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THE COMPARISON OF USING CHAIN WORD AND PICTIONARY GAMES TOWARD VOCABULARY MASTERY

Syaifudin Latif Darmawan & Grassilia Nenny Fatmawati
Muhamadiyah University of Metro
E-mail : Latifdar2011@gmail.com

Abstract : Vocabulary is a main component in learning English. In instructional process, the teachers often apply some kinds of method, technique, and media of vocabulary mastery in teaching and learning process which can make the students bored, lazy, inactive and annoyed to remember the main part of English. This research is proposed to know the distinction between student's vocabulary mastery instructed by using chain word and Pictionary games at eighth grade students of SMP N 1 Pekalongan and to prove which one of the game is more effective than others. The design of this research is Non-Equivalent Control Group Design. The research is conducted at eighth grade of SMPN 1 Pekalongan. The researcher employs stratified cluster random sampling to take the sample. The population is 576 students in 19 classes and the eighth grade is the sample of this research, 8.1 is as the experimental class and 8.4 is the control class. Based on the result of research, there is a significant distinction of the result between pre-test and post-test score in experimental and control class. The scores indicated that Pictionary game is more effective than chain word game toward students' vocavulary at eighth grade of SMPN 1 Pekalongan.

Keyword: Chain Word Game, Pictionary Game, Vocabulary Mastery**.**

Introduction

Language is a useful tool to communicate with others. One of the languages is English, it is considered as an international language. In Indonesia, English is one of foreign languages which is taught from elementary school, junior and senior high school, also in higher educational institution. In English learning there are four skills such as listening, speaking, reading and writing which the students are expected to master all of it. The main element to master the English skill is vocabulary. The students will learn English easily if they know English vocabulary first.

Mastering vocabulary is very important because it can improve many subjects in English learning. In vocabulary class, the students should have good ability in English vocabulary because it can support all subjects in English. The first, the students must have many vocabularies in English that can help them to know the meaning of what they learn in English. Usually, most of the students feel that English is a difficult lesson to learn, especially

in vocabulary mastery. Even though the teacher gives the explanation clearly, the student still cannot understand. This case can be happen because of some factors. The first is internal factors, this factor includes the student's motivation to study English very low, the student's ability of thinking are different with each other, and their emotional were not stable.

The second is external factors which includes the environment of study were not comfortable, the tools and the infrastructure that used in the instructional activities are not complete, and the instructional methods that used by the teacher are not interesting. From the explanation of the internal and external factors, the researcher could tell that the students' needs something that could build their motivation, interest, discipline, their ability of thinking and something which could help to stable their emotion. In this case, the teacher should be more innovative in doing the instructional activities, especially for the method or the media.

Based on the explanation above, it can be seen that the students were still low in vocabulary mastery. So, the teacher needs to think more about the instructional method. One of the technique that can be used to teach English especially vocabulary is using games. By using games as the instructional method, it can create an atmosphere that will enhance the student's interest to study, and it will give the students the feeling that they are making progress. Games are not only used to have a fun instructional activities, but also can build the students' ability of thinking, it can improve their interest, it can make them think that study English are not difficult and boring. It can also build their self-confident and they can learn how to communicate with one another. In this case, the researcher tries to build the spirit of the students to increase their vocabulary mastery by using games such as chain word and Pictionary games.

Problem Formulation

From the limitation of the problem above, the researcher will formulate the problem formulation as follows:

1. Is there any difference between students' vocabulary mastery taught by using chain word and Pictionary games?
2. Which one is more effective between chain word and Pictionary games to teach vocabulary?

Definition of Vocabulary Mastery

In this case, there are some definitions of vocabulary mastery by the experts. Fauziati (2005: 155), vocabulary is central to language and of critical importance to typical language learner. While, according to Scrivener (1994: 73), vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. Moreover, McCharty (1990: 3) states that vocabulary is the experience of most language teachers that the biggest component of any language course. No matter how well the student learns grammar, no matter how successfully the sounds of second language are mastered, without words to express a wide range of meanings, communication in second language just cannot happen in any meaningful way.

Based on the explanation above, the researcher can conclude that vocabulary is the most important part when people learn about foreign language and it has a big role in communication. In other hand, it could be said that vocabulary is a part of a language which make the communication way become meaningful.

The Definition of Chain Word Game

Hyakka (2014) argues that *Shiritori* game is a word game played by making a chain of words and each of players must say a word which is starting with the last syllable of the word that has already given by the previous player. Moreover, Firmansyah and Adi (2015) mentions that Word chain game is a well-known game that has been applied in language teaching class for a long time.Furthermore, Adachitoka (2015) said that "someone says a word, and the next person has to say a word that starts with the last letter of the previous word. Chain word game is chosen as alternative to construct the students' participation in learning vocabulary. Chain word game is also easy to make the students more interested in teaching and learning process, especially in teaching and learning vocabulary. Here the students should focus the last letter of word and continue the last letter to another word. Based on the explanation, it can be concluded that chain word game is funny game that can be used by the teacher in teaching vocabulary to help the students remember or construct a new word by focusing the last letter of the word which have given by the teacher.

The Definition of Pictionary Game

Pictionary game is a game that involves students guessing words or phrases from drawings. This game works in teams and each member of the team taking turns to be the artist (Thornbury, 2002: 104)). Pictionary game is games that use images, which enhance students' ability to recall information, and it is light and fun, which stimulate interest (Educational Games, 2010: 3). Moreover, Jane Rauschenberg (2005: 9), Pictionary game is a word game that use to improve the students' vocabulary by guessing the word from drawing. The materials that are used in Pictionary game, such as: a list or cards of vocabulary items, whiteboard, chalkboard, or smart board and markers or chalk. In addition, Napthine and Michael (2011) Daniel Pictionary is a game that represents the picture of the word that should be guessed.

From the definition above, it can be concluded that Pictionary game is game which help the students to remember the words that they have known by guessing a picture of the word that given by the teacher.

Research Method

The research is include as an Experimental Research. Experimental research is the research that investigate the particular treatment toward the subject of research which recognize about the relationship of cause-effect. In experimental research, the researcher inspect at least one variabel which monitor approprite variable, and perceive the stimulus toward one or more dependent variable. In this research, the researcher will obtains the Quasi-Experimental Design. In this research, the researcher will be compared two learning teaching media. The researcher will utilise two classes, namely experimental class and control class. The researcher will investigate the vocabulary to the experimental class by chain word, while the control class will teach by Pictionary game. In this research, the researcher use non-equivalent control group design. It means that, before giving the treatment, the researcher will give the pre-test first to know the students' vocabulary mastery. After giving pre-test and know the results, the researcher starts to give the treatment. Finally, to know the final results of the students' vocabulary mastery after the treatment is given, the researcher give the post-test as the final steps to know the final results of the students' vocabulary mastery. By giving the post-test, the researcher will know that the students' vocabulary mastery was increasing or not.

In this research, the independent variables are Chain Word (X_1) and Pictionary Game (X_2). And the dependent variable is Student's Vocabulary Mastery (Y). The population of the research is the students of SMPN 1 Pekalongan. The total of students are 576 students. In the research, the researcher will choose two classes from all of the population in SMP N 1

Pekalongan as the sample of the research. In determining the sampel, the researcher employ stratified cluster random sampling, because the sample chosen by some levels in smalls group and all of the students have the right to become the member of the sample. They are 60 students who will devide into two group which are 30 students for experimental class and 30 students for control class. Next, the researcher uses construct validity and Pearson Product Moment to count the validity of test. Then, spearman brown formula is used to count the reliability of test. After that, the researcher uses the normality, homogeneity test and hypothesis thesis to analyze the data.

Result

This research was done in SMPN 1 Pekalongan with the populations of the research which were at the eighth grade, there were $VIII_1$,$VIII_2$, $VIII_3$, $VIII_4$, $VIII_5$, and $VIII_6$. As the sample, the researcher took two classes, they were: $VIII_1$ was as an experimental class and $VIII_4$ was as a control class. The sample was taken by stratified cluster random sampling techniques. Each class consisted of 30 students. The research did on May 2nd 2016 to May28th 2016. After the researcher gained the data from tryout, the researcher did the research to provide treatment in experimental class by concerning chain word game and control class gave treatment by applying pictionary game.

Before giving the treatment, the researcher gave pre-test to know their students' competentence in vocabulary. The pre-test was given to 60 students: 30 students for experimental class and 30 students for control class. The tests consisted 35 multiple choices test which were four options. In Experimental Class, the highest score was 57 and the lowest score was 37 which had a mean 47,93 and standard derivation 14,34. While in control class, the highest score was 71 and lowest score was 51 which had a mean 63,12 and standard derivation was 27,98. From the data, it was known that most of them which did not master vocabulary well. The researcher did the research three meetings of the treatments between in Experimental and Control Class.

This research focuses on the applying of Chain Word and Pictionary Game. In the research, the researcher gave each three treatments, and each treatment was taught by using different exercise. From the result of the test, the result of post-test in experimental class, it knew that highest score in experimental class was 80 while the lowest score was 65. The average of score in this class was 72. Then in control class, it was known that highest score in control class was 80 while the lowest score was 68. The average of score in this class was 72. After giving the test and getting the result of pretest, the researcher used the quantitative analysis in order to prove the comparative between chain word and Pictionary game on students' vocabulary mastery at the eighth grade of SMPN 1 Pekalongan. In this research, the researcher used hypothesis test to analyze the result of pre-test and post-test. Before examining the hypothesis test, the researcher measured the normality and homogeneity test. It was done to know the data of both classes were normal distribution or not and has an equal variances or not. The normality data of the test accepted H_0 if $x_{hit}^2 \leq x_{daf}^2$ for the significance level 5% (α=0,05) and 1% (α=0,01).

Table 1. The Normality of Pre-Test

Test	**Variable (X)**	x^2_{hit}	x^2_{hit} Significance level		**Conclusion**
			5%(α= 0,05)	1%(α= 0,01).	
Pre-test	Chain Word (experimental class)	6,07	7,81	11,3	Normal
	Pictionary Game (control class)	3,28	7,81	11,3	Normal

Source: The Result Of Normality Test In Pre-Test Both Experimental And Control Class At SMPN 1 Pekalongan.

According to the table above, it was gotten x^2_{hit} of the pre-test in experimental and control class were lower than x^2_{daf} in the significance level of 5% (α=0,05) and also 1% (α=0,01). In fact, the hypothesis H_0 was accepted. It meant that both samples of the research came from the normal distribution of population. To examine the calculation of normality pre-test in experimental and control class clearly.

Table 2.
The Normality Of Post-Test

Test	**Variable (X)**	x^2_{hit}	x^2_{hit} Significance level		**Conclusion**
			5%(α= 0,05))	1%(α= 0,01).	
Post-test	Chain Word (experimental class)	5,86	7,81	11,3	Normal
	Pictionary Game (control class)	6,65	7,81	11,3	Normal

Source: The Result Normality of Post-Test In Experimental and Control Class.

Based on the table above, it was gotten x^2_{hit} of the post--test in experimental and control class were lower than x^2_{daf} in the significance level of 5% (α=0,05) and also 1% (α=0,01). In fact, the hypothesis H_0 was accepted. It meant that both samples of the research came from the normal distribution of population. To examine the calculation of normality post -test in experimental and control class clearly, the exclusive data can be checked on appendix 30.

The result of homogeneity test, the population of the data was proven which to be normal distribution, so the researcher also conducted the test of homogeneity variance from both samples to prove whether to both sample had the equal variance or not. The homogeneity data of the test accepted H_0 if $F_{hit} \leq F_{daf}$ for the significance level 5% (α=0,05) and also 1% (α=0,01).

Table 3.
The Homogeneity Variance of Pre-Test And Post-Test

Test	F_{hit}	F_{hit} Significance Level		Conclusion
		5%(α=0,05)	1%(α=0,01)	
Pre-test	3,44	1,87	2,44	Homogenous
Post-test	1,75	1,87	2,44	Homogenous

Source: The Result of Homogeneity Test of Pre-Test and Post-Test in Experimental and Control Class.

On the table above, it was obtained that $F_{hit} > F_{daf}$ in significance level 5%(α=0,05) and also 1%(α=0,01). So that, H_0 was rejected. It can be said that two of samples do not have the equality of variance or homogeny.

The hypothesis testing was used to inspect the hypothesis proposed by the researcher whether is accepted or not. In order to prove the result, the researcher used t-test formula. T-test was used to examine the similarities of two means and the differences of two means. In the research, the researcher compared two tests that applied in different class.

1) The Similarities of Two Means

H_0: $\mu_1 = \mu_2$ *(*There is not any distinction of students' vocabulary mastery taught by using chain word and Pictionary game).
H_1: $\mu_1 \neq \mu_2$ (There is any distinction of Students' vocabulary mastery taught by using chain word and Pictionary game).

Table 4

The Hypothesis Test: The Similarities of Two Means

Variable	Means	S^2	S	t_{hit}	t_{daf} α=5%	t_{daf} α=1%
Experimental	47,9	14,3401	3,78	-9,51	2,00	2,66
Conrol	61,9	49,4722	7,03			

Source: The Result Hypothesis of Pre-Test In Experimental And Control Class.

Based on the table above, the result was gotten that the result finds t_{hit} = -09,51 either on significance level 5% and 1% is gotten $-t_{daf} < t_{hit} < t_{daf.}$ H_0 was accepted and H_1 was rejected. It meant that there was not a few distinctions before using chain word and Pictionary game in pre-test score.

2) The Differences of Two Means

The hypothesis formula as follows:

$H_0 : \mu_1 \leq \mu_2$ (Chain word is not effectual than Pictionary game).

$H_1 : \mu_1 > \mu_2$ (Chain word is more effectual than Pictionary game).

Table 5.
The Hypothesis Test: The differences Of Two Means

Variable	Means	S^2	S	t_{hit}	t_{daf}	
					α=5%	α=1%
Experimental	72,8	16,5485	4,0679	0,32	1,67	2,39
Control	72,5	9,4151	3,0684			

Source: The Result Hypothesis of Post-Test In Experimental And Control Class.

Based on the accounting above, the result find that t_{hit}= 0,32, moreover the researcher looks t_{daf} for (α :5%)= 2,00. It means that $t_{hit} > t_{daf}$. so, H_0 is accepted and H_1 is rejected. Furthermore, It can be known that the students' vocabulary mastery have been taught by using Pictionary game is higher than chain word. It can be said that the Pictionary game is more effectual than chain word.

Discussion

As the explaining of previous chapter, the purpose of this research was to distinguish the difference result of using chain word and pictionary game toward students' vocabulary mastery, and to recognize which one is more effective toward the students' vocabulary mastery between learning by using chain word and pictionary game. To illuminate the purpose of this research, the researcher used a test (which was used in pre-test and post-test) as the research instruments.

In theory, like the previous research was taken from Inggit Sekti Oktafiya (2014) "Improving Students' Vocabulary Mastery through Pictionary Game in English Language Teaching" The result of her research showed that there is an improvement of the students‟ vocabulary mastery using "Pictionary" game. It can be seen from t-test calculating in cycle I is 6, 8 and cycle II is 8, 07; t-table with n = 22 is 2, 08. This indicates that by applying "Pictionary" game, the students‟ vocabulary mastery can be improved.

Then the other previous of this research was from Umi Sulusiatun Nikmah (2011) entitled "The Use of Chain Game to Improve the Fourth Grade Students' Vocabulary Ability." The result show, there was significant improvement of the students test result. In this study research the criteria of success was 60 and the target of the success students in this study is 90% from the whole participant. On preliminary study there were 38% or 8 students who passed the test. However, in cycle 1 there were 14 (66,7%) students who passed the test in cycle 2 there were 19 (90,5%) students passed the test. It means that the implementation of the students' chain word game could improve the students' vocabulary ability.

Meanwhile In this research, the result of calculation resulted the value of pre-test and post-test in each class (Experimental and Control Class) showed in distribution's list which was the normal of distribution. After that, the researcher examined the hypothesis of test, the results confirmed that received H_0. In this case, t_{hit} =0,32lower than t_{daf} =1,67 (α=5%) and 2,39 (α=1%), the null of hypothesis (H_0) was accepted and the alternative of hypothesis (H_1) was rejected. This showed that there was any distinction of the result between pre-test and post-test score in experimental and control class. In more point, the changing of students' post-test was higher than their pre-tests' result especially in control class which was used by pictionary game. It can be explained that pictionary game was more effectual than chain word to increase the students' vocabulary mastery.

According to the explanation above, the researcher used chain word and pictionary game. Derived from the discussion term, the researcher discerned that there was a few distinction impact of using chain word and pictionary game toward the students' vocabulary mastery. So, the researcher concluded that teaching vocabularies used pictionary game which was more effectual than chain word.

Conclusion

Based on the result and discussion above, researcher concludes that teaching vocabularies used pictionary game is more effective than chain word. The students got more spirit to learn vocabulary. The students were given the exercise about the material to increases their vocabulary mastery. The students enjoyed the instructional process. The students were enthusiastic to follow the game. The result of vocabulary mastery used chain word game at eighth grade of SMPN 1 Pekalongan which is improved. There were some distinctions of the students' vocabulary mastery before taught using chain word game and after giving the chain word game. The statement was sustained by the finding the results of post-test is higher than pre-test score. In pre-test score, the highest score was 57 and post-test was 80. Furthermore, it showed that the students' vocabulary masterywere improving. The researcher trusts that if the teachers apply the game then the students will get more knowledge with happily.

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