

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. RESEARCH FINDING

In this chapter, the researcher would like to describe and discuss the finding of the research. As mentioned in the previous chapter, in this research, the researcher wanted to describe the implementation of using *pictionary* game in teaching vocabulary. In this finding, the researcher presented the result of the research and the analysis of the data collected during preliminary research and two cycles that consist of cycle I and cycle II. The result descriptions of all cycles are as follow.

1. Preliminary Research

The preliminary research was conducted on January 16th, 2014. It was done at 7.15-8.25 am. In this phase, the researcher observed the classroom activities before being taught using *pictionary* game. There was no student absent that day. The total of the students was 17. The teacher told the topic of that day which was public places. The teacher introduced the vocabulary by writing it down on the blackboard along with the meaning and asked them to memorize. Observation checklist was used here to help the researcher. The result was as shown below.

Table 4.1
Score of Observation Showing Teacher's Performance in
Teaching Learning Process

No	Observed Aspects	Yes	No	Note
1	Teacher greets the students.	V		
2	Teacher pays attention to the whole class by looking at every direction when she teaches.	V		
3	Teacher smiles.	V		
4	Teacher checks students' attendance.	V		
5	Teacher manages the classroom.	V		
6	Teacher delivers the learning goals.		V	
7	Teacher uses media		V	
8	Teacher explains the material systematically.	V		
9	Teacher pronounces the words correctly.	V		
10	Teacher gives encouragement.		V	
11	Teacher gives warning to the students who disturb the teaching and learning process by making noise or such.	V		
12	Teacher invites students to conclude the lesson.		V	
13	Teacher evaluates students' works.	V		
14	Teacher checks students' understanding by asking questions.		V	
	Total score	9	5	

$$\begin{aligned}
 \text{Percentage} &= \frac{\text{Total score}}{\text{max imal score}} \times 100\% \\
 &= \frac{9}{14} \times 100\% \\
 &= 64\%
 \end{aligned}$$

The result of the observation shows that the score of teacher's performance in teaching and learning process is fair with 64% in percentage. Although she used no media, she explained the material systematically. She also warned the students who made noise in class. However, at the beginning of the class, she did not deliver the learning goal. During the class, she did not give encouragement to the students nor invited them to conclude the lesson. After evaluating students' work, she closed the class.

In the teaching and learning process, the teacher directly delivered the vocabulary and the translation without involving any media. No game was applied that made the activity monotonous. As a result, students lost their interest in learning and memorizing vocabulary would be a hard task for them. Some of them even played with their toys that the teacher needed to warn them. It was then important to solve this problem as soon as possible. Here, the researcher intended to apply *pictionary* game to interest the students in learning and help them improve their achievement.

Table 4.2
Score of Observation Showing Students' Engagement in Teaching and Learning Process

No	Observed Aspects	No- ne (0 %)	A few (<2 0%)	Half (20- 49%	Ma -ny (50 - 69 %)	Ma jo -ri ty (>7 0%)	To- tal Sco- re
		1	2	3	4	5	
1	Students are enthusiastic in listening to teachers' explanation by taking a note.			V			3
2	Students are enthusiastic in repeating the teacher's pronunciation by decisively pronouncing the words loudly and clearly.				V		4
3	Students show curiosity by asking questions.		V				2
4	Students volunteer to answer questions from the teacher or other students.	V					1
5	Students are enthusiastic in participating in the game.	V					1
6	Students are enthusiastic in doing		V				2

the test.							
Total score	2	4	3	4			13

$$\begin{aligned}
 \text{Percentage} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\
 &= \frac{13}{30} \times 100\% \\
 &= 43\%
 \end{aligned}$$

According to the result above, it can be concluded that the score of observation showing students' engagement in teaching and learning process is 43%. It means that half of the students are interested in the teaching and learning process. Only half of the students who were enthusiastic in listening to teacher's explanation while the other were busy playing or talking to their seatmates. When it came to repeating teacher's pronunciation, however, they pronounced it quite well in a loud voice. During the teaching and learning process, there were only some students who asked questions to the teacher and none volunteered to answer questions from the teacher or other students. Many students were not enthusiastic in doing the test and seemed to be bored; only several students who did the test with enthusiasm.

Besides observing the teaching and learning process, the researcher collected the student's English mark in the academic year of 2012/2013, particularly that of the second semester. The scores are as follow.

Table 4.3
Students' Score in the Previous Semester

No	Code of student	Score
1	R-1	60
2	R-2	60
3	R-3	60
4	R-4	60
5	R-5	75
6	R-6	83
7	R-7	75
8	R-8	73
9	R-9	75
10	R-10	60
11	R-11	80
12	R-12	70
13	R-13	70
14	R-14	75
15	R-15	70
16	R-16	80
17	R-17	80
18	R-18	76
19	R-19	75
20	R-20	70
21	R-21	80
22	R-22	55
Total score		1562

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

Explanation:

\bar{x} : The average of the students' score

$\sum_{i=1}^n x_i$: Total score

n : The number of students

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

$$\bar{x} = \frac{1562}{22}$$

$$\bar{x} = 71$$

Based on the presented data, it can be seen that the average of the students' English score is 71. The highest score is 83 whereas the lowest score is 55. Six students got scores under the minimum criterion of passing grade of 65. Thus, the percentage of the students who pass the minimum passing criterion is 73%. This became the researcher's consideration to propose *pictionary* game to be applied in English teaching and learning process to improve the students' achievement of vocabulary.

2. The First Cycle

The first cycle was held on April 24th 2014. This was when the treatment was given due to the problems the researcher found in the observation. To improve students' achievement of English vocabulary, especially common noun, the researcher implemented *pictionary* game in every cycle.

The material of the day was land transportation. The teacher began the lesson by greeting the students and checking their attendance and noticed that one student was absent. Thus, the teaching and learning process was attended by 16 students. After opening the class, the teacher showed a picture of land transportation and asked the students to guess what picture it was. Then, the teacher wrote down the English word on the blackboard. The teacher pronounced the word, followed by the students. When the students were able to pronounce it well, the

teacher stuck another picture of land transportation on the blackboard and gave the English word. She said the word and asked the students to repeat it. These steps were done till the entire vocabulary was presented. To check on how far the students memorize the vocabulary, the teacher erased the written words on the blackboard so there were only the pictures left, then pointed some students to mention the name of the land transportation in English.

Once, the teacher finished delivering the vocabulary, she picked a picture and stuck it on the blackboard. She composed a simple dialogue according to the picture. She read it aloud and asked the students to repeat it. She also corrected the wrong pronunciation. She gave some examples of dialogue before she picked a picture and asked the students question related to the picture. The students answered the question in full sentence with the help of the teacher. By the end of this activity, the teacher stressed some words which occurred usually in the topic.

As the material fully delivered, the teacher implemented *pictionary* game. This technique requires that the class is divided into several groups, in this case, the teacher divided them into three groups. They were group railway station, group airport and group harbor since they had already learned about public places. The teacher called each representative of the groups to come forward after one another. She flashed a word of land transportation and asked the representative to draw it on the

blackboard. The other members of the group had 10 seconds to guess what picture it was. Each group needed to write down the answer. The game continued as many words as it felt necessary to review. It ended with group airport as the winner. The next activity was doing a test. The researcher helped the teacher to distribute the test papers.

Table 4.4
Score of Observation Showing Teacher's Performance in Teaching Learning Process

No	Observed Aspects	Yes	No	Note
1	Teacher greets the students.	V		
2	Teacher pays attention to the whole class by looking at every direction when she teaches.	V		
3	Teacher smiles.	V		
4	Teacher checks students' attendance.	V		
5	Teacher manages the classroom.	V		
6	Teacher delivers the learning goals.		V	
7	Teacher uses media	V		
8	Teacher explains the material systematically.	V		
9	Teacher pronounces the words correctly.	V		
10	Teacher gives encouragement.		V	
11	Teacher gives warning to the students who disturb the teaching and learning process by making noise or such.	V		

12	Teacher invites students to conclude the lesson.		V	
13	Teacher evaluates students' works.	V		
14	Teacher checks students' understanding by asking questions.		V	
	Total score	10	4	

$$\begin{aligned}
 \text{Percentage} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\
 &= \frac{10}{14} \times 100\% \\
 &= 71\%
 \end{aligned}$$

According to the result of the observation, it can be concluded that the score of observation showing teacher's performance in the teaching and learning is fair with 71% in percentage. The teacher explained the material clearly and systematically using pictures as the media. She managed the class pretty well though there were still some students making noise in the class that she kept warning them. She also gave clear enough instruction during the class, especially when she applied *picture dictionary* game, but some students were busy searching for members for their group so that they were a bit confused about the game. In the end, the teacher decided the groups herself. However, at the beginning of the class the teacher did not deliver the goal nor gave encouragement to the students.

Table 4.5
Score of Observation Showing Students' Engagement in Teaching Learning Process

No	Observed Aspects	No- ne (0 %)	A few (<2 0%)	Half (20- 49%	Ma -ny (50 - 69 %)	Ma jo- ri- ty (>7 0%)	To- tal Sco- re
		1	2	3	4	5	
1	Students are enthusiastic in listening to teachers' explanation by taking a note.				V		4
2	Students are enthusiastic in repeating the teacher's pronunciation by decisively pronouncing the words loudly and clearly.					V	5
3	Students show curiosity by asking questions.			V			2
4	Students volunteer to answer questions from the teacher or other students.		V				3
5	Students are enthusiastic in participating in the game.				V		4
6	Students are enthusiastic in doing			V			3

	the test.						
	Total score		2	6	8	5	21

$$\begin{aligned}
 \text{Percentage} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\
 &= \frac{22}{30} \times 100\% \\
 &= 73\%
 \end{aligned}$$

The data shows that the score of observation showing students' engagement in the teaching and learning process is 73%. It means that majority of the students are enthusiastic in the teaching and learning process. The majority of students paid attention to teacher's explanation, especially when the teacher showed some pictures. They were also excited in repeating teacher's pronunciation leaving only a few students who only stared at the pictures, stuttering the words. When the game started, many students were enthusiastic while the others were still a bit confused about the game that they seemed uninterested. After playing the game, the students were assigned to do a test. Half of the students gave good response towards the test whereas the others showed upset expression. Thus, they who found difficulty in doing the test, whispered to other to ask for the answer. As the test ended, the researcher checked their works and got the result as follow.

Table 4.6
The Students' Achievement in the First Cycle

No	Code of Students	Score
1	S-1	70
2	S-2	80
3	S-3	70
4	S-4	60
5	S-5	90
6	S-6	70
7	S-7	80
8	S-8	85
9	S-9	65
10	S-10	85
11	S-11	70
12	S-12	85
13	S-13	90
14	S-14	95
15	S-15	90
16	S-16	70
Total score		1255

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

Explanation:

\bar{x} : The average of the students' score

$\sum_{i=1}^n x_i$: Total score

n : The number of students

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

$$\bar{x} = \frac{1255}{16}$$

$$\bar{x} = 78$$

From the analysis above, it can be seen that the average of the students' result of the first cycle is 78. It is categorized as

good or above average. The percentage of the students who pass the minimum passing criterion is 94%. There is one student who failed to pass the minimum criterion of passing grade of 65; she gets only 60, which is far from the average of the class. However, the result of the first cycle is better than the initial score where the average is 71 with six students fail to pass the minimum criterion of passing grade. In other words, there is improvement in the first cycle.

After analyzing the result of students' test in the first cycle, the researcher had a discussion with the teacher. At this stage, the researcher finally found the problem that was still faced by both teacher and student. The fact that the students were a bit too hard to handle, suck teacher's attention too much, that the quiet students were left behind. There were also some students who tried to cheat in doing the test by asking the others for the answer.

Though more than 80% of the students had passed the minimum passing criterion, the students' engagement in the first cycle had not reached the minimum standard of success in which it should reach good criterion. Therefore, the researcher and the teacher had to solve the problem and improve what was already gained in the next cycle.

The researcher and the teacher decided to optimize the students' involvement in the teaching and learning process, not only in the game, but also in the material delivering. By doing

so, the material would be more memorable. Due to this matter, the researcher and the teacher attempted to give variation in the game. It would be played as the common *pictionary* game but the words would be from the students. Instead of asking students of what picture the teacher pointed was, the teacher would say the English vocabulary and assigned the students to show the picture. The teacher and the researcher would also keep their eyes open to the students who cheated in doing the test and give punishment to them.

3. The Second Cycle

The second cycle was held on May 1st, 2014. It was done by reason of the problem that is still faced in the teaching learning process. In this cycle, the researcher and the teacher expected an improvement as some reparation was done.

The second cycle was about the teaching and learning process and assessment test. The topic was water and air transportation. Like the first cycle, one student was absent so there were left 16 students. The teaching and learning process began with the teacher giving a simple dialogue. The teacher asked one student to read the dialogue and corrected the pronunciation. The teacher read the dialogue per sentence and let the students follow. The teacher then asked the students to find the vocabulary of transportation in the dialogue. In delivering the material, the teacher used picture, stuck it on the blackboard and asked the students what the name of the transportation it was then

she wrote the English word below the picture. Then, the teacher pronounced it, followed by the students.

To check the students' understanding, the teacher said the English vocabulary of water or air transportation and pointed a student to show the picture. After the pointed student got the correct answer, he/ she had to write the English word under the picture. After the teacher corrected the spelling, she pronounced it and asked the students to follow.

When it came to playing *pictionary* game, the teacher told the students to list three water or air transportations per group. The groups were railway station, airport and harbor. The teacher called a member of one group to come forward with a list of word his/ her group wrote and a representative of the next group. The former whispered a word to the latter which he/ she should draw. The members of his/ her group were given ten second to guess the picture. Here, the teacher would ask them to spell the word. This activity was done till the last vocabulary on the list with a note that after one vocabulary was drawn, the group switched so as the representative of the previous group. The teacher gave star to the group that answered correctly.

At last, the game ended with group railway station as the winner. The teacher complimented all students for doing well in the game and gave motivation to learn more. After checking their understanding on the lesson, the teacher distributed the test papers, assisted by the researcher. Before the students doing the

test, the teacher warned them that those who cheated, the score would be deducted.

Table 4.7
Score of Observation Showing Teacher's Performance in Teaching Learning Process

No	Observed Aspects	Yes	No	Note
1	Teacher greets the students.	V		
2	Teacher pays attention to the whole class by looking at every direction when she teaches.	V		
3	Teacher smiles.	V		
4	Teacher checks students' attendance.	V		
5	Teacher manages the classroom.	V		
6	Teacher delivers the learning goals.		V	
7	Teacher uses media	V		
8	Teacher explains the material systematically.	V		
9	Teacher pronounces the words correctly.	V		
10	Teacher gives encouragement.	V		
11	Teacher gives warning to the students who disturb the teaching and learning process by making noise or such.	V		
12	Teacher invites students to conclude the lesson.		V	
13	Teacher evaluates students' works.	V		
14	Teacher checks students' understanding by asking	V		

	questions.			
	Total score	12	2	

$$\begin{aligned}
 \text{Percentage} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\
 &= \frac{12}{14} \times 100\% \\
 &= 86\%
 \end{aligned}$$

According to the result of the observation above, it can be concluded that the score of observation showing teacher's performance in teaching learning process is good. The score is 86%. The teacher did not deliver the learning goal. Nevertheless, she explained the material clearly supported by pictures. She gave encouragement to the students. She also gave questions to check students' understanding at the end of the lesson. When the game began, the teacher handled the students well. The fact that the students were involved in deciding the words for their competitor made them busy so that every student participated actively and enthusiastically.

Table 4.8
Score of Observation Showing Students' Engagement in Teaching Learning Process

No	Observed Aspects	No- ne (0 %)	A few (<2 0%)	Half (20- 49%	Ma -ny (50 - 69 %)	Ma jo -ri ty (>7 0%)	To- tal Sco- re
		1	2	3	4	5	
1	Students are enthusiastic in listening to teachers' explanation by taking a note.					V	5
2	Students are enthusiastic in repeating the teacher's pronunciation by decisively pronouncing the words loudly and clearly.					V	5
3	Students show curiosity by asking questions.			V			3
4	Students volunteer to answer questions from the teacher or other students.			V			3
5	Students are enthusiastic in participating in the game.					V	5
6	Students are enthusiastic in doing					V	5

	the test.						
	Total score			6		20	26

$$\begin{aligned}
 \text{Percentage} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\
 &= \frac{26}{30} \times 100\% \\
 &= 87\%
 \end{aligned}$$

The result of observation shows that the score of observation showing students' engagement in teaching learning process is 87%. It can be categorized as good. Majority of the students were enthusiastic in the teaching and learning process. They paid attention to the teacher's explanation and were excited in repeating teacher's pronunciation. They also participated in the game with much enthusiasm and did the test well as the teacher and researcher watch them during the test. However there were only half of the students who asked or answered questions. The others seemed unconfident to ask question. Above all, the learning environment in the second cycle was more conducive than that in the first one. It then gave impact on the test result. The result of the test is presented as follow.

Table 4.9
The Students' Achievement in the Second Cycle

No	Name	Score
1	S-1	75
2	S-2	80
3	S-3	75
4	S-4	75
5	S-5	90
6	S-6	75
7	S-7	90
8	S-8	85
9	S-9	70
10	S-10	80
11	S-11	75
12	S-12	95
13	S-13	95
14	S-14	95
15	S-15	90
16	S-16	85
Total score		1330

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

Explanation:

\bar{x} : The average of the students' score

$\sum_{i=1}^n x_i$: Total score

n : The number of students

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

$$\bar{x} = \frac{1330}{16}$$

$$\bar{x} = 83$$

Based on the analysis above, it can be seen that the average of the students' result of the second cycle is 83. It means that the score belongs to good criterion. It is better than that in the previous cycle. Unlike the result in the first cycle, there is no student who failed to reach the minimum criterion of passing grade. It means that 100% of the students pass the minimum passing criterion. In conclusion, there is improvement in the second cycle.

As the observation was done, the researcher and teacher analyzed the collected data. In the second cycle, the teacher's performance in the teaching and learning process improved. She gave encouragement to the students. According to Harmer, children are enthusiastic and eager to learn and they have a need for individual attention and appreciation from the teacher.⁵¹ That was why the students were more enthusiastic in the teaching and learning process. The students' engagement in the teaching and learning process improved. Both teacher's performance and students' engagement percentages were in good category. The result of the test also showed an improvement. The average of the students' test in the second cycle was 83 with none failed to pass the minimum passing criterion. Based on the finding, the researcher and the teacher decided to end the cycle.

⁵¹ Harmer, *The Practice ...*, p. 38.

B. Grand Analysis

The implementation of *pictionary* game in the teaching and learning vocabulary was conducted through a classroom action research. The data were collected from every cycle and analyzed using descriptive statistical analysis as presented in the previous. The result shows that there is an improvement of students' understanding on common noun after being taught by using *pictionary* game. The result of the test and observation from each cycle is compared to one another and presented below:

Table 4.10
Comparison of the Percentage of Teacher's Performance in Teaching Learning Process

No	Cycle	Percentage (%)
1	Preliminary Research	64
2	Cycle 1	71
3	Cycle 2	86

Table 4.10 presents the comparison of the percentage of teacher's performance in every cycle. It shows a 7% improvement from 64% in the preliminary research to 71% in the first cycle. In the second cycle it increases to 86% in which there is a 15% of improvement.

Table 4.11
Comparison of the Percentage of Students' Engagement in Teaching Learning Process

No	Cycle	Percentage (%)
1	Preliminary Research	43
2	Cycle 1	73
3	Cycle 2	87

The comparison of the percentage of students' engagement in each cycle is presented in table 4.11. Before *pictionary* game being applied, the students were not interested in the teaching and learning process. The students' engagement is only 43%. It rises to 73% in the first cycle and 87% in the second cycle after the teacher implemented *pictionary* game.

Table 4.12
Comparison of the Average of Students' Achievement

No	Cycle	Mean
1	Preliminary Research	71
2	Cycle 1	78
3	Cycle 2	83

Another way to see the improvement in the teaching and learning process is by analyzing the students' result of test. From the table of comparison of the average of students' achievement, it can be concluded that there is an improvement. The average of students' achievement increases from 71 in the pre-cycle to 78 in the first cycle and 83 in the second cycle.

The improvement of the teacher's performance, students' engagement and average of the students' score from every cycle can be seen on the following table.

Table 4.13
The Comparison Of the Teacher's Performance, Students' Engagement and Average of Students' Score from Every Cycle

No.	Cycle	Teacher's Performance	Students' Engagement	Average of Students' Score	Total
1	Preliminary Research	64	43	71	178
2	Cycle 1	71	73	78	223
3	Cycle 2	86	87	83	256

According to the analysis of the data, the average score of the students taught using *pictionary* game was better than that taught using *word find puzzle* and *picture-predicting* game. The implementation of *pictionary* game to teach noun in this research showed a better result with 83 of the students' average score than the use of the same technique in the previous research with the students' average score of 80.70. Although the difference was not much, the average score of the students taught using *pictionary* is better.

C. Research Discussion

Pictionary game is a picture-based guessing game. This is an interesting game that stimulates students' thinking skill. They draw

pictures based on the given words and guess what pictures they are. It helps the students learn more easily as pictures, in this case blackboard drawings, are employed. This game is aimed to stimulate students' prior vocabulary power and to introduce new vocabulary through peer teaching.⁵² In this research, the researcher used *pictionary* game to review students' vocabulary. By implementing *pictionary* game, the students' engagement in the teaching and learning improved. They were enthusiastic in learning. Kasihani K.E. Suyanto states that young learners love game.⁵³ By applying a game in the teaching and learning process, the teacher aroused the students' interest in learning. According to Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga, games bring in relaxation and fun for students, as a result they learn and preserve new vocabulary more easily.⁵⁴ Thus the average of students' achievement increased every cycle.

1. Visual and Aural Senses

Learning is remembering. Learning vocabulary is crucial as vocabulary is an important element in learning language. Through *pictionary* game, the students memorize vocabulary by illustrating it. According to Harmer, children comprehend things not just from explanation but also from what they experience,

⁵² Tarwiyah, *Games, Songs ...*, p. 27.

⁵³ Suyanto, *English for Young Learners ...*, p. 16-20.

⁵⁴ Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga, "Learning vocabulary Through Games", <http://www.teflgames.com/why.html>, retrieved on February 20th 2014 at 08:30 a.m.

especially those that they employ all their senses.⁵⁵ By implementing *pictionary* game, the students will be able to use their visual and aural senses. Thus, the students will not find the teaching and learning process boring because their two senses are engaged to it.

Pictionary game provides visual and aural channels as well as activating language production and physical movement. For visual channel, in this game pictures are employed. According to Penny Ur, pictures are source of students' interest.⁵⁶ Therefore, *pictionary* game can get the students interested in the teaching and learning process.

2. Motivation and Appreciation

Students' motivation can be initiated and sustained by creating an interesting class.⁵⁷ The choice of material is important here but, the way the teacher delivers it is the more important. Through *pictionary* game, the students learn the material in an interesting way as pictures are the source of their interest. Thus, the students' motivation is sustained.

Aside from interesting class, students' motivation can be sustained by giving appreciation. Harmer states that children have a need for individual attention and appreciation from the

⁵⁵ Harmer, *The Practice ...*, p. 38.

⁵⁶ Ur, Penny, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1998), p. 130.

⁵⁷ Harmer, *The Practice ...*, p. 53.

teacher.⁵⁸ When the appreciation is given, the students get more motivated to learn. One of many forms of appreciation is giving reward. Through *pictionary* game, reward is given in the form of point. Those who guess correctly in the game get star.

3. Assignment

Giving assignment to the students provide an independent learning. The assignment however, should be carefully chosen which the students, at their level are capable of doing though there is nothing wrong to stretch them with a challenging assignment.⁵⁹ It gives the students chance to understand the material more.

4. Support

Supports are all the things that help the students understand the material more easily. They can come from the teacher's explanation and modeling, pair and group work, graphics and pictures. *Pictionary* game provides teacher's explanation and modeling, group work and pictures. While pictures provide support for meaning, contextualizing the language to be used, explanation and modeling from the teacher and listening to friends in a group work provide further support to the students.⁶⁰

⁵⁸ Harmer, *The Practice ...*, p. 38.

⁵⁹ Harmer, *The Practice ...*, p. 133.

⁶⁰ Cameron, Lynne, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press, 2001), p. 26.

Based on the explanation above, it can be understood why the average of the students' score increased from every cycle as well as the students' engagement. By getting students employ more than one sense, initiating their motivation, giving them assignment and providing support, the students' average score improved. The result showed that students' engagement in the teaching and learning process had reached good category or above average. In the second cycle, all students were successful in passing the minimum passing criterion with the average of 83. It means that the minimum standard of success had been achieved. Knowing the result of the test and observation in the second cycle in which there was an improvement, the researcher and teacher decided to end the cycle.

In summary, the implementation of *pictionary* game can improve students' understanding on common noun. The improvement is not only in the students' achievement but also in their interest in learning. Therefore, this classroom action research in the implementation of *pictionary* game to facilitate students' understanding on common noun at the fifth grade of SDN 1 Kliris in the academic year of 2013/2014 is successful.

D. Limitation of the research

The researcher realizes that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitations of this research were:

1. The limitation of time

The result of the research had not reached the optimal state yet due to the limitation of time. The students' engagement and average score will probably be able to reach 100% if the cycle is continued.

2. The limitation of presence

During the research, the researcher attended the class three times which were preliminary research, cycle 1 and cycle 2. Thus, the researcher found it hard to always monitor the class.

3. The limitation of detail

There were sixteen students in the class. It made it impossible for the researcher to observe every detail of each student. Therefore, the result of the observation was not perfect.