

CHAPTER II

TEACHING ENGLISH CONCRETE NOUN USING Pictionary GAME AND REVIEW OF THE RELATED LITERATURE

A. Previous Research

This study describes some works which are relevant to the thesis in order to make the thesis arrangement easier:

1. Thesis entitled “The Use of Direct Method in Teaching Concrete Nouns: A True Experimental Study With Students of 3rd Grade At SD Patukangan 2 Kendal in Academic Year of 2008/2009” by Ayu Budi Wijayanti. She was using direct method to improve students’ vocabulary of concrete nouns. The result is there is a significant difference of vocabulary concrete nouns between students’ who are taught by using direct method and those who are taught without using direct method. In order to achieve the objective of her study she designed an experimental research using pre test and post test. The population of her study was the third grade students’ of SD Patukangan 02 Kendal. She chooses two classes to be result. One class was as control class and the other class was as experimental class.

For experimental class, she used direct method for students and the other class she did not use direct method. And the result was significant, direct method could give contribution in teaching concrete nouns. The method that used in this study can motivate the students to learn more about vocabulary.¹

2. Thesis entitled “Teaching Vocabulary Using Word Games to The Fifth Grade Students in SDN 02 Banyumudal in The Academic Year of 2007/2008” by Anisa Jasti Astuti. The objectives of her study were to describe the improvement between the students’ before being taught using word game and after being taught using word game. The

¹ Ayu B. Wijiyanti (3104161), *The Use of Direct Method in Teaching Concrete Nouns: A True Experimental Study With Students of 3rd Grade At SD Patukangan 2 Kendal In Academic Years of 2008/2009*, (Semarang: Education Faculty of IAIN Walisongo, 2009), p. 54

population of her study was the fifth grade students' of SDN 02 Banyumudal. She chooses one class to be result. She gives three cycles to get the improvement. The result is game facilitates students to practice using vocabulary. Because games are pleasing and suitable for elementary school children, they will be encouraged to learn vocabulary.²

3. Thesis entitled "Teaching English Concrete Nouns Using Rainbow Game (An Experimental Study with Fourth Graders at MI NU 02 Kutoharjo Kaliwungu in the Academic Year of 2008/2009)" by M. Darsul Khafid. The objective of his study were to describe the significant different on English concrete noun achievement between the students who have been taught using rainbow game and students who have taught using lecturing. The objective of his study was he designed an experimental research using pre test and post test. The population of his study was the fourth graders of MI NU 02 Kutoharjo Kaliwungu. He chooses two classes to be result, control class and experimental class. The result is games have involvement in teaching vocabulary.³

In this research is different from previous one. The participant: In my research includes forty students in the fourth grade class, but in those researcher there are 30 students in the fifth grade class. The methodology: in my research uses an experimental research form, but in those researches uses a classroom action research.

This research focuses on teaching English concrete nouns using Pictionary game with experimental research approach, so as researcher need two class. The participants were students on fourth grade of SDN 01 Donowangun Talun Pekalongan. The researcher uses some strategies in teaching learning process, with this research can improve and increase

² Anisa J. Astuti (04420625), *Teaching Vocabulary Using Word Games to The Fifth Grade Students in SDN 02 Banyumudal in Academic Year 2007/2008*, (Semarang: IKIP PGRI, 2008), p. 56

³ M. Darsul Khafid, *Teaching English Concrete Nouns Using Rainbow Game: An Experimental Study With 4th Graders at MI NU Kutoharjo Kaliwungu In The Academic Years of 2008/2009*, (Semarang: IAIN Walisongo, 2009), p. 55

students' skill in learning English vocabulary and also to get some solves from the problem that faced by the students. The researcher uses test and documentation as instrument. The similarities this research with the previous are both my research and those researches are using game in English vocabulary. Both of them is to know how extent the effectiveness using game to improving English vocabulary.

B. Theoretical Framework

Vocabulary is one of the most components of language and one of the fist things applied linguists turned their attention too.⁴ Teaching vocabulary is part of English teaching. Vocabulary power will facilitate speaking, listening, writing and reading skills.

Noun is part of vocabulary. In English, there are many definitions and kinds of noun.

1. Definition of Noun

Most learners are more concerned with the meaning of nouns than with their grammar. However, in learning to use noun, they need to pay attention to a variety of grammatical factors. The popular definition of a noun is that it “describes a person, place or thing”.⁵ According to Hornby, noun is something exists in a form that can be touched, felt, seen, etc; real or solid.⁶ In fact, we use nouns to express a range of additional meanings such as concept, qualities, organization communities, sensation and event.

In other terms, nouns are the basic tools for giving names to things and concepts; therefore, learners need to control a large

⁴ Jack C. Richard, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 4

⁵ Martin Parrots, *Grammar for English Language Factors*, (Cambridge: Cambridge Univ.Press, 2004), p. 7

⁶ AS Hornby, *Oxford Advanced Learners Dictionary*, (Oxford University Press: Great Britain, 1995).

vocabulary of nouns as well as associated word such as pronouns, adjectives, and preposition.⁷

There are classifications of nouns;

a. Kinds of Nouns

Kinds of noun divided into four, those are:

1) Proper Noun. Proper noun is words which begin with capital letters and are not at the beginning of sentences are often the names of people, place or institution.⁸ Proper nouns also called proper names are nouns representing unique entities.

Example: London, Indonesia, China, Malang, Surabaya, Laura, and Daniel, etc.

2) Common Noun.⁹ Common noun is noun which states in general cognition.

Example: Car, book, radio, man, woman, mountain, sea, etc.

3) Collective Nouns are words which represent group of people, etc.¹⁰ Example: people, audience, fleet, committee, crowd, etc.

4) Material Noun. Material noun is noun which states matter or essence whatever something made.

Example:

- This table is made of *wood*
- That temple was built of *marble*

b. Types of Nouns¹¹

Types of noun divided into two kinds:

1) Countable Noun.¹² Countable nouns are things we can count.

Example: Umbrella, apple, radio, bus, truck, piano, cat, foot, boy and girl.

⁷ Betty schrampfer Azar and Barbara F. matties, *Fundamental of English Grammar*, (New York: Prentice Hall Regent, 1995), p. 54

⁸ Martin Parrott, *grammar for English Language Teachers*, (Cambridge: Cambridge University Press, 2010), 2nd Ed., p. 9

⁹ Imam D. Djauhari, *Mastery on English Part of Speech*, (Malang: Indah, 1986), p. 15

¹⁰ Martin Parrott, *grammar*, p. 14

¹¹ Imam D. Djauhari, *Mastery*, p. 16

¹² Martin Parrott, *grammar*, p. 10

2) Uncountable noun.¹³ Uncountable nouns are things we cannot count. They have no plural.

Example: Sand, gold, blood, sugar, water, air, oil, tea, milk, money, etc.

c. Form of Nouns

Based on the form, noun divided into two classified:

1) Concrete noun¹⁴

Concrete noun refers to physical bodies which we use at least one of our senses to observe. Or concrete noun is a word whose shape can be seen physically.

Example:

- My brother lends me his *boat* to go fishing at the *sea*.
- *Ivan Gunawan* designs a lot of *dress*.

2) Abstract noun¹⁵

Abstract noun is a word which cannot be seen, but can be imagined because abstract nouns are concept in the mind. On the other hand abstract noun refers to abstract object that is ideas or concepts. Such as Love, live, hate, health, goodness, freedom, death, darkness, kindness, etc.

Example:

- Thank you very much for your *kindness*.
- She spent her *childhood* in a village.

d. Numbers of Nouns

From numbers of nouns, noun can be divided into two classified:

1) Singular Noun.¹⁶ Singular noun is a single word. Usually at the written using “a/an” if not identify. But if has been identified, using article “the”.

¹³ Martin Parrott, *grammar*, p. 10

¹⁴ Adi Gunawan R., *Tangkas Bahasa Inggris SMU*, (Surabaya: Kartika), p. 14

¹⁵ Adi Gunawan R., *Tangkas*, p. 15

¹⁶ Adi Gunawan R., *Tangkas*, p. 22

Example: A car, a house, a history, an umbrella, an apple, an answer, etc.

- 2) Plural Noun.¹⁷ Plural noun is a word which points objects more than one, at the written word using add “s”.

Example:

- Dog --- dogs
- Cat --- cats
- Box --- boxes

2. How to Teach Concrete Noun

Teaching English noun is teaching English vocabulary that is focused on nouns. English nouns are nouns that are used in English language.

Sukun Pribadi a master of IKIP Bandung said that teaching is an activity that involves founding child about cognitive aspect and psychomotor aspect. In order to child more much knowledge, critical, systematically, writing, reading, running fast, swimming, make radio and others. Quality teaching is achieved not only as a consequence of how well teachers teach but through creating context and work environment that can facilitate good teaching. There are four factors which facilitate good teaching, they are:¹⁸ institutional factors, teacher factor, teaching factors and learners factor.

a. Institutional factors

The organizational culture of a school refers to the ethos and environment that exist within a school, the kind of communication and decision make that take place, and staffing structure they sport.

b. Teachers factors

Many things can be done to create a context for good teaching, but it is teachers themselves who ultimately determine the success of a program. Good teacher can compensate for deficiencies

¹⁷ Adi Gunawan R., *Tangkas*, p. 23

¹⁸ Jack C. Richard, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 198

in the curriculum, the materials, or the resource they make use in their teaching.

c. Teaching factors

The focus here is on the teaching practice that occurs within a program, how these can be characterized, and how quality teaching can be achieved and maintained. In language teaching programs, teaching models are often based on particular methods or approach. For example: the communicative approach, the cooperative learning model, the process approach and the whole language approach.

d. Learners factors

Learning is not the mirror image of teaching. The extent to which teaching achieves its goals will also depend on how successfully learners have been considered in the planning and delivery process. The following factors may affect how successfully a course is received by learners. They are: understanding of the course, view of learning, learning styles, motivation and support.

In teaching-learning process, teachers use media to teach their students were to make easier students' understanding. Media is whatever served from five senses as a purpose understanding meaning as careful and fast. So, the researcher uses Pictionary game and picture as media to teach concrete nouns.

Allah said in the Al-Qur'an at Al-Baqarah: 31



That surah says, Allah taught Adam the names of thing. In simple terms, nouns are “things”. So, in this study the researcher choose

¹⁹ Departemen Agama, *Alqur'an dan Terjemah*, (Semarang: CV. Toha Putra, 1989), p. 15.

concrete nouns as the material and Pictionary game as the technique. Because teaching English concrete nouns using Pictionary game is suitable to the students of elementary school.

This game is good for reviewing vocabulary. Choose a student and show him or her flash card picture or whisper a word into his or her ear. The student draws the picture on the board and first student to guess the picture gets to draw the next picture. This can also be played in teams with a point system.

Teaching concrete nouns to young learners at the school is very important before they learn to speak. So, in teaching concrete nouns the teacher should also teach grammar as well as pronunciation. For example, if teacher wants to teach object in the class, the teacher does not just say “book” or “pen”. But teacher should say “this is a book”, and “that is a pen”. By doing this, the teacher can make students practice to speak English in right way.

In teaching English concrete nouns, the teacher must be able to select the words that will be given to the students. There is also a limitation of vocabulary that teacher gives to the students.

3. Problem Occurred in Teaching Concrete Nouns

Teaching young learners is different from teaching adults. Young learners tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adults to do things that appeal to them. Young learners have the achievement in learning English:

- a. Young learners tend to active and imaginative. They like to study through games, story and song, so that they will be more motivated to learn English.
- b. Young learners easy bored and they have short level concentration. To overcome their bored, learning activity must be variety. So, the teacher should choose the appropriate technique of teaching and

pleased by the students. So young learners will be more motivated in learning English and situation of study will be more enjoy.

- c. Young learners still be difficult differentiate things which concrete and abstract. They cannot differentiate something real matter or not.

Both teacher and students have problem in teaching learning process. To learn English, Indonesian students have several difficulties. In learning foreign language the learners have to try to master both the language skills and its components.

According to Kasihani, factors the influence of teaching as follow:

- a. Mother tongue

Instinct, characteristic and skilled are formed in learning mother tongue very help children in learning new language.

- b. Material

Material which used in learning is suitable with ages and students' enthusiasm will be able to enjoy English for young learners.

- c. Social Interaction

Communication between students and teacher and also students and students will give safety at young learners and improve their self confidence in learning new language.

- d. Media

Study English for young learners will be more effective if teacher use media to support school activity, because children like the visual things.

- e. Family Background

Family background also support the children efficacy learn English. The available of dictionary, book, and their facility at

their home and also support from their parents represent factors which can influence the process learning foreign language.²⁰

4. Pictionary Game in Language Teaching

a. Procedure of Pictionary Game in Teaching

1) Game

Game is a structured activity, usually undertaken for enjoyment and sometime used as an educational tool.²¹ Games are distinct from work, which is usually carried out for remuneration and from art, which is more concerned with the expression of ideas.

Game-based activities can involve practice of oral strategies such as describing, predicting, simplifying, asking for feedback, through activities such as feeling in questionnaires and guessing unknown information. Even though these activities are called games, there by amplifying fun, they are also communication based and require the learners to use the information they find out in collaborative way for successful completion of a particular task.²²

2) Pictionary Game

Pictionary game is a picture-based guessing game. Brian Robin said that Pictionary game is a children's game show based on the board game of the same name, in which two teams of children competed in a drawing game for prize.²³

Teaching concrete nouns using Pictionary game means the teacher and the students use picture-based guessing game to

²⁰ Kasihani K. E. Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2008), p. 21-22

²¹ Paul Cezanne, *Game*, <http://en.wikipedia.org/wiki/game>.

²² JoMcDonough and Christopher Shaw, *Material An Method in ELT*, (New York: Blacwell Publishing Ltd, 2003), p. 55

²³ Brian Robin, "Pictionary 1989 Children's Game Show"
<http://dictionary.sensagent.com/pictionary+%281989+games+show%29/en-en/#definitions>, 17 December 2010, 14:45

understanding the materials. The students study and remember the words from the game that they are play.

Before conducting the teaching by means of Pictionary game, there are many things to be prepared by the teacher in order to make the teaching learning process well-prepared and more systematic. Here are the things should be prepared in advance.

- a) Students' pre-test score. This score becomes the guidance for teacher to determine the student groups in different ability.
- b) The arrangement of team list consisting of 7 students in each team.
- c) Lesson Plan.
- d) Worksheets containing the given material. These worksheets are used for studying to be discussed in team work.
- e) Test containing the given material to be completed in tournament phase.
- f) The post test to measure the students' understanding in last session of teaching learning.

The steps to play the Pictionary game in teaching concrete nouns divide two seasons are:

Season one

- Teacher divides the students into two groups
- Teacher gives some instruments how to play the game
- Teacher asks every groups to send a volunteer as instructor
- Teacher gives five flash card pictures to the instructor
- Teacher asks every instructor to come forward one by one to draw some object that she/he gets from the teacher on the blackboard and asks the group to guessing it
- Every group have two minutes to guessing five pictures
- Teacher evaluates the students' answer

- Finally, the group who guessing all of the picture correctly as a winner and get 10 points

Season two

- Teacher divides students into two groups
- Teacher gives some instruments how to play the game
- Teacher shows 3 flashcards to the groups
- Teacher asks the first group to choose a flashcard then followed by the second group
- Then teacher gives some clue of the pictures on the flashcard one by one and asks the group to guessing it
- Every group has 5 minutes to guessing 10 words
- The group who guessing all of words correctly get 10 points
- The last one flashcard should be guessing by all of groups
- Whose group that know the answer should rise the hand before answer the question
- Each question contain of 2 points
- Finally, the group who guessing a lot of words correctly as a winner

b. Advantage and Disadvantage of Pictionary game

The advantage of Pictionary game since role-play and simulation activities are most kids enjoy the challenge of participating in games, and the process of playing some activities may actually make them smarter and more capable. Among other abilities, games help develop kids' motor skills, social capacities, memory and creativity.²⁴ Game also is more practice activities than teaching activities; they are useful and more suitable for consolidating and practicing aspects of conversational proficiency

²⁴ Renata Osinska, *The Advantages of Learning Games For Kids*, at <http://www.livestrong.com/article/214084-the-advantages-of-learning-games-for-kids/>, diakses 26, February 2011: 11:21

than teaching new forms. This game also good for reviewing the vocabulary. And disadvantages of pictionary game are make students be noisy and not conducive in the class teaching-learning activity.

By using pictionary game as technique in teaching, the researcher hopes students can receive material easily and students can understand in teaching target language.

C. Hypothesis

It refers to the basis belief of researcher which enables him or her to carry out the research. It is provisional truth determined by researcher that should be tested and proved.²⁵

In this research, the hypothesis can be stated as follow:

Ha : The use of Pictionary game technique is more effective to facilitate the students' learning on English passive voice than non Pictionary game.

²⁵ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), 13th Ed, p.116.