

## CHAPTER II

### REVIEW OF RELATED LITERATURE AND HYPOTHESIS

This chapter presents review of related literature and hypothesis. It is divided into previous studies, related theories, conceptual framework, and hypothesis.

#### 2.1 Previous Studies

These are some studies that describe the use of pictionary game to improve vocabulary mastery as follow:

First, research was done by Dwi (2017), entitled *Improving Students' Vocabulary Mastery Through Pictionary Board Game at Grade IV B of Elementary School 36 Pekanbaru*. The researcher used classroom action research. The aim of this study was how Pictionary Board Game can improve students' vocabulary mastery and what factors can increase students' vocabulary mastery by using Pictionary Board Game. This study consisted of 2 cycles; each cycle consisted of planning, implementing, observing, and reflecting. The research instruments in the form of test results are observation sheets, and interviews. Data were analyzed by quantitative and qualitative research. The results showed that the use of Pictionary Board Game can improve vocabulary mastery in each indicator. There are 3 factors that influence the results of the students' vocabulary mastery: those are the material given to the students, students' interest, and teacher guidance.

Second, research was done by Iswandari (2017), entitled *The Effectiveness of Pictionary Game in Improving Students' Vocabulary Mastery*.

The researcher used a quasi experimental research. The aim of this study was to find out whether or not pictorial game can improve students' vocabulary mastery and to find out the effectiveness of pictorial game in improving students' vocabulary mastery of fifth grade students of SD N 2 Ukir Rembang. In the pre-test result, the mean score of experimental group was 65 and the control group was 64.25. However, in the post-test result, the mean score of experimental group was 84 while the control group was 73.25. The improvement of the mean score of experimental class which had increase percentage 29.23% proves that pictorial can improve students' vocabulary mastery. Furthermore, the result of the analysis using t-test showed that the t-value was 2.97 and t-table was 2.03. It means that the t-value was higher than t-table ( $2.97 > 2.03$ ). It could be concluded that there was significant difference between the experimental and control group. It means that pictorial game is effective to improve students' vocabulary mastery in the fifth grade students of SD N 2 Ukir Rembang.

Third, the researcher was done by Rusyda, Suparman, & Sudirman (2014), entitled *Teaching Vocabulary Through Pictorial Game to First Grade Students of SMP Al-Kautsar*. The researchers used qualitative quantitative research. The aims of this study were analyzing students' vocabulary achievement after being taught by using Pictorial Game and describing the process of the implementation of Pictorial Game in teaching vocabulary. The result of this study was showed that the mean score of the pretest was 65.15, and the mean score of the posttest was 89.15. It means that

after the implementation of Pictionary Game, there was a significant difference and increase of students' vocabulary achievement.

Fourth, the researcher was done by Akrimah, Nainggolan, & Sinaga (2017), entitled *Teaching Vocabulary Through Pictionary Game To The First Grade of SMPN 1 Way Tuba*. The researchers used quantitative research. The aim of this study was to find out whether there was an improvement of students' vocabulary achievement after the implementation of Pictionary game technique. The improvement can be seen by comparing the mean score between the pretest 56.58 and the posttest 74.88. Therefore, the t-value was higher than the t-table ( $9.124 > 2.120$ ). The result of this research was that there was an improvement of students' vocabulary achievement after the implementation of Pictionary game technique.

Fifth, the research was done by Rahman, Choo, & Li (2016), entitled *The Use of e-Pictionary in Vocabulary Instruction*. The researchers used action research. The aim of this study was to out investigate the use of e-Pictionary designed using the software of iSpring Pro 6.2 as a teaching and enrichment tool to enhance the vocabulary of English as a Second Language Learners (ESL). A triangulation of quantitative and qualitative analysis was employed. The results of the quantitative data indicated that the participants' vocabulary performance improved after they were introduced to the use of ePictionary. The results of the qualitative data indicated that they enjoyed participating in the activities conducted through the use of ePictionary. There are differences in the mean of the scores of the pretest and posttest. It showed the mean value for the post-test is higher (mean = 72.50, SD = 16.51)

compared to the pre-test (mean = 27.12, SD =10.79). Based on t-test, there is a significant difference between pre-test and post-test ( $t(25) = -14.356$ ;  $p < .05$ ).

Sixth, the research was done by U, Rukmini, & Sutopo (2013), entitled *The Use of Picture Games to Improve Students' Motivation in Learning Vocabulary*. The researcher used classroom action research. The aim of this study was to investigate the use of picture games which used by English teacher in learning vocabulary in the classroom of State Elementary School 01 Rancawuluh. The result showed that in the first cycle students' motivation were still low those were 54%, in the second cycle 68.3%, and in the third cycle 93%. It means that every cycle increase significantly. This research also showed that students' achievement in learning vocabulary through Picture Games in the first cycle the average was 54.2, in the second cycle 60 and in the third cycle 77.3.

From the previous above, it is concluded that by using Pictionary game, the result of all of the researchers are pictionary game can increase students' vocabulary mastery. Beside, this method can emphasize the students in learning process. In this research, the difference is the research uses a quasi-experimental and pictionary game will increase the students' vocabulary mastery in the learning process for SMK because pictionary game will create a cooperative learning so that students will enjoy and feel relax during the learning and they will not waste their time in discussion, because when the students do pictionary game, they automatically focus on the picture that is drawn. Beside, this method can make the students more active in learning process.

## 2.2 Related Theories

### 2.2.1 Definition of Vocabulary

Aslan (2016:1) states that vocabulary is one of the most important elements between others while learning a new language, because learning a new language will acquire a new word. Word limitations pose obstacles while understanding a language. In order to face these obstacles, vocabulary enrichment is needed. Kurnia (2017:42) states that vocabulary is basic part of language when people learn English. Nowadays, introducing English vocabulary can be started in the kindergarten school. In early age, the young learners are easy to accept the language that has been given by teacher. Therefore, young learner in early age (around 3 to 4 years old) should get stimulation and learn English vocabulary in order to get preparation to study in higher level. The way to teach vocabulary in every student is different depends on the level of the students. Successful teaching depends on many factors, including the level of instructional resources available, staffing levels, continuing professional development, and support from administrators and parents (Johnson, 1990) in (Patnaik & Davidson, 2015:13).

Ahmadi (2012:186) states that vocabulary learning is one of the most important factors that foreign language learners encounter during the process of learning a foreign language. Vocabulary was neglected aspect in language learning. In recent years, people have been aware that vocabulary is important for their communication and interaction to other people. If people do not know the meaning of the word, they will be

difficult to communicate each other. People have to master the vocabulary, so they will not miss communication with other people when do the interaction. Manik & Christiani (2016:2) also state that vocabulary is a total number of words which with rules for combining them make up a language. In the world of education, students are expected to master enough vocabulary to support their English skill. It means that other English skills which are speaking skill, reading skill, listening skill, and writing skill will run well and students will master all the English skill easily if the students master the vocabulary. Each skill will be supporting other skill. Vocabulary is the basic one to master English skills.

A word in linguistic analyses, is described as a set of properties, or features, each word is the combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation) and frequency. To master a word is not only to learn its meaning but also to learn seven other aspects. All these properties are called word knowledge (Schmitt, 2000) in (Alizadeh, 2016:22). The aspects that have explained before, sometimes can be found in the song, poem, and anything related to literature of English. Kimsesiz, Dolgunsoz, & Konca (2017:427) believe that apart from developing blended 4 language skills, EFL vocabulary learning is of great importance at early ages. Most of students in Senior High School are difficult to learn vocabulary because their memory tends to be weak due to increase age. It is different with young learner, their memory is stronger to remember

something new. That is why every teacher has to have an interesting technique that is suitable for intended level.

Qian (2002:532) in Kabilan, Zalina, & Ernes (2016:218) state that vocabulary knowledge of learners is “closely and positively associated” with learners’ performance on reading tasks for basic understanding and comprehension, and thus, is a critical factor that contributes to reading development and skills of learners who are not native speakers of English (Carlisle et al, 1999) in (Kabilan et al., 2016:218). It means the learners will master the vocabulary if they are in habit of reading a book or something like that, because in reading a book or something like that they will find some new words and information that they have not found.

### **2.2.2 Kinds of Vocabulary**

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) in Alqahtani (2015:25) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but they will probably not be able to pronounce. Furthermore, word knowledge also comes in two types, receptive and productive. Receptive vocabulary includes words that someone recognizes when hearing or seeing the word or vocabulary. Productive vocabulary includes words that someone uses when speaking or writing. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which people assign some

meaning, even if people do not know the definition of receptive vocabulary and productive vocabulary and connotations or ever use receptive vocabulary and productive vocabulary as people speak and write (Kamil & Hiebert) in (Alizadeh, 2016:22). Haycraft, quoted by Hatch and Brown (1995) in Alqahtani (2015:25) indicates two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

### 1. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but the learners do not use it in speaking and writing. Nagy, Anderson & Herman, 1987; Webb (2005) in Maskor & Baharudin (2016:263) state that receptive vocabulary knowledge is known and understood its meaning by the learners when reading the text or listening to the audio. The learners recognize and know the meaning of the words that caused the learners to understand the text they have read but not used to speak and write.

### 2. Productive Vocabulary

Productive vocabulary is the words that the learners understand and the learners can pronounce correctly and they also use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to

express their thoughts to others. Productive vocabulary knowledge is considered as the ability to recover the structure and meaning (Laufer et al, 2004; Webb, 2008) in (Maskor & Baharudin, 2016:264), or to pass on the word as in the original learners' language (Webb, 2009) in (Maskor & Baharudin, 2016:264).

Nation (2001) in Oberg (2012:26) states that passive vocabulary and active vocabulary are sometimes used as synonyms for these terms, receptive vocabulary (listening and reading) and productive vocabulary (speaking and writing).

### **2.2.3 Vocabulary Mastery**

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings (Alqahtani, 2015:26). People who master the vocabulary will get many benefits for them self. They can improve four English skills easily and they also will do the interaction with other people easily. The people's memory is different. They can master vocabulary with the same result but it depends on the people who have a good effort. It is about need, motivation, and desire for the words. U, Rukmini, & Sutopo (2013:131) state that motivation is a psychological term which usually refers to a feeling of enthusiasm, interest, or commitment that makes somebody wants to do something.

In vocabulary mastery, there are some steps that students have to do. Nation's (2001) in Goundar (2015:295) states that theoretically-

oriented taxonomy makes a basic distinction between the aspects of vocabulary knowledge from the sources of vocabulary knowledge and from learning processes; hence, three general classes: planning, sources, and processes, each covering a subset of key strategies.

‘Planning’ is something that learners have to know what vocabulary that learners want to master. In this study, the writer will focus on multimedia students, so vocabulary that the writer should be prepared is about multimedia technique word. ‘Source’ is something that learners have to find the vocabulary. In this study, the writer will list what are the vocabularies that are used in multimedia technique. The last is process. ‘Process’ is something that learners have to do after doing planning and source. The learners can do whatever they want to make them enjoy with their activity. The writer will prepare the game for the students to do the process. After people do three steps above continuously, they will master the vocabulary. Vocabulary holds an important role in four English skills.

#### **2.2.4 Vocational School Characteristics**

Winangun (2017:75) states that vocational education is an education that is an always dynamic in making changes to the education curriculum in accordance with the growth of the labor market and adapting to the development of science and technology. It means vocational education will always get paradigm reshuffle. Technology education is an educational program that develops knowledge, attitude, skills and value that can make the students to maximize flexibility and adapt the work in the future. Winangun (2017:75) states that technology in technology

education is used in four studies, namely technology as object, technology as knowledge, technology as process, and technology as volition. The learning component to work includes knowledge and practices related to work, the learning component of work covers situations and conditions, and components of understanding the nature of work related to social culture, economic and political pressures that affect work.

The quality of education is determined by the quality of learning. The quality of learning one of them can be seen from the quality of graduates. In law number 20 of 2003 concerning National Education System article 35 in Kasman (2017:1) states that graduate competency standards are qualifications of graduates' abilities which cover the attitudes, knowledge and skills of students that must be fulfilled or achieved from an educational unit (Vocational School). Vocational schools should be oriented towards the industrial world. Specialization in departments at vocational schools is a curriculum design that is built to answer the needs of the industrial world. The characteristics of vocational education according to Djojonegoro (1998:37) in Budiman, Soesanto, & Widjanarko (2017:51) claim that vocational education preparing the students ready for work. Vocational education emphasizes the mastery of knowledge, skills, attitudes, and values in the world of work. The relationship of vocational education with working very closely, vocational education requires the latest facilities for practicum.

In the era globalization, school graduates will be faced with very tight competition. Toffler in Apriyansa (2017:109) states that sorting

civilization into three, namely: agricultural civilization, industrial civilization, and information civilization. In this information civilization requires skills and expertise so that the students can compete in the industrial world. Vocational fields in vocational schools that are very diverse require adaptation of English learning which can accommodate the different need of each of the vocational sectors. But unfortunately nowadays learning in vocational schools is still general rather than English for specific purposes. Amin (2017:34) states that english for Specific Purposes (ESP) is a field in English language learning that is devoted to learning English in the context of a particular field of work or industry. ESP learning cannot be immediately applied to students of SMK. The most important thing to do is to strengthen the students' English foundation which is then gradually developed toward special skills, and it can be built through the vocabulary.

### **2.2.5 Teaching Vocabulary in SMK**

In curriculum 2013 SMK is different with SMA. The vocabulary used in SMK more refers to technique or the specific major. This study, the writer will focus on Multimedia major to know how to teach the vocabulary in SMK. Yue (2017:68) states that the computer multimedia is developing and popularizing rapidly with the rapid development of informationization and networking, which plays its role in more and more fields. The students who take SMK in majoring Multimedia will not only learn about computer but also learn about film production and something

like networking. It means that the students need to know the vocabulary related computer, film production, and networking.

In SMK, the students not only need a theory but also need a practice. Usually they spend the whole time in laboratory to learn computer, film production, and networking. Mubarok & Sofiana (2017:22) state that learning styles could be defined as the different learning methods which are taken by students in understanding new information. The field of learning style is closely related with the field of learning strategy. Thus, to make the students know the vocabulary related majoring in Multimedia, the teacher has to know some strategy by connecting the students' activities in laboratory and English material in the class. It means that the teacher will build an atmosphere in English class like in laboratory.

#### **2.2.6 Definition of Games**

There is no single definition of serious games, though games are generally held to be games used for education, simulation, training, or advertising. In this case, games will be used to education. Games help and encourage many learners to defense their interest and work. Language can be useful and meaningful when the teacher creates contexts is helped by the games. Noemí & Máximo (2014:230) state that a game is a physical or mental contest played according to specific rules, with the purpose of fun learning or rewarding the participant. Vansteenkiste et al. in Park (2012:102) states that students will process reading material more deeply, achieved higher scores, and showed more persistence if students placed in an intrinsic motivation condition, and the result will be different if students

placed in an extrinsic condition. And also, Squire and Jenkins in Park (2012:102) asserts that the game is not only for an exercise for students. Game allows the students to share their experience and use game as a tool for discussions. Game is not about simply problems or a puzzle. Game is little worlds and in such environments, students can develop knowledge of how learning processes and practices are related to each other.

Game is some activities that can make everyone feel fun. Game can build a good atmosphere between the children and adult. Game is not only for playing something, but it can be the way to learn something, especially vocabulary. There are any ways to learn and master vocabulary not only for kids but adult too. One of them is using game. Games can help teachers to create contexts in which language is meaningful (Silsupur, 2017:84). Some teachers think that game can waste the time in learning activities because they do not how to manage the time and the class. Some teachers who never use game in learning activities because they are afraid if they cannot bring a good atmosphere in learning activity. Game also can be benefit for teacher, not only for students.

The aim of using game in learning activities is the students can master the material or not. It also can look from students' responsibility in group. Most of games work in group. It means the students have to keep the communication with other member. By keeping the communication with other member, the students can improve their communicative skills, enhance their memorize the word, encourage students' interaction to other students in the class, enhance students' motivation and build good

atmosphere. Language games can be competitive. Students can compete against one another or they can use their language skills strategically in cooperative games, where they form groups to work together and achieve a goal (Quispe-vargas, 2016:5). Allsop & Jessel (2015:2) state that Pedagogical approaches within education are not necessarily detached from cultural traditions and beliefs, thus transforming education systems to accommodate game-based learning is a more complex task than rearranging a classroom space.

### **2.2.7 Kinds of Games**

Learning process will run well by playing the game, if the teacher knows what games that will the teacher uses in specific material. In curriculum 2013, focuses on students centered learning which the students centered learning process is expected to encourage students to be actively involved in building knowledge, attitudes, and behavior. Game can help the learning process focuses on students centered learning. Language learning is a something that can make sometimes frustrating. Constant effort is needed to understand, produce, and manipulate the target language. Masri & Najjar (2014:145) state that games have proven to have advantages and effectiveness in learning vocabulary in various ways. First game brings in relaxation and fun for students, thus help them learn and survive new words more easily. Second, game usually involves a competition and keeps learners interested. Third, vocabulary game brings learners to explore some word in the classroom and enhance students' communicative. Fourth game is highly motivating students and also game

gives opportunity to express students' opinions and feelings. Fifth game can be used to do ice breaking activities and also can be used to introduce new topic. There are many kinds of games which can be used in teaching English. Lewis and Bedson (2002) in Febriyansyah (2015:26) divided games according to their general character and spirit. They are:

- a. Movement game: Movement game is the game that can make the students to be active. In the learning activities, students will use gesture of their body to play movement game.
- b. Card game: Card game is the game that uses card as a media and in every card will be written a word and the picture to explore the vocabularies.
- c. Board game: Board game is the game that uses path or board as a media to learn vocabulary or word.
- d. Dice game: Dice game is the game during the players use one or more dice; a dice have numbers on the faces or colors and the letters of alphabet.
- e. Drawing game: Drawing game is the game which the students require creativity and sensitivity towards the world. The students have to be able to understand the instructions and describe their drawing.
- f. Guessing game: Guessing game is the game which the students have to guess something that has told by other students.
- g. Role-play game: Role play game is the game which the students play drama in front of the class to improve students' speaking skill and students' confidence.

- h. Team game: Team game is the game which the students play the game with team work. It aims to know the students' responsibility.
- i. Word game: Word game is the game that allow utilizing the students' enjoyment with words.

### 2.2.8 Definition of Pictionary Game

Ravulur (1997) in Rusyda, Suparman, & Sudirman (2014:4) state that Pictionary Game is a guessing word game invented by Robert Angel with graphic design by Gary Everson and first published in 1985 by Angel Games Inc. Pictionary game is a guessing game by drawing. Pictionary game is one of a fun game and fantastic educational tool. Learning vocabulary by using pictionary game, students can get new vocabulary and can remember easily. According to Karam (2012:1) in Dwi (2017:2) states that pictionary board game is extraordinary game for vocabulary learning because this game depend on words, definitions, and how learner plays the strategy. It means the student who draws the vocabulary is important in success of this game. Peterson (2017:1) states that the pictionary game is designed to help students review the important vocabulary words and connect the terms and the concepts. McKeown and Holmes (2009) in Rahman et al. (2016:147) state that a picture dictionary is a book containing words or vocabulary of the language (target language) with the pictures. Picture dictionary can help the teacher in teaching vocabulary because picture dictionary is an effective and alternative way as visual imagery assists learners in learning word or vocabulary meaning and easier to in make predictions and inferences (Center et al., 1999) in

(Rahman et al., 2016:147). This is also suggested by Van der Bijl, Alant and Lloyd (2006) in Rahman et al. (2016:147) who state that picture also can help the students with learning disabilities because it cues to decode words or vocabularies and develop their memory for spelling the words.

In playing Pictionary game, the students will work in group and the student who takes the card have to make their own picture or drawing based on English vocabulary and other members in group have to guess what vocabulary that the students draw. Pictionary group can increase communication and creative thinking skills. the members who guess the vocabulary have to have a good communication with other members who guess too and the students who draw have to be able draw the vocabulary clearly and creative, so the members can guess what the student draws. Pictionary game focuses on creativity and corollary thinking. It means the student is not only creative but the student has to be able draw that will effectively communicate to their group. Furthermore, pictionary game helps the students visualize concepts and creates positive group dynamics. Pictionary game is designed for small class about 10 to 25 students.

### **2.2.9 Procedure of Pictionary Game**

Imamura (2012) in Dwi (2017:4) states that Pictionary is the picture-based word game. It is an excellent way for students to enhance their knowledge. While the rules must be altered slightly to work in the classroom, Pictionary provides students the opportunity to creatively express vocabulary terms they have learned. Depending on the age group and artistic skill, you can increase the challenge for students. Learning to

express themselves in picture form utilizes a different part of the brain allowing students to synthesize information. Peterson (2017:1) states that the procedures of pictionary game are:

- a. Teacher prepares some sheets that have written the words or vocabularies. The students mark their team or give a specific name for signing their group.
- b. Teacher writes down the name of their team on the board, where the scores will be tallied.
- c. To begin the game, one student from the first team comes to the front of the class and selects a sheet that has prepared by the teacher. Make sure the students do not show the word to the class. The student is given a chance around 15 to 30 seconds to think about how to draw the word or vocabulary. Then the student is given up to one minute to draw the term on the board. Only the student's team members can answer the words or vocabulary by guessing from the picture.
- d. The student is not allowed to give a clue by writing words or numbers and verbal cues. If the team can guess the word or vocabulary, the team gets a point. If the drawer of the team cannot identify the illustration in a minute, the next team can give one guess to indicate the word or vocabulary. If this team identifies the word or vocabulary, they get the point.
- e. After the first team has done, other team gets the opportunities to play the game.

- f. During playing the game students are not allowed to open their notebook, this activities based on review the material before the class.

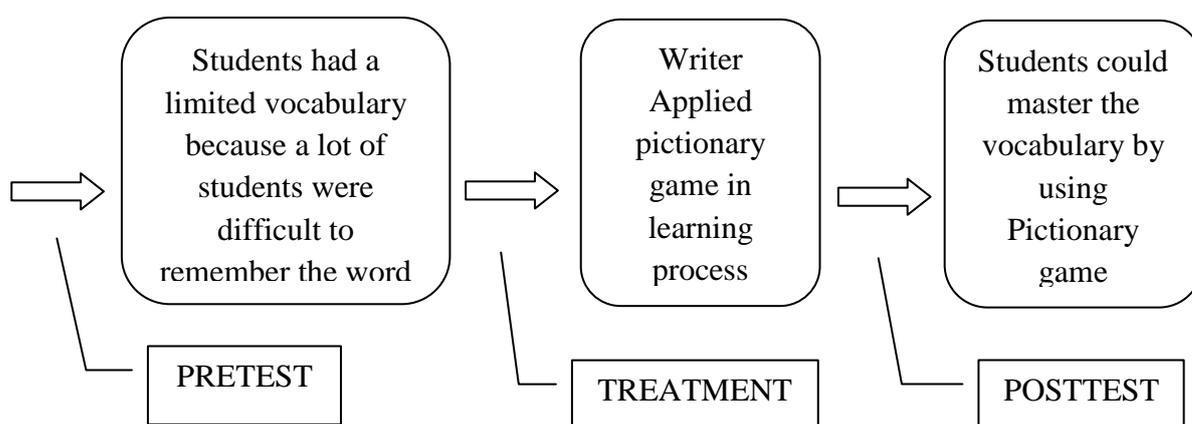
Imamura (2012) in Dwi (2017:4) proposes some procedure of applying Pictionary Board Game in classroom activities.

- a. The teacher prepares the card that has been written some vocabulary.
- b. The teacher divides the class in group and asks the students to gather with their group. The teacher divides the class into two teams. Each team chooses one person to draw for their team and team members shout out guesses.
- c. The teacher explains the rules of Pictionary game to the students. For the first, the teacher chooses one team to put the card that has been prepared. The player has 10 seconds to look at the word. When the time is up, the player starts drawing until a member of their team correctly guesses word. The player can only use images, no letters or words.
- d. Start the first round. The player draws the vocabulary on the whiteboard or blackboard, so all the members can see. As the moderator, the teacher needs to listen for the correct term. The teacher gives some points to the team that guess correctly.
- e. Switch player and repeat the process until all the vocabulary terms are used. The team with the most points at the end of the game is the winner.

### 2.3 Conceptual Framework

Based on the interview with English teacher, the writer found a problem in these classes. The problem was lack of students' vocabulary. The students had a limited vocabulary because a lot of students were difficult to remember the vocabulary. The students needed some strategies to make them easily to remember the vocabulary. The writer used picture game to help the students remember the vocabulary easily. The writer used a quasi-experimental design to collect the data. Both of the class got pretest before implementing the game. After giving pretest to both of the class, the writer applied picture game to experiment class. In the last meeting, the writer gave posttest to know the result after implementing picture game.

From the explanation above, the writer assumed that there was a significance achievement of tenth grade Multimedia students who taught by using Picture game of SMK Islam Jepara in the academic year 2018/2019. The researcher investigated the use of Picture game to increase students' vocabulary mastery. The conceptual framework of this research is:



**Figure 2.1.** Schema of Conceptual Framework

## 2.4 Hypothesis

The hypothesis of the research was:

a. Alternative Hypothesis ( $H_a$ )

There was a significant difference of the students' achievement in increasing vocabulary mastery between students who were taught by using pictorial game and students who were not taught by using pictorial game.

b. Null Hypothesis ( $H_0$ )

There was no a significant difference of the students' achievement in increasing vocabulary mastery between students who were taught by using pictorial game and students who were not taught by using pictorial game.

