CHAPTER I
INTRODUCTION

A. Background of the Research

Vocabulary is words used to communicate in a language. Wu (2009: 5) states that vocabulary is a list of words, usually in alphabetical order and with explanations of their meanings. It can be said that vocabulary is a list of words including their meanings and it can be used to communicate in a language. The list of words can be used by the learners to learn vocabulary of a language.

Swan & Walter (1984) as cited in Shejbalova (2006: 1) states vocabulary has an important role and vocabulary acquisition is the largest and most important task faced by the language learner. It is because that vocabulary links the four skills of speaking, listening, reading and writing. The students should master vocabulary and know how to use vocabulary accurately so that they can communicate well in English as a foreign language.

Further, Hatch & Brown (1995: 372) mention that there are five essential steps in learning vocabulary: (1) having sources for encountering new words, (2) getting a clear image, either visual or auditory or both, for the forms of the new words, (3) learning the meaning of the words, (4) making a strong memory connection between the forms and the meanings of the words,
and (5) using the words. By crossing those five essential steps, it makes students easier to master vocabulary.

Based on the pre-observation on 7th May 2013 in SMP N 2 Karangpucung, the teacher still uses conventional method in teaching learning vocabulary. The conventional method here is that the teacher uses teacher centered method in teaching learning process. Teacher centered means that the teacher as a master of knowledge and the students just listen to the teacher explanation. Just by listening to the teacher, the vocabulary that they have learned will be forgotten easily.

In order to retain new vocabulary longer, the vocabulary has to be recycled. Recycle vocabulary means that the students use the vocabulary again or retrieve it. One of the techniques that can be used for recycling vocabulary is Pictionary game.

Pictionary game is a game of drawing and guessing pictures (Talak-Kiryk, 2010: 25). It is played in teams. One student from each team becomes an artist to draw picture based on the vocabulary list given by the teacher and other members have to guess the picture correctly (ESA Regions, 2006: 16). The artist is the only one able to see the vocabulary list written on the card (ESA Regions, 2006: 16). In playing it, Students have to compete with other teams.

Working as a team and competing with other teams makes the students interest in following the teaching and learning process because they will not feel worry since they work in team.
In playing Pictionary game, the artist will recycle the vocabulary when he draws picture that represents word based on the list (Thornbury, 2002: 104). The artist’s recycle result is in the form of picture. Guessing members will recycle the vocabulary when they guess the artist’s picture (Koprowski, 2006:1). Picture that represents the word will make the students memorize the vocabulary easily and it encourages them to retain vocabulary longer (Thornbury, 2002: 104). McDonough (1981: 66) as cited in Lynch & Anderson (2012: 1) states that recall is influenced by events or processes at various stages of memory. Based on the McDonough statement, it can be concluded that the unforgettable moments in playing Pictionary game will encourage the students to memorize vocabulary longer.

Fadilah (2011: 44) in her thesis mentions that Pictionary game is effective for teaching concrete noun in one of elementary school in Pekalongan. The students can remember concrete nouns easily. It is because they have image about certain vocabulary learned before. And, the drawing created by them helps them to remember the vocabulary easily.

By conducting this research, it is expected that it contributes to curriculum and pedagogy. In terms of curriculum, Pictionary game can be included as a technique for teaching vocabulary so that it can give something new in educational sector. Moreover, the teacher can apply Pictionary game for teaching vocabulary after he understands the theories of Pictionary game.
B. **Reason for Choosing the Topic**

This topic is chosen because:

1. Vocabulary is one of the important elements in language. In order to communicate English well, the students have to master English vocabulary because it links the four skills of speaking, listening, reading and writing.
2. Pictionary game is a technique in learning English vocabulary to recycle words given before. It is an interesting way to learn English vocabulary since it is kind of games.

C. **Problem of the Research**

The problem of this research is as follows:

“Is Pictionary game effective for teaching vocabulary?”

D. **Aim of the Research**

Based on the problem mentioned before, the aim of the study is to examine the effectiveness of Pictionary game for teaching vocabulary.