

## CHAPTER II

### PICTIONARY GAME AS A TECHNIQUE TO FACILITATE STUDENTS' UNDERSTANDING ON COMMON NOUN

#### A. Previous Researches

There are some relevant previous researches that the researcher used to support her research. The first is a thesis entitled “Teaching English Concrete Nouns Using Pictionary Game (An Experimental Study with the Fourth Graders of SDN 01 Donowangun Talun Pekalongan in the Academic Year of 2010/2011)” by Siti Fadhilah, student’s number 063411008, Bachelor Program of English Language Education of Walisongo State Institute for Islamic Studies (IAIN Walisongo).<sup>13</sup> She employed *pictionary* game to find out whether it was effective to teach concrete nouns. The population of her study was all the fourth graders of SDN 01 Donowangun, Talun, Pekalongan in the academic year of 2010/2011. There were two classes, i.e. class IV A and class IV B. Class IV A was chosen as the experimental group which was taught using *pictionary* game while class IV B was as the control group which was taught by using non-*pictionary* game. The result was significant. The average score of the experimental group was higher than that of the control group. Clearly, it could contribute in teaching vocabulary, concrete noun partially.

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<sup>13</sup> Fadhilah, Siti, unpublished thesis under title *Teaching English Concrete Nouns using Pictionary Game (An Experimental Study with the fourth graders of SDN 01 Donowangun Talun Pekalongan in the Academic Year of 2010/2011)*, (Semarang: IAIN Walisongo, 2011).

Based on the result of the study, it could be concluded that the use of *pictionary* game as technique in teaching concrete nouns was effective. There was a significant difference in the achievement between students in class IV A who were taught concrete nouns using *pictionary* game as technique and students in class IV B who were taught concrete nouns without using *Pictionary* game as technique. The average score of experimental group was 80.70 and the average score of control group was 73.35.

The similarity of this research and that that the writer conducted was that both focused on the use of *pictionary* game to improve students' understanding on vocabulary. On the other hand, the difference between this research and the writer's research was on the type of research. She used experimental quantitative research and the writer used classroom action research. Besides, the research the writer conducted took place in SDN 1 Kliris, Boja, Kendal at the fifth grade in the academic year of 2013/2014.

The second one is a thesis by Nurul Asror, student's number 3104356, Bachelor Program of English Language Education of Walisongo State Institute for Islamic Studies (IAIN Walisongo) 2009, with the title "The Use of Picture-predicting Game to Improve Students' Understanding on English Common Nouns (A Classroom Action Research at the Fifth Grade of MI Manbaul Hidayah Tergo Dawe Kudus in the Academic Year of 2008/2009)".<sup>14</sup> She used

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<sup>14</sup> Asror, Nurul, unpublished thesis under title *The Use of Picture-predicting Game to Improve Students' Understanding on English Common*

picture-predicting game to know whether this game can improve the students' achievement of English common noun. The subject of this study was the fifth graders of MI Manbaul Hidayah Tergo Dawe Kudus in the academic year of 2008/2009. This research consisted of pre-cycle, three cycles of a classroom action research, and post-cycle. In the pre-cycle, the average of the students' achievement was 57%. In the first cycle, the average of the students' achievement was 59%. In the second cycle, the average of the students' achievement was 67%. In the third cycle, the average of the students' achievement was 71%, and in the post-test, the average of the students' achievement was 78%. Based on the result of the study, it could be concluded that picture-predicting game could improve the students' achievement of common noun.

The similarity between this thesis and that the researcher's conducted is that both were focused on common noun. The subject of the study was also the same which was the fifth graders. The research design used was also the same which was classroom action research. However the setting of the study was different. Also, the researcher used different game to be applied in common noun teaching and learning; it was *pictionary* game.

The third thesis is arranged by Ainatus Sholikhah, student's number 063411001, Bachelor Program of English Language Education of Walisongo State Institute for Islamic Studies (IAIN

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*Nouns (A Classroom Action Research at the Fifth Grade of MI Manbaul Hidayah Tergo Dawe Kudus in the Academic year of 2008/2009)*, (Semarang: IAIN Walisongo, 2009).

Walisongo) 2010/2011. The title of the thesis is “The Effectiveness of Word Find Puzzle to Teach Common Noun for 5<sup>th</sup> Grades of Elementary School (An Experimental Study to the 5<sup>th</sup> Grades of SDN 03 Tengengewetan Siwalan Pekalongan in the Academic Year of 2010/2011)”.<sup>15</sup> In her study, she used *word find puzzle* to teach common noun. The population of her study was the fifth grade of SDN 03 Tengengewetan in the academic year of 2010/2011. She chose class V B as the experimental class and taught the students using *word find puzzle*, while the control class was class V B that was not taught using *word find puzzle*. The experimental class significantly achieved higher score on the test than the control class. The students found the game interesting and fun so that it could be an alternative idea for classroom activity.

After doing the research, the researcher found out that the implementation of *word find puzzle* is fun and easy. Using *word find puzzle* is more effective in teaching common noun than without using *word find puzzle*. It is showed on the mean of experimental class that was higher than that of control class (74.00 > 59.40).

This research and the writer’s research had similar focus that was on common noun. However, the writer applied a different game to facilitate the learning. *Pictionary* game as a picture-based guessing

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<sup>15</sup> Ainatus Sholikhah, unpublished thesis under title *The effectiveness of Word Find Puzzle to Teach Common Noun for 5<sup>th</sup> Grades of Elementary School (An Experimental Study to the 5<sup>th</sup> Grades of SDN 03 Tengengewetan Siwalan Pekalongan in the Academic Year of 2010/2011)*, (Semarang: IAIN Walisongo, 2011).

game is hoped to help students understand common noun more effectively.

## **B. Theoretical Framework**

### **1. Common Noun**

According to the function, noun is divided into two subclasses. They are common noun and proper noun. Common noun refers to categories of things in general, never to specific examples something that are named.<sup>16</sup> Common noun classifies things into types.<sup>17</sup> Common nouns are all other nouns.<sup>18</sup> They do not require capitalization. It can occur after *the*. So, all the count and mass nouns are common nouns though sometimes proper nouns are treated like common nouns: *There's a London in Ontario; I know several Jacks; etc.*<sup>19</sup> on the other hand, proper noun names a particular person, place or thing with the first letter of proper noun written in capital: *Jack, Jakarta, Asia*, etc. It generally has no plural form and cannot generally come after *the* or *a/an*.<sup>20</sup>

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<sup>16</sup> <http://esl.about.com/od/grammarglossary/a/Types-Of-Nouns.htm>, retrieved on February 11<sup>th</sup> 2014 at 07:05 a.m.

<sup>17</sup> Geoffrey Leech, *et.al.*, *English Grammar for Today: A New Introduction*, (Macmillan: Palgrave Macmillan, 2006) 2<sup>nd</sup> Ed., p. 54.

<sup>18</sup> Mahnke, M. Kathleen and Elizabeth O'Dowd, *Grammar Links*, (Boston: Houghton Mifflin Company, 2005), p. 138.

<sup>19</sup> Leech, Iet.al., *English Grammar ...*, p. 54.

<sup>20</sup> Leech, Iet.al., *English Grammar ...*, p. 54.

## 2. Techniques in Teaching Common Noun

### a. Pictionary Game

*Pictionary* is a blend of picture and dictionary.<sup>21</sup> *Pictionary* game is a guessing word game invented by Robert Angel with graphic design by Gary Everson and first published in 1985 by Angel Games Inc. The game is played with teams with players trying to identify specific words from their teammates' drawings. This game is originally a board game which is adapted for language learning.

*Pictionary* game is a picture-based guessing game. In language learning, it is played by having one person of a group draw the word or phrase while the members guess what is being drawn.<sup>22</sup> This is a good game for recycling vocabulary words as recycling seems to be the best remedy against forgetting. This game also functions as an alternative way to introduce new vocabulary based on pictures through peer teaching.<sup>23</sup>

As other games in common, *pictionary* game has a set of procedure.

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<sup>21</sup> <http://en.wikipedia.org/wiki/Pictionary>, retrieved on March 9<sup>th</sup> 2014 at 09:10 a.m.

<sup>22</sup> <http://www.examiner.com/article/pictionary-a-meaningful-picture-helps-you-learn-a-foreign-language>, retrieved on March 9<sup>th</sup> 2014 at 08:00 a.m.

<sup>23</sup> Tarwiyah, Siti, *Games, Songs, and Practical Ideas to Teach Language*, (Semarang: Need's Press, 2012), p. 27.

- a. The students are divided into group of five or six.
- b. Each member of each group consecutively comes to the front.
- c. The teacher flashes a word to the representative of each group.
- d. The representative has to draw pictorial clues of the word on the blackboard. Written words, verbal clues and gestures are forbidden.
- e. The group members make guesses of the word in English in a certain amount of time.

The variation of this game is that the teacher can ask each team to review their notes from prior lessons, and collectively come up with a list of items the other team will have to draw.<sup>24</sup> In this way, students will find it more interesting and challenging. Teacher also needs to integrate learning vocabulary through this game with one or two of the four language skills, for instance, writing skill, so that vocabulary will not be assumed as a free component. The outcome of the learning is not a mere vocabulary but also expression which they produce in writing.

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<sup>24</sup> <http://www.kayedstudio.com/1/post/2012/04/using-pictionary-to-review-vocabulary-words.html>, retrieved on November 5<sup>th</sup> 2013 at 09:00 a.m.

## b. Bingo

Bingo is a game in which prizes can be won by matching numbers on a card with those chosen by chance.<sup>25</sup> In language learning, bingo is adapted to fit the students' needs. This is a vocabulary game that is suitable for beginners and intermediate learners.<sup>26</sup> The steps to play bingo game are as follow:

3. The teacher gives vocabulary list to the students.
4. The teacher tells the students to write down four words from the list.
5. The teacher calls the words in random order while the learners must cross out the words they have written if they hear them called.
6. The first learner to cross out all four of his/ her words calls out 'Bingo' and reads out the four words to prove the claim.

The teacher can make variation in playing bingo. Instead of asking the students to work individually, the teacher can ask them to work in pair or group. The teacher can also use sentences instead of words.

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<sup>25</sup> Koprowski, Mark, "Ten Good Games for Recycling Vocabulary" *The Internet TESL Journal*, Vol. XII, No. 7, July 2006, <http://iteslj.org/Techniques/Koprowski-RecyclingVocabulary.html>, retrieved on February 22<sup>nd</sup> 2014 at 08:05 a.m.

<sup>26</sup> Wright, Andrew, *et. al.*, *Games for language Learning*, (Cambridge: Cambridge University Press, 1983), p. 113.



### **c. Predicting Picture**

Predicting picture is played by having the students predict the next picture in a set of cards.<sup>27</sup> This game is suitable for beginners and intermediate learners. This game trains students' listening and speaking skills. It is played according to the following procedure.

1. The teacher prepares a set of picture cards.
2. The teacher gives time to the students to familiarize themselves with the pictures on the cards.
3. The teacher mixes all the pictures and lays them in a pile, face down.
4. The students take it in turns to try to predict the next picture. If they are right they take it and if they are wrong they place it at the bottom of the pack.

### **d. Picture Matching**

Picture matching is a picture game with the aim to match picture to the name or description.<sup>28</sup> It improves students' reading skill with listening and speaking. For the intermediate and advanced levels, the variation also entails writing. This game is suitable for all level of learners. There are several steps in playing picture matching as follow:

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<sup>27</sup> Wright, *et. al.*, *Games ...*, p. 16.

<sup>28</sup> Wright, *et. al.*, *Games ...*, p. 34.

1. The teacher collects some pictures and writes the name or description of each picture on a separate piece of paper or card.
2. The students match the picture to the appropriate name or the description.

**e. Repeat It if It's True**

Repeat it if it's true is a true/ false game. The aim of this game is to distinguish true and false statement.<sup>29</sup> This game is suitable for beginners. It improves students' listening and speaking skills. The procedure of repeat it if it's true game is as follow:

1. The teacher prepares pictures which can be hold up and seen by the length of the classroom.
2. The teacher holds up the pictures and makes a true or false statement about it.
3. The class listen and repeat what the teacher have said if it is true.

The teacher can have a competition with the class. The teacher can give him/ herself every time he/ she can get the class to repeat something which is untrue, and give the class a point when they respond correctly.

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<sup>29</sup> Wright, *et. al.*, *Games ...*, p. 133.

### 3. Pictionary Game as a Technique in Teaching Common Nouns

#### a. The Advantages and Disadvantages

Games are fun and children love to play them. This is why designing an interesting game that suits children's need is critical. It stimulates their competences through enjoyable activities, so that, they will find learning more memorable, meaningful and accessible.<sup>30</sup> Thus, games are supposed to be at the center of teaching foreign language as long as they are apposite and carefully chosen.

*Pictionary* game as a technique in teaching common noun is one of many interesting vocabulary games. The advantages of using this game in language learning are as follow:

1. *Pictionary* game is very effective for visual learners or individuals with greater artistic ability who will enjoy turning complex vocabulary words into detailed pictures.
2. It encourages cooperation in the teamwork.
3. It creates a meaningful context of language use.
4. It encourages students to interact and communicate.
5. It provides language practice in the various skills-speaking, writing, listening and reading, depending on the variation of the game.

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<sup>30</sup> Tarwiyah, *Games, ...*, p. 2.

6. It is motivating and challenging.

However, there also some disadvantages of using *picture dictionary* game to teach common noun.

1. It only provides visual learning style.
2. It can be difficult and sometimes frustrating for those who cannot draw well.
3. Some students do not feel comfortable to work in a group.

**b. The Procedure**

In the learning of foreign language, building up useful vocabulary is fundamental. Vocabulary is the first language component a teacher introduces to the students who learn language at the primary level before grammar. It is of course done without abandoning grammar. The more students observe how words work, the more difficult it is to split grammar and vocabulary. Through learning vocabulary, sooner or later students are also required to learn grammar as vocabulary constructed with grammar.

Vocabulary learning for young learners often emphasizes nouns because they are easy to illustrate and because often young learners do not have literacy skills, so the only words that can easily be featured are nouns.<sup>31</sup> They are easily found in the coursebooks for young learners especially now that language learning is theme-based. It

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<sup>31</sup> Linse, *Practical English Language Teaching ...*, p. 121.

affects the coursebook organization to be thematic. Therefore, common nouns are commonly featured in the coursebooks. This becomes the researcher's consideration to choose common noun in this study.

Teaching common nouns to elementary students is exciting as well as challenging. The teachers are expected to be creative in delivering common nouns to the students to create lively and real-like learning environment. Holding onto this belief, the researcher did a visit to class five of SDN 1 Kliris, Boja, Kendal for observation towards the English teaching and learning there. In her observation, the researcher examined the teaching and learning process. Here, the researcher found out that the students still found it difficult to memorize the vocabulary the teacher introduced. It was proved when none of the students volunteered to answer questions. It became more difficult as the teacher did not use media so that the students had to imagine the vocabulary in their mind. The vocabulary review itself was done through exercises that the students were kind of bored due to the lack of interaction with other students and participation in the classroom.

Based on the facts the researcher found at the fifth grade of SDN 1 Kliris, Boja, Kendal, she would like to propose *pictionary* game as a technique in teaching common nouns. The procedure of *pictionary* game for teaching

common nouns is as follow:

1. Opening activities
  - a. Teacher opens the lesson by greeting the students.
  - b. Teacher asks the class president to lead the praying.
  - c. Teacher checks students' attendance.
  - d. Teacher shows a picture of transportation to stimulate students' knowledge background.
2. Core activities
  - a. Teacher presents a set of transportation vocabulary by employing pictures.
  - b. Students guess the names of the transportations then teacher gives the English words.
  - c. Teacher pronounces the words clearly and correctly.
  - d. Students together repeat what teacher says twice or thrice.
  - e. Teacher points a certain picture and asks a pointed student to guess what picture is it. Teacher can ask the entire students to repeat the answer to make sure they pronounce it correctly. This drill can be done in vise versa. Teacher states the name of transportation in English and the pointed student shows which picture the word refers to. Teacher gives examples of sentences using transportation vocabulary.

- f. Teacher points a certain picture of transportation and asks question related to the picture for students to answer in a complete sentence.
- g. Playing *pictionary* game, the steps are:
  - 1. Teacher divides the students into group of five or six.
  - 2. Teacher explains the rules or if it is needed demonstrates the game.
  - 3. Teacher calls one member of each group to come to the front one after another.
  - 4. Teacher flashes a word for the representative of the group to draw the pictorial clues on the blackboard in one minute. Teacher reminds the students that written words, verbal clues and gestures are forbidden.
  - 5. The members of the group the representative draws picture on the blackboard make guesses of the word in English in 10-20 seconds. If the guess is correct, the group will get point from the teacher.
  - 6. Teacher asks each group to write down their answer on their notebooks.
  - 7. At the end of the game, students are assigned to write a sentence for each word they write in a group. Teacher gives point for each correct sentence.
  - 8. The winner is the group that scores the most.
- 3. Closing activities

- a. Teacher shows two or three pictures of transportation and asks the students the words in English to check their understanding.
- b. Teacher gives students opportunity to ask questions.
- c. Teacher concludes the lesson.
- d. Teacher gives test.
- e. Teacher invites students to check their answers together.
- f. Teacher motivates students to keep on studying.
- g. Teacher closes the lesson of the day.

### **C. Action Hypothesis**

Hypothesis can be defined as a temporary answer to the problems of the research before it is finally confirmed through the collected data.<sup>32</sup> The researcher proposes the hypothesis that there is improvement of students' common noun achievement after being taught by using *pictionary* game

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<sup>32</sup> Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 1998), Edisi Revisi IV, p. 67.