



Increasing Students Vocabulary Mastery By Using Pictionary Game at the Tenth Grade of SMA Negeri 1 Gunungsitoli Idanoi in 2022/2023

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Abstrak

Kosa kata merupakan kompetensi dasar yang harus dicapai siswa untuk mendapatkan kompetensi lain seperti menulis, membaca, berbicara, dan menyimak. salah satu masalah yang peneliti temukan adalah siswa tidak mampu memahami keseluruhan dari setiap kata. Tujuan dari penelitian ini adalah untuk meningkatkan penguasaan kosa kata siswa dengan menggunakan Permainan Pictionary di kelas sepuluh SMA Negeri 1 Gunungsitoli Idanoi tahun 2022 /2023. Peneliti menggunakan Penelitian Tindakan Kelas (PTK) khususnya metode kuantitatif sebagai metode penelitian. Terdapat dua siklus yang mana siklusnya terdiri dari dua pertemuan yang masing-masing pertemuan terdiri dari perencanaan, pelaksanaan tindakan, observasi dan refleksi. Data dikumpulkan oleh peneliti dari hasil observasi, catatan lapangan dan kertas evaluasi. Dari hasil penelitian pada setiap siklus menunjukkan bahwa siswa mengalami peningkatan dengan menggunakan Strategi Permainan Pictionary. Pada Siklus I siswa tidak lulus, rata-rata nilai siswa adalah 63. Pada Siklus II semua siswa dinyatakan lulus KKM. Nilai rata-rata siswa adalah 89. Para peneliti menyimpulkan bahwa cara terbaik untuk meningkatkan kosakata siswa adalah dengan menggunakan permainan Pictionary. Oleh karena itu, peneliti memiliki beberapa rekomendasi seperti peneliti merekomendasikan siswa dan guru bermain Pictionary Game untuk meningkatkan kemampuan mereka dalam menguasai kosa kata, akhirnya peneliti merekomendasikan kepada para pembaca khususnya kepada peneliti selanjutnya untuk mengeksplorasi tentang kosa kata yang belum dieksplorasi oleh siswa. peneliti dalam penelitian.

Kata kunci: *penguasaan vocabulary, Pictionary game, Penelitian Tindakan Kelas, Metode Kuantitatif*

Abstract

Vocabulary is the basic competence that the students must reach to get other competencies like writing, reading, speaking, and listening. one of the problems that the researchers found were the students are not able to understand the whole of each word, The purpose of this research is to increase students' vocabulary mastery by using Pictionary Game at the tenth grade of SMA Negeri 1 Gunungsitoli Idanoi in 2022/2023. The researcher used Classroom Action Research (CAR) especially quantitative method as the research method. There are two cycles which cycle consisted of two meetings each meeting consisted of planning, action, observation and reflection. The data are collected by researcher from the result of the observation, field notes and the evaluation papers. From the result of the research in each cycle, it has been showed that the students get improvement by using Pictionary Game Strategy. In Cycle I the students are failed, the average of the students' value is 63. In Cycle II all the students are successful passing the Minimum Competence Criterion. The average of the students' value is 89. The researchers conclude the best way to increase students' vocabulary is using Pictionary game. Therefore, the researcher has some recommendation such as the researcher recommended the students and the teacher play Pictionary Game to increase their ability in mastering vocabulary, finally the researcher recommended all readers especially to the next researchers to explore about vocabulary that had not been explored by the researcher in the research.

Keywords: *Vocabulary Mastery, Pictionary Game, CAR, Quantitative Method*

Introduction

Learning English is an international language that is very important to master

and is also one of the languages used throughout the world. The importance of English today This is due to the increasingly modern era with the application of English from an early age which is expected to be able to shape student character and can motivate students to add to student vocabulary so that they speak English fluently.

Vocabulary is a critical component in teaching English. It is supported by Dwi cited in Fatmawati et al. (2022:35) stated that the teacher should teach vocabulary first because vocabulary is the basic competence that the students must reach to get other competencies like writing, reading, speaking, and listening. The researcher focus in the skill reading because English reading skill can improve vocabulary, grammar and pronunciation. When speaking, it will improve the fluency and also the memory. Then, English reading skill can develop the motivation to find a new words and. Next, reading is a process that builds the understanding in interpreting the meaning of the text. To begin any other language skills, learner should start from reading to upgrade knowledge because learner cannot speak or write something before they read and comprehend the text support by Bishry cited in Netty Huzniati Andas (2018:12).

According to researcher Vocabulary is very important and component most powerful language to increase vocabulary students In using language, students are rich vocabulary was succeed in the ability of expression reading skills. According Darmawan cited in Fatmawati et al. (2022:35) most students feel difficult to learn vocabulary mastery even though the teacher has taught clearly because the teacher delivers the material monotonously. Kartini and Kareviati cited in Fatmawati et al. (2022:35) found that the teacher has to find a solution to improve the students' vocabulary by using appropriate teaching techniques or media that enable the students to increase their interest in the teaching and learning activities.

Based on the findings in the field, students experience difficulties in adding vocabulary, especially in reading. Where, students do not know the meaning of difficult words because of the new words they get, let alone to better understand what the text contains is not effective. Then students do not able to fully understand every word in the text because of lack of vocabulary. Lack of student vocabulary is also because students are less motivated in learning, do not get used to reading English, students only listen to the teacher explaining and students are lazy to practice or reading in English. Therefore we need a good method to help students in solving problems. To improve student Vocabulary, there are many methods that can be used, one of which is the "Pictionary Game" method.

Pictionary game is an interesting game that can help students to increase their motivation in learning English, through playing Pictionary game, students who inactive before might be interested and be more active than before. This is due to Pictionary game requires the students to work in a group to help each other in guessing the word. Based on the identification of the problems above, Researchers want to limit itself, namely only to find Students' abilities to Increasing Students' Vocabulary Mastery By Using Pictionary Game at the Tenth Grade of SMA Negeri 1 Gunungsitoli Idanoi in 2022/2023.

The objective of this research is to increase students' vocabulary in reading to motivate students to participate more in adding vocabulary and to find out how the Pictionary game can increase the students vocabulary at the Tenth Grade of SMA Negeri 1 Gunungsitoli Idanoi.

Method

The research location is SMA Negeri 1 Gunungsitoli Idanoi. This school is located in Bawadesolo Village, Gunungsitoli Idanoi District, Gunungsitoli City. The school consists of 10 classrooms,

teacher's office, school yard, library, lab room and administration room. There are 23 teachers consisting of 2 English teachers. The total number of students is 246 students divided into three classes, namely grade ten, grade eleven and grade twelve.

The research subjects were class X students of SMA Negeri 1 Gunungsitoli Idanoi for the 2022/2023 academic year. However, in this study, the researcher chose the tenth grade students because the tenth grade students at the school had weaknesses in vocabulary, especially in understanding fable narrative texts, of which there were 23 students as the subject. do the research; they were 11 boys and 12 girls.

Data collecting technique

In collecting the data of the research, the researcher used the research instruments, they were:

1. Observation Sheet.

The observation sheet was used to collect qualitative data. The observation sheet involved the activities of the students and the researcher during teaching-learning process. It was used to know whether all activities designed in the lesson plan done by the researcher and the students.

2. Field notes.

It contained the weakness and the advantages in conducting Pictionary Game. However the field notes also contains the activities that happen immediately or unexpected conditions in the classroom.

3. Evaluation Sheet

Evaluation sheet was used to collect quantitative data. The evaluation sheet was used to know the students' ability in mastering vocabulary.

Data Analysis Technique

There are two kinds of data in the research, namely qualitative data and quantitative data.

1. Qualitative Data

In analyzing the qualitative data the researcher analyzed and evaluated the observation sheet. The researcher calculates the percentage for each observation sheet of the students' and the researcher activities in each meeting to know whether the teaching and learning process run well as designed in the lesson plan. The result of the observation sheet was used as the source of the qualitative data. In the observation sheet of researcher's activities, there are two aspects which will be observed by the English teacher-collaborator, namely "Yes" and "No". The teacher-collaborator would sign (√) in "Yes" column if the activity was done by researcher seriously. Whereas, if was undone by the researcher, the teacher collaborator would sign (√) in "No" column.

There are three steps in analyzing the qualitative data of the research, as follows.

- a) Reduction of data, evaluating and classifying the data based on the information and should be organized according to the statement of the research. In this step, the researcher categorized and reduced the useless data from the observation sheet and field note.
- b) Explanation of data is the data which has been organized by the researcher would be classified to get the meaning into table, graphic or narration forms.
- c) Conclusion was taken after making the explanation data, the researcher concluded about the data in the form of statement or formula form.

In the process of analyzing the observation sheet, the researcher will use the following

formula by Asrori (2020), as follow:

$$P = \frac{F}{N} \times 100\%$$

Which :

P= The Percentage level of student learning activity

F= Total value of the level of student learning activity

N= Total value of the ideal student learning activity level

2. Quantitative analysis

The following are techniques will be used by researcher in analyzing data:

Give a score or value for each student's correct answer on the evaluation sheet. By using the following formula (Nurpratiwi, 2015):

$$S = \frac{B}{N} \times 100$$

Note:

S : Score

B : Score obtained

N : Maximum score

The researcher will classify the scores obtained by students using a scale which can be seen in the table below, as the level of students achievement criteria, namely as follows Learning Completeness Criteria

Score	Criteria
85-100	Very good
75-84	Good
65-74	Enough
35-64	Less
0-34	Fail

Source : Nurpratiwi (2015)

The formulation of the data analysis serves as a guide for researchers in obtaining student scores in learning using the Pictionary Game method

Result and discussion

In increasing students' Vocabulary Mastery by Using Pictionary Game, the researcher applied two cycles. Each cycle

consisted of two meetings. The process of the meetings can be explained in below:

a. Cycle I

Cycle I was done in two meetings, Meeting I and Meeting II. Meeting I was held on Tuesday, 23th May, 2023, and Meeting II was held on Friday, 26th May, 2022. The researcher did this cycle in 2 x 45 minutes. Meanwhile, the researcher did the research at the X IPS-1 grade with the total of the students was 23 students, and all of them were present. In this cycle, the researcher prepared one material or topic for two meetings, in order that the students could think and get the continuation of the last material that they had learnt. To make it clear, the researcher gave the explanation of the activities that were done by the researcher in each meeting in Cycle I, as follows:

1. First Meeting

Meeting I was done on Tuesday, 23th May, 2023 which needed the time 2x45 minutes. The title of the material that the researcher taught to the students was Narrative text. The procedures of the first meeting:

a) Planning

In doing the first meeting, the researcher prepared many things, such as:

- 1) Preparing lesson plan which aims to be a reference for researchers to carry out teaching and learning activities so that they are more directed and run effectively.
- 2) Preparing teaching material namely something that becomes teaching material that is distributed to students.
- 3) Preparing students' attendance list to check whether students are present or not in class.
- 4) Preparing two pieces of observation paper for the researcher and the students which aims to the process of obtaining data by observing.

- 5) Preparing field notes is records obtained regarding the results of observations during the study.

b) Action

After all the needs had been available in doing the research, the researcher did the action in the classroom. The researcher started the action by entering the classroom. The researcher greeted and asked the students' condition such as: good morning everyone, how are you today?, is no one sick?. The entire students responded the researcher's greeting well and told that their condition was all right. Then, the researcher introduced herself to the students, the students' listen the researcher's when researcher introduce herself. The researcher asks one of the student to guides in pray. After that, the researcher checked the students' attendance list by calling the students' name one by one, the students response when the researcher's checking the students' attendance list. The whole students in the first meeting were present. Then, the researcher motivates the students.

Furthermore, the researcher introduces the new material about narrative text, especially about fable. Then, the researcher distributed the material (fable of narrative text) that has been already prepared, and then he gave information about fable and narrative text. After that, the researcher introduced and explained about Pictionary Game and the using of the game.

The researcher applied Pictionary game. Then, the researcher divided into a group. The number of the group can be depending on the number of learners

in the classroom and also can be divided based on the seat. The researcher explains the rules of Pictionary game. Each group is given a word to draw. Each group determines the others to draw and also to illustrate every word given by the researcher. The other can be the learners who sit down in front of the classroom and or on the backside. The researcher who puts a collection of that word will draw in the front desk, along with a blank sheet of paper for drawing several words to each of the learners. After all learners ready, the teacher gives the warning to start and each of the learners starts to play it. After a warning, one member of each group begins to take one of the cards and begin to draw and then tell the members of the group to guess (students who are drawing only answer, yes' if true and, no' if false). Each learner as members of the group takes turns to go forward to take one of the card words and draws to guess by members of the group. The winner is the most and the fastest group when guessing the words correctly. The researcher controlled the students while playing game in group.

At the last, in the post-teaching-learning activities, the researcher gave time for the students to ask for a reflection. The researcher and the students discussed the question together. He concludes the material and greeted the students to close teaching-learning process. In the first meeting of Cycle I, the researcher did not have enough time to finish all activities. So, it was continued in the second meeting.

In post-teaching-learning activities, the researcher gave

opportunity for the students to ask for something related to the material and the questions were discussed together with the students. After concludes the material the researcher asks one students to lead the pray. Then, researcher greeted the students to close teaching-learning process. The researcher continued in the second meeting.

c) Observation

During The observation was done by the teacher-collaborator during the researcher was implementing the action in the classroom. The teacher collaborator observed all of the activities happened in the teaching learning process: including the researcher's and the students' activities. The result of observation in the first meeting of Cycle I could be combined its explanation in the second meeting of Cycle I.

After applying Pictionary Game Method in the first meeting of Cycle I, it was found some advantages, namely:

1. Some of the students could comprehend the material.
2. Some of the students are able to interact with their friends and can play the Pictionary game.

Additionally, there were some disadvantages during implementing Pictionary Game Method at the tenth grade of SMA Negeri 1 Gunungsitoli Idanoi, they are:

1. Some the students are lack in understanding the meaning of words in the text.
2. Some the students were unable to find the main idea in the text.
3. Some the students could not relate the meaning of one sentence to the other sentences in the text.

d). Reflection

In reflection step, the researcher noted, analyzed, and concluded the result of observation. The researcher did not have enough time to evaluate the students' ability to increase vocabulary. Based on the observation sheet result that was explained previously, the researcher should do some improvements in the next meeting, as elaborated below.

- a) The researcher invites students to read the text repeatedly, and use a dictionary at the next meeting.
- b) The researcher invites students to read the entire text, pay close attention, look at keywords, and reread the text.
- c) The researcher would ask the students to find out the interpretation words from the dictionary and relate with the other word.

2. Second Meeting

In the second meeting, the researcher continued the activities from the first meeting because of the limitation of time in the first meeting. It was held on Friday, 26th May, 2023. The time allocation used in the second meeting was 2 x 45 minutes. The procedures of the research in the second meeting, as follows:

a) Planning

In this stage, the researcher prepared such as:

- 1) Preparing lesson plan which aims to be a reference for researchers to carry out teaching and learning activities so that they are more directed and run effectively.
- 2) Preparing teaching material namely something that becomes teaching material that is distributed to students.
- 3) Preparing students' attendance list to check whether students are present or not in class.
- 4) Preparing two pieces of observation paper for the

researcher and the students which aims to the process of obtaining data by observing.

- 5) Preparing field notes is records obtained regarding the results of observations during the study.
- 6) Preparing evaluation sheet is students worksheet.

b) Action

In action stage, the researcher began the action by going into the teaching room. The researcher greeted the students and asked their condition such as: good morning everyone, how are you today?, is no one sick?, The students responded the researcher's greeting well. The researcher asks one of the student to guides in pray. Then, the researcher checked the students' attendance list by calling the students' name one by one, the students listen their name. The whole students were present in this meeting. Next, the researcher motivates the students. Then, the researcher reviewed and reminded the last teaching material by proposing some question. Some of the students gave opinion about the last teaching material.

Moreover, The researcher tells the students about their weaknesses found in the first meeting. The researcher asked the students' difficulties how to increase the students' vocabulary. The researcher explained to students how to improve their weaknesses and difficulties. The researcher re-explained material to the students about narrative text. The researcher explained the Pictionary game method to students as a way to increase students' vocabulary. The researcher divided into a group. The number of the group can be depending on the number of learners

in the classroom and also can be divided based on the seat.

The researcher explains the rules of Pictionary game. Each group is given a word to draw. Each group determines the others to draw and also to illustrate every word given by the teacher. The other can be the learners who sit down in front of the classroom and or on the backside. The researcher who puts a collection of that word will draw in the front desk, along with a blank sheet of paper for drawing several words to each of the learners. After all learners ready, the teacher gives the warning to start and each of the learners starts to play it. After a warning, one member of each group begins to take one of the cards and begin to draw, and then tell the members of the group to guess (students who are drawing only answer, yes' if true and, no' if false). Each learner as members of the group takes turns to go forward to take one of the card words and draws to guess by members of the group. The winner is the most and the fastest group when guessing the words correctly. The researcher controlled the students while playing game in group.

Next, the researcher conducted the evaluation to the students and distributed the evaluation sheet at once. Then, the researcher clarified how to do the test. Then the students did the test seriously. After the students have answered the questions in the evaluation sheet, the students submitted it to the researcher. And the researcher returns the students to their previous position, At the last, the researcher concludes the teaching material and ended the

teaching-learning activity by greeting the students.

c) Observation

In observation step, the teacher-collaborator helped the researcher to observe the students' and researcher's activities during the teaching learning process. The teacher-collaborator noted how many students who had done and undone the activities. Then, the teacher-collaborator noted how many aspects of the researcher's activities that had been done and undone.

In Cycle I, the percentage of the students who had done and undone the activities could be narrated as follows.

- 1) In the first meeting of Cycle I, the students who had done the activities were (62%) and undone the activities were (38%).
- 2) In the second meeting of Cycle I, the students who had done the activities were (78%) and undone the activities were (22%).

In addition, the percentage of the researcher's activities that had been done and undone in Cycle I could be narrated as follows.

- 1) In the first meeting of Cycle I, there were 14 activities (67%) that had been done by the researcher and there were 7 activities (33%) that had not been done by the researcher.
- 2) In the second meeting of Cycle I, there were 17 activities (81%) that had been done by the researcher and there were 4 activities (19%) that had not been done by the researcher.

d) Reflection

In reflection stage, the researcher noted and analyzed the result of observation sheet of the researcher and the students. Then, the researcher continued to analyze

and evaluated the students' answers sheet. After all the research data had been analyzed, the researcher concluded it. Based on evaluation the students' test sheet, the students' mark could be elaborated through table in the below.

No.	Level	Scoring	Frequency	%
1.	Very Good	85 – 100	0	0 %
2.	Good	75 – 84	9	39 %
3.	Enough	65 – 74	2	9 %
4.	Less	35 – 64	12	52 %
5.	Fail	0 – 34	0	0 %
Total			23	100%

b. Cycle II

In Cycle II, the researcher did the research during two meetings. Each meeting had time allocation 2x45 minutes. The process of doing the research and result of implementation Pictionary game in Cycle II could be viewed below.

1) First Meeting

In the first meeting of Cycle II, the research was performed on Saturday, June 03th 2023. The researcher conducted the research based on the steps as follow.

a) Planning

In planning phase, the researcher rearranged such as :

- 1) Preparing lesson plan which aims to be a reference for researchers to carry out teaching and learning activities so that they are more directed and run effectively.
- 2) Preparing teaching material namely something that becomes teaching material that is distributed to students.
- 3) Preparing students' attendance list to check whether students are present or not in class.
- 4) Preparing two pieces of observation paper for the researcher and the students which aims to the process of obtaining data by observing.

- 5) Preparing field notes is records obtained regarding the results of observations during the study.

b) Action

In action stage, the researcher began the action by going into the teaching room. The researcher greeted the students and asked their condition such as: good morning everyone, how are you today?, is no one sick?. The students responded the researcher's greeting well. The researcher asks one of the student to guides in pray. Then, the researcher checked the students' attendance list by calling the students' name one by one, the students listen their name. The whole students were present in this meeting. Next, the researcher motivates the students. Then, the researcher reviewed and reminded the last teaching material by proposing some question. Some of the students gave opinion about the last teaching material.

Furthermore, The researcher asked the students' responds and opinions about what they know about vocabulary especially in narrative text(fable). Researchers draw conclusions based on students' opinions and responding. The researcher again explained the material about narrative text (fable).The researcher explained the Pictionary game method to students as a way to increase students' vocabulary. The researcher divided into a group. The number of the group can be depending on the number of learners in the classroom and

also can be divided based on the seat.

The researcher explains the rules of Pictionary game. Each group is given a word to draw. Each group determines the others to draw and also to illustrate every word given by the teacher. The other can be the learners who sit down in front of the classroom and or on the backside. The researcher who puts a collection of that word will draw in the front desk, along with a blank sheet of paper for drawing several words to each of the learners. After all learners ready, the teacher gives the warning to start and each of the learners starts to play it. After a warning, one member of each group begins to take one of the cards and begin to draw, and then tell the members of the group to guess (students who are drawing only answer, yes' if true and, no' if false). Each learner as members of the group takes turns to go forward to take one of the card words and draws to guess by members of the group. The winner is the most and the fastest group when guessing the words correctly. Next the researcher controlled the students while playing game in group.

c) Observation

The observation was done by the teacher-collaborator during the researcher did the action in the classroom. The teacher observed the researcher's and the student's activities. The gotten result of the students' and the researcher's activities in this

meeting would be clarified in the second meeting of Cycle II.

In doing the research in the first meeting of Cycle II, the researcher found some advantages in the teacher-collaborator's notes as follows.

1. Most of the students could comprehend the text.
2. Most of the students are able to interact with their friends and can draw in the picture.
3. Most of the students could discussed to guessing in the picture.

In addition, there were disadvantages in implementing Pictionary Game Method in this meeting, as follows.

1. Some students do not understand the meaning of the word.
2. Some of the students were unable to find the main idea in the Pictionary Game.

d) Reflection

In the first meeting of Cycle II, the researcher noted and analyzed the result of observation sheet of the researcher and the students. Then, the weaknesses in Pictionary Game Method in this meeting would be overcome by doing some improvements as follows.

1. The researcher would suggest the students to use the dictionary for understanding the words.
2. The researcher would show to or explain again the students to Play of Pictionary Game

2. Second Meeting

The research in the second meeting of Cycle II was held on Tuesday, June 13th, 2023. The time

allocation used in the second meeting was 2 x 45 minutes. The procedures of the research as follows.

a) Planning

Before the researcher did the action in the classroom, the researcher prepared such as:

1. Preparing lesson plan which aims to be a reference for researchers to carry out teaching and learning activities so that they are more directed and run effectively.
 - 1) Preparing teaching material namely something that becomes teaching material that is distributed to students.
 - 2) Preparing students' attendance list to check whether students are present or not in class.
 - 3) Preparing two pieces of observation paper for the researcher and the students which aims to the process of obtaining data by observing.
 - 4) Preparing field notes is records obtained regarding the results of observations during the study.
 - 5) Preparing evaluation sheet is students worksheet.

b) Action

After the sets of teaching equipment had provided, the research was conducted in the classroom. The researcher began the action by going into the teaching room. The researcher greeted the students and asked their condition such as: good morning everyone, how are you today?, is no one sick?. The students responded the researcher's greeting well. The researcher asks one of the student to guides in pray. Then, the researcher checked the students' attendance list by calling the students' name one by one, the students listen their name. The whole students were present in this meeting. Next, the researcher motivates the students. Then, the researcher reviewed and reminded

the last teaching material by proposing some question. Some of the students gave opinion about the last teaching material.

Moreover, The researcher tells the students about their weaknesses found in the previously meeting. The researcher asked the students' difficulties how to increase the students' vocabulary. The researcher explained to students how to improve their weaknesses and difficulties. The researcher re-explained material to the students. The researcher explained the Pictionary game method to students as a way to increase students' vocabulary. The researcher divided into a group. The number of the group can be depending on the number of learners in the classroom and also can be divided based on the seat.

The researcher explains the rules of Pictionary game. Each group is given a word to draw. Each group determines the others to draw and also to illustrate every word given by the researcher. The other can be the learners who sit down in front of the classroom and or on the backside. The researcher who puts a collection of that word will draw in the front desk, along with a blank sheet of paper for drawing several words to each of the learners. After all learners ready, the teacher gives the warning to start and each of the learners starts to play it. After a warning, one member of each group begins to take one of the cards and begin to draw, and then tell the members of the group to guess (students who are drawing only answer, yes' if true and, no' if false). Each learner as members of the group takes turns to go forward to take one of the card words and draws to guess by

members of the group. The winner is the most and the fastest group when guessing the words correctly. The researcher controlled the students while playing game in group.

At the last, the researcher concludes the teaching material and ended the teaching-learning activity by greeting the students. The students listen to the conclusions of the researcher and answer greetings from the researcher.

c) Observation

The observation was done by the English teacher collaborator during the researcher implemented the action in the classroom. The English teacher-collaborator observed all the activities happened in the teaching-learning process, included the students' and the researcher's activities.

The number or the percentage of the students who had done and undone the activities could be narrated as follows.

- 1) In the first meeting of Cycle II, the students who had done the activities were (83%) and undone the activities were (17%).
- 2) In the second meeting of Cycle II, the students who had done the activities were (100%) and undone the activities were (0%).

In the second meeting of Cycle II, all of the students did the activities during the teaching-learning process, but there were students who had less motivation and did not tell the difficulties in teaching-learning process. Especially for the researcher, the researcher had done all the activities. So, the researcher had not the weaknesses in the second meeting of Cycle II and it can be concluded that in the meeting the

activities of the students and researcher in the teaching-learning process increased.

d) Reflection

After doing the action above, the researcher evaluated the result of the students' ability in mastering vocabulary especially in narrative text by using Pictionary Game. The researcher evaluated the students' by giving cloze test. The result of the students' evaluation sheet was classified by the researcher.

No	Level	Scoring	Frequency	%
1.	Very Good	85 – 100	20	87 %
2.	Good	75 – 84	3	13 %
3.	Enough	65 – 74	0	0 %
4.	Less	35-64	0	0%
5	Fail	0-34	0	0%
Total			23	100%

The data from the table above explained that the students' ability in mastering vocabulary during implemented Pictionary Game in Cycle II was successful . The classification result of the test was 20 students (87%) classified in the "very good", 3 students (13%) in "good" level, and there was no students in "enough level", "less" level, and "fail" level. The average of the students' mark was 89.

Conclusion

The students' achievement on Cycle I showed the highest mark was 80 and the lowest mark was 50. The average of the students' mark in Cycle I was 63. While the Minimum Competence Criterion has been decide as 65. It means that the students could not pass the MCC. So, the researcher decided to continue Cycle II.

The students' achievement on the Cycle II showed the highest mark was 100 and the lowest mark was 80. The average of the students' mark in Cycle II was 89. So, all of the students pass on the MCC or students' ability in Cycle II in mastering vocabulary was increase. So, the researcher did not continue in the next cycle.

Based on the research findings, it is concluded that implementing Pictionary Game increases the students' vocabulary mastery at

the tenth grade of SMA Negeri1 Gunungsitoli Idanoi in 2022/2023.

Based on the research findings, the researcher gives some recommendation, as follows:

1. The researcher recommended students play Pictionary Game to increase their ability in mastering vocabulary.
2. The researcher recommended to the English teachers of SMA Negeri 1 Gunungsitoli Idanoi to apply Pictionary Game in teaching English Subject to increase the students' vocabulary.
3. Finally, the researcher recommended all readers especially to the next researchers to explore about vocabulary that had not been explored by the researcher in the research.

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Biography

Novita Sari Zebua was born in Hiligodu on November 16th 2000. She is the second child from Mr. Nelson Zebua (Father) and Mrs. Mediatini Mendrofa (Mother). She has 2 brother (Justianto Zebua and Borisman Zebua) and 2 sister (Jesscika Zebua and Mey Six Fortien Zebua). She started her education from elementary school in SD Hiligodu Tanose'o in 2006. Then after graduated from elementary school in 2012, she continued her education to junior high school in SMP Negeri 1 Hiliduho, after that she graduated in junior high school in 2016. After graduated from junior high school, she continued her education in SMA Negeri 1 Hiliduho. She studied for 3 years and graduated in 2019. After graduated from Senior high school, She continued her education in Universitas Nias and choosing English Education Study Program and finally success to finished her study on Agustus 2023.