Moreover, they did not focus to play the game, because they were busy with their own activity such as talking to other friends when the other group's turn.

Moreover, in the second cycle, all students said that learning vocabulary through pictorial game very interesting and made them satisfied. Most of students understood and motivated to play this game. Their cooperation in guess the picture was better, they looked enjoy discussed with their group before they mentioned the words mean while most of them easy to do both of the test.

Over all, despite the numerous problems occurred, there were few students engaged actively from the start. They actived during the game and they pronounced and memorized words well.

In each cycle the researcher applied a Pictionary Game. The game offered vocabulary learning using drawing pictures. It provided students with motivation to improve and built vocabulary. The activities involved acting students doing the game in group and doing the two tests (written and oral).

In second cycle, most of the students also increased their pace on the tests. Most their performances during the game changed dramatically compared to the first cycle. They did not seem too shy (compared to their performance in cycle 1) when they were pronouncing the word. In sum, using Pictionary game fostered the students to get involved in the teaching learning activities in the classroom. Going through some problems during the process, finally the students' active participation can be seen within the process of the game and the test result.

Underlying these results was Pictionary game process can improve students' abilities in pronouncing and memorizing. It can be concluded that the groups and students made progress in their abilities for each cycle. All the groups' score increased when comparing the first and second cycle over 2 weeks, while there were some students who had the most improvement in oral test during the 2 weeks. In their first cycle they lacked confidence to pronounce the words. They got shy to pronounce the words and they could not pronounce most of the test item well, that was why they got fewer score.

Meanwhile in a written test, there were some students who had the most improvement during the 2 weeks.

During the implementation of Pictionary Game, the teacher mentioned the score of test result and rewarded success immediately. The researcher tended to do those things to let students know how well they had done and how to improve. Besides, the teacher also selected topics and activities that served to motivate them. Those activities stimulated interest and their involvement, thus the students learnt something during that time. In addition, the teacher gave them detail feedback in the last phases (vocabulary focus). By giving both positive and negative comments will influence motivation, and praise builds students' self-confidence, competence, and self-esteem.

CONCLUSION AND SUGGESTION

Conclusion

The following conclusions are based on the research findings; the researcher draws the conclusions as follows: (1) Using pictionary game in the vocabulary learning be one of way to make students easier to pronounce word correctly. It helped the teacher to manage classroom interaction as well as to maximize opportunities for students to pronouncing the vocabulary correctly; (2) All students seemed to have enjoyed of Pictionary game and most made good improvement in knowing vocabulary. The students were easier to know many vocabularies with pictionary game. Most of them knew most of the word and its meaning which drawn by their friends and they able mentioned them correctly; (3) Pictionary game promoted students active participation in the learning vocabulary with the opportunities to memorizing word. It increased their ability for learning vocabulary. Through this game, the students were easier to memorize vocabulary and their ability in memorizing vocabulary improved from cycle 1 to cycle 2.

Suggestion

Based on the findings and the conclusion of this research, here the researcher would like to provide some suggestion for the teacher or instructor or other researchers, as follows: (1) Prepare materials and make good scenario to create fun situation and make the game be more interesting; (2) Expose students more to do cooperation in their group; (3) Try to keep students' motivation high and motivate them to improve their vocabulary mastery; (3) It is important, especially with passive students, to do repetition that encourages them to improve their vocabulary; (4) It should be acknowledged that this study had a number of limitations. Although the students were satisfied with the picture game and its step to play the game, applying more variety of creative tasks and the step could have been allowed; (5) Finally, it is strongly recommended to sufficiently motivate students to seek out opportunities for exposure to and use of the vocabulary outside the classroom.

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