



**THE EFFECTIVENESS OF Pictionary GAMES TO  
IMPROVE ENGLISH VOCABULARY AT SMK N 1 KERSANA  
KABUPATEN BREBES  
IN ACADEMIC YEAR 2023/2024**

Final Project

Submitted in partial fulfillment of the requirements

For degree of *Sarjana Pendidikan* in English

by

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I certify that this final is definitely my own work. I am completely responsible for the content of the final project. Other researcher's opinions or findings included in the final project are quoted or cited in accordance with ethical standards.

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A handwritten signature in blue ink, consisting of stylized, overlapping letters and lines.

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## RATIFICATION

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## **MOTTO**

*"You talk when you cease to be at peace with your thoughts."*

**(Kahlil Gibran)**

## **DEDICATION**

The final project is dedicated to :

1. My beloved parents, my father and my mother for their pray, support, advice, and hard work. I finished this final project for you both.
2. My sister Dahliati, for being part of my journey towards a bachelor's degree in education.
3. My entire family, who are always my encouragement.
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## ABSTRACT

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Keywords: *Pictionary Game, Improve Vocabulary and English Vocabulary.*

Several speaking problems at SMKN 1 Kersana, Brebes Regency attracted researchers to conduct this research as an effort to help students in language learning. Researchers tried to see the effectiveness of playing the Pictionary Game on English speaking skills. This Pictionary game is a simple game and is applicable to all levels of students. The main function of this game is to develop creative thinking, improve grammar, vocabulary and pronunciation, develop students' courage in expressing ideas and create responsibility and cooperation towards their students. Because of these advantages, many researchers have used this game on language learning such as the effect of Pictionary Game on vocabulary mastery and researchers decided to see whether Pictionary Game is effective for students' speaking skills. The population is 540 and sample is 36. This research was conducted using an experimental design. In collecting data, the researcher took the pre-test and post-test from class XI Accounting A and examined them to see whether the Pictionary game was effective or not. The results of the research found that the results of the initial test or pretest with an average score of 8.30, this shows that class XI accounting A students do not fully have much knowledge regarding vocabulary in English. From the results of the t test using the Paired sample test method, it can be seen that (2-tailed) with a significance value of 0.000,  $H_0$  is rejected, and from a significance level of  $0.000 < 0.05$  it can also be concluded that  $H_1$  is accepted. Because  $H_0$  is rejected and  $H_1$  is accepted, it can be concluded that there is an increase in the vocabulary understanding of class This can be seen from the difference in the average value, namely 12.39 or 34.4%. This means that the learning method using the pictionary game technique has proven to be effective in increasing the vocabulary understanding of class XI students at SMK Negeri 1 Kersana.

## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>APPROVAL</b> .....	<b>ii</b>
<b>DECLARATION</b> .....	<b>iii</b>
<b>RATIFICATION</b> .....	<b>iv</b>
<b>DEDICATION</b> .....	<b>v</b>
<b>MOTTO</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>ABSTRACT</b> .....	<b>viii</b>
<b>TABLE OF CONTENTS</b> .....	<b>ix</b>
<b>LIST OF TABLES</b> .....	<b>xi</b>
<b>LIST OF APPENDICES</b> .....	<b>xii</b>
<b>CHAPTER 1: INTRODUCTION</b>	
A. Background of the Study.....	1
B. Reasons for Choosing the Topic.....	5
C. Statements of The Problem.....	5
D. Objectivesof the Study .....	6
E. Significance of the Research .....	6
F. Definition of Key Terms .....	7
<b>CHAPTER II: REVIEW OF RELATED LITERATURE</b>	
A. Review of Related Theories .....	10
B. Previous Studies .....	20
C. Conceptual of Framework.....	23
D. Hypothesis .....	25
<b>CHAPTER III: METHODOLOGY OF THE RESEARCH</b>	
A. Research Design .....	26
B. Place and Time of Research.....	27
C. Operational Definition of Variables.....	27
D. Research Stages.....	28

E. Population and Sample.....	29
F. Sampling Technique.....	31
G. Instrument .....	32
H. Technique of Collecting Data.....	35
I. Technique of Analysis Data.....	36
<b>CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION</b>	
A. Research Findings .....	40
B. Research Result .....	42
C. Data Analysis Results.....	47
D. Discussion.....	49
<b>CHAPTER V: CONCLUSION AND SUGGESTIONS</b>	
A. Conclusions .....	54
B. Implications .....	55
C. Research Limitations.....	55
D. Suggestion .....	55
<b>BIBLIOGRAPHY</b> .....	57
<b>APPENDICES</b> .....	59

## LIST OF TABLES

Table 3.1 Design One-Group Pretest-Posttest .....	27
Table 3.2 Population of the Research .....	30
Table 3.3. Sample of the Research .....	31
Table 3.4 Checklist on Students' Participation in the Activities .....	34
Table 3.5 Scoring of Scale .....	35
Table 3.6 Assessment Instrument.....	35
Table 4.1 The Pictonary Game Scheme .....	41
Table 4.2 Interval Training Test Results .....	42
Table 4.3 Pretest and Posttest Results .....	44
Table 4.4 Treatment Results .....	46
Table 4.5 Tests of Normality .....	47
Table 4.6 Test of Homogeneity of Variances .....	48
Table 4.7 Paired Samples Test .....	49

## LIST OF APPENDIXES

Appendix 1. Lesson Plan .....	60
Appendix 2. Research Instrument .....	65
Appendix 3. Students Personal Data .....	66
Appendix 4. List of attendences Sheet .....	68
Appendix 5. Experiment/Treatment Result Sheet .....	70
Appendix 6. Meeting Materials 1 .....	71
Appendix 7. Meeting Materials 2 .....	72
Appendix 8. Meeting Materials 3 .....	73
Appendix 9. SPSS 23 Analisis Result .....	75
Appendix 10. Preetest Result .....	76
Appendix 11. Treatment Result .....	79
Appendix 12. Posttest Result .....	82
Appendix 13. Documentation.....	84
Appendix 14 Pictionary Game.....	85

# **CHAPTER 1**

## **INTRODUCTION**

This chapter presents background of the study, the limitation of the study, the statement of the problem, the objective of the study, the significance of the study, and the definition of the key terms.

### **A. Background of the Study**

Teaching language involves four key components: speaking, listening, reading, and writing. The acquisition of those skills would be challenging if vocabulary could not be mastered, as vocabulary serves as a supporting component for the learning of the four skills. According to Akrimah (2017), developing one's vocabulary is crucial to learning a foreign language. Whether in books or spoken communication, the definitions of new words are usually highlighted. A language learner's vocabulary is crucial and is regarded as the core of language instruction. Vocabulary is a basic of one learns a foreign language. Based on observations by researchers at SMK Negeri 1 Kersana, researchers found that the majority of students had poor vocabulary, and students did not know the meaning of the words the teacher stated. Apart from that, students usually feel bored in the learning process, and another problem is students' shallow interest in learning. Students find it complicated to understand, especially nouns, because students always forget them quickly.

Researchers discovered that teachers did not provide students with any motivation to learn new vocabulary, other than assigning them to translate

English texts. Instead, they did not use engaging games or other teaching strategies that could help students retain more vocabulary. Few studies, according to Wijianto, suggest that teaching vocabulary can be problematic because some teachers are unsure of the best practices to follow and occasionally are unsure of how to begin putting an instructional emphasis on vocabulary learning (2022). A fundamentally important part of teaching languages is vocabulary. Vocabulary is necessary for all activities because it allows people, including English language learners, to speak and converse. Without vocabularies language would not exist and people cannot communicate without language. Having a lot of vocabulary is a must. Students must have many vocabularies to help them in English language learning.

As one of the components of language, vocabulary is crucial to language proficiency. According to Harmer, linguistic structure is merely the language's skeleton, but linguistic organs are its essential parts. Given the significance of vocabulary, language learners should acquire vocabulary before grammar in order to fully grasp the language. Making second language learners able to grasp spoken and written words, one of the main components that they need to learn is vocabulary. Pictionary is a game that represents the pictures of the word that should be guessed. Pictionary game is one of the most popular games. It can be used to teach vocabulary. Pictionary was invented by a man named Rob Angel at the age of 24 years. In 1986, Pictionary was introduced by him. This game became so popular since then. As a meaningful tool that can be used to teach vocabulary, Pictionary game has a goal that needs to be achieved. Game is also

appropriate to be used in teaching vocabulary. Applying game in classroom can be one of effective strategies in teaching vocabulary. In fact, there are some problems occurred during teaching and learning process such as lack of vocabulary, less in grammar, difficult in pronouncing and low interest in English speaking. Such condition is also suffered by the students in SMK Negeri 1 Kersana. Based on the observation, researchers found that students have low ability in English speaking. They are difficult to pronounce the English words. Lack of vocabulary is also their problem in English speaking. They cannot translate from Indonesia into English. They have no bravery to express in English, because of their weakness. The evidence also shown that teacher is lack in utilizing of media during teaching and learning process.

In English, these issues cause them to become bored and demotivated. Scholars also believe that these two factors are the fundamental causes that English-speaking students face. When it comes to the aforementioned issues, researchers are eager to use media to conduct research and find solutions. As we all know, there are numerous ways to support the effective teaching and learning process. Among them is the media provision. Speaking through media has been successfully taught by numerous researchers. As the example Karsono whom conducted a picture as his media in increasing student speaking skill.

This outcome has demonstrated the value of media in the teaching and learning process. It plays a significant part in the teaching and learning process as a tool. In addition to using media, teachers should assess student needs and select appropriate media. Choosing the suitable media and application would



assist the teacher and learner in transferring and delivering of teaching material to the students. Choosing of proper media became strategy to ensure whether it is effective communication or not. It is very easy to find out media for teaching learning. Teacher can create by their self or adopted from many sources. Based on several sources, researchers intended to solve student's problem in English speaking by applying of game as the media in learning English speaking.

A game can assist students in their learning process. Playing games in class promotes cooperation and enjoyment. Incorporating games into the classroom not only keeps students engaged but also enables teachers to observe students' personalities, cooperation, relationships, and practicality. Through games, students can also easily memorise vocabulary, which will help them when speaking. Lack of vocabulary is a common issue that students in English language learning classes deal with. The teachers only write the vocabulary in the whiteboard and write the meaning then they read together. In addition, they did not pay attention to the teacher's explanation because the learning strategy did not encourage students' interests.

After recognising the issues, educators must come up with a suitable teaching plan and a fun way for students to make fun of the learning process. The actions that students take to improve their learning are known as learning strategies. Instructors are urged to select instructional strategies and tactics that are suitable for their students. Based on the problem above, the use of English material by Pictionary Game method in teaching and learning process is expected to help the teachers and students to get the main goal much better.

The effect of the Pictionary game in vocabulary instruction at SMK Negeri 1 Kersana was thus the study's attempt. It was assumed by the researchers that students were still having trouble understanding vocabulary. As a result, in addition to teaching, the technique was applied to help students understand more and broaden their vocabulary. Furthermore, the investigators anticipate that this tactic will enhance students' comprehension.

### **B. Reasons for Choosing the Topic**

Based on the background above, the researchers highlights several problems when the teacher gave the task of analyzing the contents of story text; namely:

1. There is no enthusiasm for student learning; students are not enthusiastic when the teacher gives assignments.
2. Some students cannot understand the purpose of the vocabulary learning content.
3. Some students have difficulty understanding the text because there is foreign vocabulary that they do not know before.
4. Students difficulties in learning picture games.

### **C. Statements of The Problem**

Based on the research background, the researchers formulates several problem formulations as follows:

1. To what extent the vocabulary abilities of class XI students at SMKN 1 Kersana before being taught using Pictionary Game?

2. To what extent the vocabulary ability of class XI students at SMKN 1 Kersana after being taught using Pictionary Game?
3. How is the significant difference of the vocabulary abilities of class XI students at SMKN 1 Kersana before and after using Pictionary Game?

#### **D. Objectives of the Study**

Based on the research questions above, the research objectives are as follows:

1. To find out the vocabulary abilities of class XI students at SMKN 1 Kersana before being taught using Pictionary Game.
2. To find out the vocabulary abilities of class XI students at SMKN 1 Kersana after being taught using Pictionary Game.
3. To determine the significant difference in the vocabulary skills of class XI students at SMKN 1 Kersana before and after using Pictionary Game.

#### **E. Significance of the Research**

The researchers hopes that this research can provide some information regarding the importance of quality in teaching and learning English as follows:

1. Theoretical

This research is expected to contribute to the development of knowledge, especially related to teaching vocabulary, especially through the use of the Pictionary Game strategy. This research is expected to increase knowledge and insight about descriptive text learning media. The aim of this

research is to determine the effectiveness of vocabulary using the pictorial gametechnique. This research can also be a reference for other academic researchers if they want to conduct research in the same field.

## 2. Practical

### a. Teacher / Lecturer

This study aims to help teachers improve the quality of the English teaching and learning process, especially vocabulary comprehension.

### b. Student

The purpose of this study is to encourage students to develop skills and memorize their vocabulary learning and motivate them to learn English, especially with regard to vocabulary comprehension.

### c. Researchers

This research is expected to increase knowledge and insight as well as provide information about other research techniques that are relevant and effective in increasing vocabulary understanding.

## **F. Definition of Key Terms**

The following definitions are presented to read the information easier about the difficulty level:

1. Vocabulary is a vital component of language proficiency, and it can serve as a foundation for learners to write, speak, read, and listen. Richard (2002).
2. Definition of Game According to Clark (2006), games are activities that involve player decisions, trying to achieve goals limited by certain contexts.

3. Pictionary games designed by Milton Bradley. It is a basic game that delivers academic words to the student. Pictionary is a group guessing game in which participants work together to guess the picture drawn by others. Townsend is a town in the United Kingdom (2009).
4. According to Sadiman (2010), the game is a competition between players who interact with each other by using certain rules to achieve certain goals as well. In a game there must be competition so that players are stimulated to continue playing, this competition can take the form of winning and losing. Players must be able to find strategies or ways to solve problems so they can win the game.
5. Descriptive text is general text that can be included in other texts. According to Husna (2013) descriptive text is a type of writing that contains a description of the characteristics and definition of an object or something. Meanwhile, Gerot and Wignel (in Mardiyah, 2013) state that descriptive text aims to describe a particular thing, person or place which shows the reader the physical appearance of a thing clearly. Based on the definition of descriptive text above, it can be concluded that descriptive text is text that describes people, places and objects physically through their appearance.
6. SMK Negeri 1 Kersana is one of the vocational schools in Brebes which is located on Jalan Raya Jagapura Kersana Jagapura, Keana, Brebes, Central Java 52264. This school would be used as a place for research.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Review of Related Theories**

In this research, it is important to describe the theory that relates to this study to give relevant knowledge to the topic. This chapter reviews related literature on vocabulary comprehension reviews.

#### **1. Definition of Vocabulary**

Throughout the teaching-learning process, vocabulary is one of the most important parts of English that needs to be taught. The pupils would be able to grasp English by learning vocabulary. Bintz (2011) quotes Neuman and Dawyer (2009) as saying that vocabulary is a collection of words that we must be able to speak effectively. Speaking and listening vocabulary that is both expressive and receptive are indicated by the words. An important aspect of learning English is expanding one's vocabulary. Learners of this language must first master the complex vocabulary before they can master the grammar, unlike other languages. In order to improve your memory, organising the terms and expressions you come across is a crucial component of expanding your vocabulary. From the aforementioned explanations, we can conclude that vocabulary is an essential part of language proficiency and the total number of words we use in oral language because research on native speakers' vocabulary growth views all words as having equal value for the learner. The Nation (2001:9).

A person's vocabulary, according to Linse (2005), is the collection of words they are familiar with. Furthermore, according to Roget (1980), vocabulary is the entirety of a language, a list of terms that are frequently defined or translated, as well as specialised terminology for a given industry, subculture, or field of study. It can be concluded from this definition that vocabulary is a group of words with various meanings.

Rich vocabulary helps students become more proficient in speaking, listening, reading, and writing, claim Long and Richard (2007). not just from their comprehension of it but also from the English they write. In addition, compared to their peers, English language learners who have a delayed vocabulary development are less able to understand texts at grade level, according to August, Carlo, Dressler, and Snow (2005).

Cameron (2003) asserts that expanding one's vocabulary is a fundamental and significant aspect of learning English. The American College Dictionary goes on to say that vocabulary is a group of terms that members of a specific class or individual use. Najah (2013) came to the conclusion that vocabulary is the collection of words in a language that can be understood continuously, as well as single words that are used to express ideas.

From the explanation above, the researchers concludes that vocabulary is all the words used as a communication tool to help people communicate and understand ideas clearly.

## **2. Teaching Vocabulary**

When teaching vocabulary, the instructor should be able to select different approaches and instructional strategies based on the needs of the class. Developing students' interest in learning vocabulary is crucial. According to Allen (2006:5), educators should instruct students in the recognition and comprehension of words in a variety of contexts. In addition, the vocabulary used helps students write, speak, listen, and develop their language skills.

Claims that we will be at least halfway towards producing the kind of word-conscious students who would make words a lifelong interest if we can get them interested in playing with words and language (Diamond and Gutlohn 2006). The teacher must use engaging teaching strategies to pique the students' interest in learning new vocabulary.

## **3. Definition of Game in Teaching**

A game is described by Maroney (2001) as a type of play having objectives and rules. At the conclusion of each game, the participants would have accomplished a certain objective. If players adhere to the game's rules, they can accomplish the objectives. These structures, according to Maroney (2001), are made up of predetermined actions that the players take, a mechanism for resolving the fallout from each action, and typically the order and timing of actions. This implies that playing video games involves more than just following certain steps and playing nonstop without achieving anything.

It is advisable to support educators in utilising games as a means of



facilitating language practice in the classroom. Additionally, he asserts that games can impart knowledge to students and provide an opportunity for practice with novel frameworks while bringing authentic enjoyment to a lesson (Simpson,2011). Games can be useful and entertaining ways for students to practice vocabulary. This means that incorporating games into the teaching-learning process, particularly when teaching vocabulary in English, would make the process less stressful for the students (Shaptoshvili 2002:36-37).

Instructors must decide which games to use, when to use them, how to connect them to the curriculum, textbook, or programme, and how, precisely, various games will help students in different ways. The teacher should prepare in order to create a fine teaching and learning process and a positive atmosphere before deciding to implement games in the classroom Khan (1996) in Hong (2002). Additionally, the game's syllabus should be incorporated into the teaching materials. Thus, the students would benefit from the game's implementation.

#### **4. Definition of Pictionary Game**

According to Townsend (2009), Pictionary and Charades are two well-known games designed by Milton Bradley. It is a basic game that delivers academic words to the student. Pictionary is a group guessing game in which players collaborate to guess the picture drawn by others players. Moreover, The Pictionary game, according to Thombury, requires students to guess words or phrases from drawings. Students must play the game in groups, with each team member taking turns acting as the artist. To play Pictionary, you'll need a

whiteboard, chalkboard, or smartboard, markers, and a list or card of vocabulary words. If games are used in the classroom, students will participate in them more. Pictionary is a cooperative game, so it would be an enjoyable and engaging way for students to learn English.

During the teaching and learning process, the Pictionary game is used to help students become more proficient with vocabulary. Vocabulary is undoubtedly one of the elements of the English language. Learners must become proficient in vocabulary associated with specific topics when they are reading. As a result, vocabulary is crucial to learning English. But it's not simple to become proficient in English vocabulary. English is a foreign language that is frequently thought to be challenging to understand. The inadequate outcome of learning English demonstrates this issue. The teacher is the sole focal point of learning in the majority of classroom learning processes.

##### **5. Teaching vocabulary using Pictionary Game**

These days, the Pictionary game has been modified to be used in classrooms. According to Ku (2004), the Pictionary Game is a board game that emphasises teamwork and requires a minimum of two teams to participate. Students guess words or phrases from drawings in the Pictionary game. The author uses the following methods to learn Pictionary games:

- a. The teacher divided the class into two groups, each group consisting of 11 students.
- b. The teacher started the lesson by explaining the Pictionary games.
- c. Then the teacher gives the simple example of the Pictionary game and its

rules to the students.

- d. The teacher asked one of the students to draw a picture; then, the teacher describes a noun.
- e. After giving a simulation about the Pictionary game, the teacher asked the student to play the Pictionary game.
- f. Choose one person from each group to draw a picture to reflect the key term that they chose in a basket/box.
- g. The drawing student's team should try to guess the key term from the drawing in 30 seconds.

## **6. Strength and weakness of Pictionary Game**

### **a. Strength of Pictionary Game**

The benefits of the Pictionary game include helping students remember newly learned language and giving them a tool for information review. The Pictionary game helps students automatically recall the new vocabulary they acquire because they try to produce the words orally, which helps them remember them. Additionally, this game helps students become more engaged in studying English; they are not bored, drowsy, or uninterested.

This game would make them more enthusiastic about learning. Another helpful method to make sure students understand the material would be to use this game in place of asking them to share what they've learned. Some students' answers would be silent if the teacher asked them all if they understood the question. During this time, the teacher could use this game to

determine whether or not the students have understood the material completely (Kottler, 2007).

b. Weakness of Pictionary Game

The loudness of the Pictionary game would be too much to handle. One of the most popular student-centered games is Pictionary. Every student would have to play this game in order to participate. It will be extremely loud. Unlike teacher-centered teaching and learning, that would not generate any noise. Furthermore, abstract concepts cannot be explained by piecing together games. Thus, drawing-based educational materials can incorporate the Pictionary game. If children who grow up to be artists can't draw, that's another problem with the Pictionary game. It would make the artist's team unable to guess what the artist is drawing. As a result, the team is unable to score. A teacher-selected exercise would have both strengths and weaknesses.

## **7. Benefits of Using Game Pictionary**

AI's find it difficult to interact with humans because it takes multi-modal gestures (like pointing with a finger or an arrow in a diagram) and complex semantics (like metaphors or analogies) to convey meaning. We study these issues in the context of a new challenge for the research community: Iconary, a cooperative drawing and guessing game modelled after Pictionary. In Iconary, a Drawer draws a series of icons, and a Guesser attempts to identify the phrase it represents.

A perfect test for combining language and visual/symbolic communication in AI, this back-and-forth frequently uses canonical scenes, visual metaphor, or

icon compositions to express difficult words. Over 55,000 games between human players are used to train our proposed models to play Iconary. Playing with words not seen during training, our models are adept players, utilising language models' world knowledge. Our models are not as good as elite human players, especially when it comes to the drawing task, which creates a significant research gap.

## **8. Descriptive Text**

### **a. Definition Descriptive Text**

According to Lailatul Husna, Zainil, Yenni Rozimela (2013, p. 21), descriptive text is text in which the researchers tries to describe what it describes. Description describes a particular thing/object, place, or person. Descriptive text is different from other types of text. Descriptivetext is text that explains something. (Wyrick, 1987, p. 227) states, “Descriptive writers create word pictures of people, places, objects, and emotions by using a careful selection of details to make an impression onthe reader.” From the explanation above, we can conclude that the description consists of descriptions, characteristics, and definitions of things, objects, or people. Then, descriptive text is usually in simple present tense.

### **b. Generic Structure of Descriptive Text**

- 1) Identification is an introduction, in the form of a general description of a topic.
- 2) Information (description) contains special characteristics of the object, place or person being described. For example, characteristics, physical

appearance, and other things that are written specifically.

c. Language Feature of Descriptive Text

1) Special participant: has a certain, uncommon and unique object (only one).

for example: School, House, Temple.

2) Use of adjectives to clarify nouns, for example: beautiful school, famous places in Semarang.

3) Use of simple present tense: The sentence pattern used is simple present because it tells facts about the object being described. Action verb: a verb that shows an activity (for example running, sleeping, walking, cutting, etc).

d. Types of Descriptive Text

Although the main purpose is to explain, descriptive text can be differentiated according to the object discussed and its purpose.

a) Subjective descriptive text

This type describes an object according to the author's point of view and experience. This descriptive text contains the author's personal opinions regarding the object discussed. For example, the author describes the teeth of cute rabbits because they once felt ticklish when they were bitten.

b) Objective description text

According to its type, this text is written based on facts or contains the author's opinion. For example, the sun rises from the east and sets in the west according to the existing reality and is believed by many people.

c) Spatial description text

Spatial description text is more focused on discussing places, spaces, and the like as text objects. This type usually appears as a descriptive response text when someone asks for directions or characteristics of a place.

d) Explanatory descriptive text

The purpose of this text is to convey information about the object discussed which is already widely known by readers. The majority of the contents of this descriptive text have been experienced or felt by many people so it is not something new.

e) Suggestive descriptive text

This type has the aim of providing suggestions or encouragement so that the reader can imagine or imagine the object being discussed.

The following is the example of descriptive text:

***Beautiful School***

*My school is a green and beautiful school. There are so many large trees which make the air around my school become very fresh and clean. It is very large with an area around 600 m<sup>2</sup> and surrounded by high fences. Overall, it has 30 buildings consisting of 21 classrooms, 2 teacher room, a language laboratory, a Science Laboratory, 2 toilets, a Multimedia room and a Hall. Those buildings are arranged to form a rectangle and surrounded field in the middle commonly used as sports place and ceremony.*

*After passing the main building, we would go into a building complex of classrooms. On the right side is complex of classes for 1st and 2nd grade, while on the left side is a complex of classes for 3rd grade and another buildings such as language laboratories, Science laboratories, an art building, a multimedia room, a library, toilets and a Hall. In front of every classroom there are small flower gardens which add the beauty of my school. The gardens are regularly used by students as a place to play and learn.*

*My school also has a large canteen. The canteen is located*

*behind the complex class exactly behind the Hall. My School's canteen sells a lot of foods like snacks, cakes, meatballs, fried chicken, rice and noodles. Though they sell a variety of food, my school always maintains the cleanliness.*

## **B. Previous Studies**

There are many research who conducted similar research on increasing students vocabulary understanding through the Pictionary Game Strategy. Research found the following studies related to this study:

According to a Townsend (2019) study, the Pictionary game is the most popular educational game. A game that works well for teaching and learning at all student levels is pictionary. Milton Bradley and Charades created the well-known game Pictionary. This is a straightforward game that helps students learn academic vocabulary. Teachers and students must assume full responsibility when playing the Pictionary Game, which can be understood as a practical picture guessing game in which players collaborate in groups to predict the pictures drawn by other players.

The other researchers was Iswandi (2017), his research found that the Pictionary Game had been implemented by other research. Iswandar implemented the Pictionary Game using an experimental group. Students' vocabulary through Pictionary Game. He proved that the Pictionary Game is effectively applied in language learning. Especially in achieving vocabulary mastery. We can conclude that learning a language is greatly aided by the media. After teaching students how to read through the Pictionary game, the researchers assessed the students' vocabulary mastery using a vocabulary



mastery test. They created a set of thirty multiple-choice questions based on indicators of vocabulary mastery, and after taking the test in cycle I, the students' scores reached 72.73. Thankfully, students improved as compared to the results of the pre-test. The pre-test result for the student was 66.66. Students saw an increase of 6.07 points, according to this. But the score is still below the passing mark.

Tahmit and Nastiti's (2019) study revealed that class V students at Madrasah Ibtidaiyah Tarbiyatul Athfal Sumurber were able to enhance their vocabulary mastery by playing the Pictionary game. Nouns serve as test subjects for researchers. Furthermore, they said that students' interest and zeal for learning vocabulary were heightened by the Pictionary game. Students' vocabulary skills improved when they played Pictionary, according to a different study by Ferdinandus and Rahayaan (2020). The first-class students at SMP Negeri 14 Ambon were the subjects of the research. Research design and noun material were tested both before and after in this study. The post-test score is higher than the pre-test score, according to the research findings.

The last study from Rianda Rita Ayu (2018) using Pictionary Games on student English vocabulary at Seventh Grade students' of SMP Kemala Bhayangkari Pontianak. The research method is pre-experimental research with one group pretest-posttest. The t-ratio 9,58 was higher than the t-critical that was 2,093 on table distribution with  $\alpha = 0,05$ . Therefore, the alternative hypothesis ( $H_a$ ), which stated 'teaching vocabulary by using Pictionary Game to Seventh Grdestudents of Kemala Bhayangkari of junior high school Pontianak affects

the student's vocabulary achievement significantly was accepted.

Last but not least, a study by Kartini and Kareviati (2021) found that seventh grade junior high school students in Cimahi's vocabulary skills were enhanced by playing the Pictionary game. In both the pre- and post-tests, the researchers employed nouns. Also, the post-test results hold greater significance than the pre-test findings. Additionally, they mentioned that because students draw and guess the words themselves in the Pictionary game, it helps them memorise vocabulary.

Research conducted by Muhamad Sofian Hadi, Lidiyatul Izzah, and Sulthan Caraka Adipradana (2022). Improving Students Motivation in Learning English Vocabulary Using Online Games. The research results show that students' motivation in learning English vocabulary using online games is quite effective, not only helping students, but also making vocabulary learning more interesting, fun and relaxing, while online games themselves in this internet era help students connect. and playing, they have been proven in the field of education as one of the mediators of learning, so that in the future online games will not only be considered as a barrier for students to learn, but will also be an alternative place for students to learn more.

### **C. Conceptual of Framework**

Several studies have shown that teaching vocabulary can be considered problematic, as some teachers are not sure about best practices in teaching and sometimes are not too aware of how to begin. Established an instructional

emphasis on vocabulary learning. Vocabulary is an important basic component in language teaching. All activities require vocabulary because people or even English learners can speak and converse using several vocabulary words. Without vocabulary, language would not exist and people could not communicate without language.

Pictionary is a game that represents word pictures that must be guessed. Through this research, it can be concluded that media is very useful in language learning. Pictionary games are also useful and effective in teaching English speaking. This game raises creative thinking skills in communicating. Pictionary games can reinforce ideas, create imagination, look at facts and concepts and develop grammar skills. The teacher only writes the vocabulary on the blackboard and writes down the meaning and then reads together.

Learning strategies are steps taken by students to improve their learning. Teachers are encouraged to choose teaching techniques and learning strategies that are appropriate for students XI. Based on the problems above, the use of English material using the Pictionary Game method in the teaching and learning process would help teachers and students to achieve the main objectives much better. Therefore, researchers tried to measure "The Influence of Pictionary Games on Vocabulary Teaching at SMK Negeri 1 Kersana".

#### **D. Hypothesis**

Generally, a hypothesis is one can only make assumptions or assumptions

to prove or disprove. But for a researchers, the hypothesis is a formal question that seeks to solve it.

1. Alternative Hypothesis (H1)

There was an increase in the vocabulary understanding of class XI students at SMK Negeri 1 Kersana after being taught with the Pictionary Game technique compared to before being taught with the Pictionary Game strategy.

2. Null Hypothesis (H0)

There was no increase in the vocabulary understanding of class XI students at SMK Negeri 1 Kersana after being taught with the Pictionary Game technique compared to before being taught with the Pictionary Game strategy.

### **CHAPTER III**

#### **METHODOLOGY OF THE RESEARCH**

This research used a methodology whose contents include research design, research subjects, research instruments, data collection methodology, and data collection techniques.

## A. Research Design

This approach to conducting research is called research design. Sugiyono (2019:2) stated that the research method is essentially a scientific approach to virgins with specific goals and uses that are found, developed and proven by knowledge so that they can anticipate problems in the field of education.

In this research, researchers used a pre-experimental design with a one-group design, namely Pre-test and Post-Test. According to Sugiyono (2019: 74), the design is stated to be pre-experimental because this design is an experiment that is not yet real. However, there are still external variables that influence the formation of the dependent variable. so that the experimental results which are the dependent variable are not only influenced by the control variable, and the sample is not randomly selected. Consists of one class. In this research experiment, the Pictionary Game was used with a working model and guessing the vocabulary given by the researchers with a total of 25 questions in 40 minutes. The questions used during the pre-test and post-test was the same so that the results were clear.

**Table 3.1**  
**Design One-Group Pretest-Posttest**

<b>Pretest</b>	<b>Treatment</b>	<b>Posttest</b>
Q1	T	Q2

*Source: Arikunto (2016)*

Explanation:

Q1 : Result of Pre-test (initial test)

T : Treatment  
Q2 : Result of Post-test (final test)

## **B. Place and Time of Research**

The research was conducted at SMK Negeri I Kersana in academic year 2022/2023. It is located at Jalan Raya Jagapura – Kersana, Kec. Kersana, Brebes Regency, Central Java 52264. The researchers knew the condition of the school and most of the students had difficulties in understanding vocabulary and lacked vocabulary knowledge. That was the reason why the researchers chose class XI SMK Negeri 1 Kersana.

## **C. Operational Definition of Variables**

According to Dahnianti (2018), variables are characteristics that take into account differences or considerations of different individuals. The independent variable and the dependent variable are different types of variables. The classifier variable that categorizes the research participants is the only independent variable in classifying research individuals. The dependent variable is the independent variable. Therefore, the variables of this study:

1. Independent variable: Pictionary Game strategy.
2. Dependent variable: students' vocabulary comprehension ability.

## **D. Research Stages**

The research was conducted on only one group without using another control group. So, this experiment is called a pre-experimental design (simple experiment). There are three stages in this one group pre-test post-test design,

namely:

1. The researchers conducted a pre-test to determine students' vocabulary mastery before being taught using the Pictionary game. This pre-test is formulated as (01). Researchers used a test by giving 25 English words to be answered in Indonesian. The content of this test is adapted to the material that would be taught for class XI.
2. The researchers applied experimental treatment to subjects (students). Utilizing students who are taught using the Pictionary game. This experimental treatment is formulated as (X).
3. The researchers conducted a post-test to measure students' vocabulary mastery after being taught using the Pictionary game. Formulated as (02). At this stage the researchers used the same test as the pre-test, namely; by giving 25 words to answer in Indonesian.

To find out how effective this method is, researchers used a calculation method by reducing 02-01. The researchers used a type of experimental research with the first stage, namely a pre-test, which currently covers the vocabulary mastery skills of students who have not used the Pictionary game. The second is treatment and post-test. This aims to determine the extent of development of students' vocabulary mastery after using the Pictionary game method.

Before receiving treatment, the researchers gave a pre-test to the experimental class. After that, continue the treatment. If the treatment has been completed, a post-test is carried out. For the results, the post-test scores

are compared with the pre-test scores to obtain the difference in scores between the pre-test and post-test scores. Therefore, the difference in post-test scores is obtained from these results. This research compares the dependent variable between before and after treatment using the Pictionary game. Palys (2008) about purposive sampling stated that purposive sampling is sampling as a series of strategic choices about who, where and how someone conducts research. The sample is part of the representative population that would be studied. Before conducting the research, the researchers discussed with the teacher who taught the English class and then provided several considerations.

## **E. Population and Sample**

### **1. Population**

To obtain data in this research, researchers need subjects. The subjects of this study were students of class XI at SMK Negeri 1 Kersana. According to Sugiyono (2018) population is a general area consisting of objects or subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. Researchers conducted research on all students of SMK Negeri 1 Kersana for the 2022/2023 academic year which contained all classes consisting of majors in light vehicle engineering, welding, multimedia, catering services, boutique fashion, accounting with a population of 540 students.

**Table 3.2**  
**Population of the Research**



<b>No.</b>	<b>Class / Major</b>	<b>Population</b>
1.	XI Teknik Kendaraan Ringan A	36 Student
2.	XI Teknik Kendaraan Ringan B	36 Student
3.	XI Teknik Kendaraan Ringan C	36 Student
4.	XI Teknik Kendaraan Ringan D	36 Student
5.	XI Desain Produksi Busana A	36 Student
6.	XI Desain Produksi Busana B	36 Student
7.	XI Jasa Boga A	36 Student
8.	XI Jasa Boga B	36 Student
9.	XI Akuntansi A	36 Student
10.	XI Akuntansi B	36 Student
11.	XI Welding A	36 Student
12.	XI Welding B	36 Student
13.	XI Multimedia A	36 Student
14.	XI Multimedia B	36 Student
15.	XI Multimedia C	36 Student
<b>Total</b>		540 student

## **2. Sample**

Before conducting research, the researchers can determine which objects or subjects were used in the research. The researchers chose one class for research, namely class XI Accounting A students, totaling 36 students.

The sampling technique used was purposive sampling. Sugiyono (2019) states that purposive sampling is a sampling approach that considers

certain factors. When researching food quality, for example, the sample data source is a food expert.

To determine the effectiveness of understanding vocabulary from implementing the Pictionary Game strategy, the researchers determined the class that would be used as the research sample, namely class XI Accounting A. The reason for selecting class XI Accounting A was because students in class XI Accounting A were more conducive than other classes.

**Table 3.3**  
**Sample of the Research**

<b>No.</b>	<b>Class / Major</b>	<b>Total</b>
<b>1.</b>	XI Accounting A	36 Student
<b>Total</b>		36 Student

*Source: Data processed by the author, 2023*

#### **F. Sampling Technique**

The sampling technique according to (Sugiyono, 2016) is a sampling technique, to determine the sample to be used. In this research, the sampling technique used was non-probability sampling with a purposive sampling method. Where purposive sampling is a sampling technique with certain considerations (Sugiyono, 2016). The reason for using this purposive sampling technique is because it is suitable for quantitative research, or research that according to him does not generalize (Sugiyono, 2016).

According to Sugiyono (2016), the way to determine a saturated sample or total sampling is a sampling technique if all members of the population are

sampled. The sample taken in this research was class XI students at SMK Negeri 1 Kersana, but not all classes were respondents in this research.

## **G. Instrument**

This analysis is very important to do to answer research findings and problems to find out how students understand vocabulary learning in class XI SMK Negeri 1 Kersana. Researchers used tests to see the average score of students' understanding of vocabulary learning. Data analysis is the process of processing data to find useful information so that it can be used as a basis for making decisions to solve a problem. This research uses Statistical Product and Service Solution (SPSS) and Microsoft Excel 2010 to analyze data.

Furthermore, the test is used to compare the results of the pre-test and post-test, so that it can be seen whether the research hypothesis can be accepted, and to measure whether the treatment with the application of the Pictionary Game strategy can influence the ability to increase students' vocabulary. According to Gray et al (2007), measuring central tendency provides a picture of the average and typical respondents.

In collecting data, the research needs instruments because instruments play an important role in research. Researchers use instruments to collect data. Cohen (2007) states that in a test, researchers have a potential data collection approach at their disposal, an impressive series of tests to collect numerical data, not verbal data. Tests are used to evaluate students' comprehension skills. Researchers as teachers provide pre-test descriptive text material to students before providing treatment and after providing treatment. Researchers measured vocabulary

understanding by conducting a post-test.

1. Pre-test

Before being given posttest, the pretest is a performance at the beginning of learning. The pre-test was designed to assess students' vocabulary comprehension skills before the researchers implemented the Pictionary Game strategy. In addition, a pre-test was given to assess students' vocabulary knowledge.

2. Post-test

After receiving treatment, a post-test is given, which is a measurement of certain traits or characteristics that are evaluated. Both pre-test and post-test follow the same test questions. After all treatments were completed, a post-test was carried out. Apart from that, the purpose of the post-test is to determine whether the treatment given to the sample who was part of the experimental group was successful or not.

The grid for the research instrument assessment checklist is as follows:

**Table 3.4**

**Checklist on Students' Participation in the Activities**

No.	Teaching components	Descriptor	Scale				
			1	2	3	4	5
1.	Students' attention toward teacher	1. Paying attention to teacher's explanation and instruction					

	explanation and instruction	2. Responding to teacher's explanation and instruction					
		3. Building knowledge of the field					
2.	Vocabulary Activity	4. The students involve actively in the teaching and learning activities					
		5. Students are able to make a sentence from vocabulary material					
Amount							
Total							

Source: Data processed by the author, 2023

**Table 3.5**  
**Scoring of Scale**

Score	Explanation
1	Very Bad
2	Bad
3	Currently

4	Good
5	Very Good

*Source: Data processed by the author, 2023*

**Table 3.6**  
**Assessment Instrument**

Scale	Code
1 – 5	Very Bad
6 – 10	Bad
11 – 15	Currently
16 – 20	Good
21 – 25	Very Good

*Source: Data processed by the author, 2023*

## **H. Technique of Collecting Data**

In collecting data, the researchers used tests. Testing is a method to determine a person's knowledge and abilities in a particular field. For research instruments, researchers have various possibilities. The pre-test and post-test each consist of 20 questions based on the material presented to students. To collect data for this research, researchers used three activity steps: pre-test, treatment, and post-test. Here are the procedures for implementing it:

1. As an initial test, the researchers conducted tests on students. The pre-test was designed to assess students' vocabulary comprehension abilities before researchers gave students the Pictionary Game strategy treatment.

2. After that the researchers gave treatment to students. the researchers explains the relevant material.
3. After the treatment, the researchers gave a post-test to students to measure students' vocabulary comprehension after being taught using the Pictionary Game Strategy as a treatment.
4. After giving the post-test, the researchers checked the results by looking at the score. Researchers compared the students' pre-test and post-test results to see whether there were significant differences before and after being given treatment.

## **I. Technique of Analysis Data**

Data analysis is an activity after data from all respondents collected. Activities in data analysis are grouping the data based on variables and types of respondents, tabulating the data based on variables from all respondents, presenting data for each variable studied, carrying out calculations to test the proposed hypothesis (Sugiyono, 2019).

After the data were collected, the next step is to analyze the data. Data analysis in this study used the t-test technique, namely by comparing the average (mean) between the initial test (pretest) and the final test (posttest).

### **1. Validity and Reliability Test**

#### **a. Validity test**

The instrument used as a data collection method in the research, it must first go through a trial process on predetermined respondents to test its validity. The validity test is used to measure whether a questionnaire is

valid or not. An instrument or questionnaire is stated to be valid if the questions on the instrument or questionnaire are able to reveal something that the questionnaire would measure (Ghozali, 2018). So that instruments whose validity has been tested can be used as a tool to complete data collection in research. The instrument in this research would be tested on 36 respondents.

Respondents in this class XI students at SMK Negeri1 Kersana. Test the validity of the instrument using product moment with the help of the SPSS (Statistical Package for Social Science) program version 23. The criteria for testing validity using product moment are as follows: If the Pearson Correlation is more than 0.05, then the instrument is declared valid. If the Pearson Correlation is less than 0.05, then the instrument is declared invalid.

#### b. Reliability Test

After the research instrument in the form of a questionnaire has been tested for validity, a reliability test is then carried out. Reliability testing is a way to find out the extent to which measurement results are consistent, if measurements are made twice or more on the same symptom with the same measuring instrument. The reliability test of the instrument that would be used in this research uses Cronbach's Alpha with the help of the SPSS version 22 program. According to Ghozali (2018), the criteria for testing validity using Cronbach's Alpha are as follows: The instrument is stated to be reliable if the Cronbach's Alpha value is  $> 0.60$ . The instrument



is stated to be unreliable if the Cronbach's Alpha value is  $<0.60$ .

## **2. Test the Analysis Prerequisites**

### **a. Normality test**

The normality test is nothing more than conducting a test on whether the distribution of the data to be analyzed is normal or not. Testing is carried out depending on the variables to be processed. In testing the normality of data distribution using the Kolmogorov-Smirnov Test with the help of SPSS 23. According to the Kolmogorov-Smirnov method, the test criteria are as follows:

- 1) If the significance is below 0.05, it means that the data to be tested has a significant difference from standard normal data, meaning the data is not normal.
- 2) If the significance is above 0.05, it means there is no significant difference between the data to be tested and standard normal data, meaning the data is normal (Safar, 2010).

### **b. Homogeneity**

Test In addition to testing the distribution of values to be analyzed, it is necessary to test homogeneity to be sure that the groups that form the sample come from a homogeneous population. The homogeneity test was sought using the F test from pretest data in both groups using the SPSS 23 program. According to the Kolmogorov-Smirnov method, the test criteria are as follows:

- 1) If the significance value on the based on the Mean is below 0.05, it

means the data is not homogeneous.

- 2) If the significance value on the based on the Mean is above 0.05 then it means the data is homogeneous (Safar, 2010).

### **3. Hypothesis testing**

Hypothesis testing used the t-test using the SPSS 23 program by comparing the mean between initial data (pretest) and final data (posttest). The decision making is as follows: If the significance value (2-tailed)  $< 0.05$ , then  $H_0$  is rejected and  $H_1$  is accepted. If the significance value (2-tailed) is  $> 0.05$ , then  $H_0$  is accepted and  $H_1$  is rejected. In this research, the researchers used the SPSS 23 program to test the hypothesis.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

The research result is a reassessment of the validity of the research results. Meanwhile, the discussion of research results can be explained as the researchers' original thoughts to provide an explanation and interpretation of the research results that have been analyzed in order to answer the research questions.

## A. Research Findings

This research was conducted on class XI Accounting A students at SMKN 1 Kersana Brebes with a total of 36 students. The research location was carried out in the classroom and held for 3 days, namely on 14, 15 and 16 November 2023. The pretest or initial test was carried out on 14 November 2023, while the posttest or final test was on 16 November 2023. The time for the pretest and posttest was carried out on Class hours take place, precisely at 09.00 at the first meeting, 10.00 at the second meeting and 11.00 at the third meeting.

The treatment was given in 1 meeting, namely at the second meeting, November 15 2023. The subjects of this research were students of class XI Accounting A at SMKN 1 Kersana Brebes. Then all subjects were subjected to a pretest without treatment, then with treatment, namely the Pictionary Game. The Pictionary Game Scheme can be seen from the table below:

**Table 4.1**  
**The Pictionary Game Scheme**

<b>Step</b>	<b>Descriptions</b>	<b>Time</b>
<b>1</b>	<b>Create categories of words used in the game</b> 1. Make several note cards containing the topics that would be played, 2. To get you started, here are some of the Pictionary categories and word ideas that have been provided,	<b>45 Minutes</b>

	3. The number of cards made is 10 to 25 words or depends on how many people are playing. Shuffle these cards properly before starting.	
<b>2</b>	<b>Divide into at least 4 teams of 10 or more students</b> Make sure each group has the same number of players	
<b>3</b>	<b>Set goals/scoring goals</b> 1. Ten points seems like a good goal as it usually lasts 25-30 minutes, 2. <b>Note:</b> to speed up the game, you can allow players to skip a word by saying "Pass"	
<b>4</b>	<b>Prepare drawing equipment and a timer</b> 1. Prepare several pictures that would be used in the game to be shared among several groups, 2. This is a game where time would be kept, so it's best to use a stopwatch or regular watch and keep it close by.	
<b>5</b>	<b>Choose a group to go first</b>	
<b>6</b>	<b>Select the first person to select the image provided</b>	
<b>7</b>	<b>Set the timer to 30 seconds</b>	
<b>8</b>	<b>Start the round</b> 1. Announce the category and then start the timer. The player must then place the image above their head. 2. Teammates then have to work together to tell you what the image is. 3. What is given is only "yes", "wrong", "could be".	
<b>9</b>	<b>Follow the rules</b> The person giving the klu must not say words other than those specified.	
<b>10</b>	<b>Score 1 point for a correct guess</b>	

	When teams guess the word correctly within 30 seconds, they receive points. If they do not guess correctly, they receive 0 points for the round.	
<b>11</b>	<b>Rotate teams until the goal of scoring is achieved</b> As explained above, you can determine the score up to which team can play, for example 10. The first team to reach 10 would be the winner.	
<b>12</b>	<b>Repeat the game until the specified time runs out</b>	

*Source: Data processed by the author, 2023*

## **B. Research Result**

Data collection uses a pictonary game scheme. The pretest aims to find reliability and compare with the posttest results. In this way, data is obtained when carrying out interval training tests. The pretest aims to find reliability and compare with the pretest and posttest. The results can be seen in the following table:

**Table 4.2 Interval Training Test Results**

<b>No.</b>	<b>Initials Name</b>	<b>Genre</b>	<b>Interval Training Test Results</b>		
			<i>Pretest</i>	<i>Posttest</i>	<i>Enhancement</i>
1.	AAF	P	10	19	9
2.	AK	P	10	22	12
3.	A0	P	11	21	10
4.	AN	P	9	19	10
5.	CO	P	7	21	14
6.	CA	P	8	21	13
7.	D	L	6	22	16
8.	DEI	L	6	20	14
9.	DR	P	6	22	16

10.	EN	P	6	23	17
11.	ERK	P	6	22	16
12.	FMP	P	7	20	13
13.	F	P	8	18	10
14.	HN	P	8	20	12
15.	IS	P	9	21	12
16.	K	P	8	22	14
17.	MDR	L	8	19	11
18.	MA	P	9	18	9
19.	MI	L	7	23	16
20.	NK	P	6	21	15
21.	NN	P	10	17	7
22.	N1	P	9	21	12
23.	RPP	P	9	22	13
24.	SM	P	10	22	12
25.	SP	P	8	24	16
26.	SV	P	9	18	9
27.	SAA	P	8	21	13
28.	SAF	P	7	21	14
29.	TS	P	10	20	10
30.	TK	L	10	20	10
31.	TA	P	10	19	9
32.	TLR	P	9	20	11
33.	UK	P	9	20	11
34.	W	P	6	22	16
35.	WI	P	10	21	11
36.	ZF	P	10	23	13
<b>Average</b>			<b>8,30</b>	<b>20,69</b>	<b>12,39</b>
<b>Std. Deviation</b>			<b>1,527265</b>	<b>1,618102</b>	<b>2,566573901</b>
<b>Min</b>			<b>6</b>	<b>7</b>	<b>7</b>

<b>Max</b>	<b>11</b>	<b>24</b>	<b>17</b>
<b>Amount</b>	<b>299</b>	<b>745</b>	<b>446</b>

The results of the research are described using descriptive statistical analysis as follows, for the pretest results the minimum value = 6, the maximum value = 11, the average (mean) = 8,30 with standard deviation (std. Deviation) = 1,527265 while for Posttest minimum score = 7, maximum score = 17, average (mean) = 30,69 with standard deviation (std. Deviation) = 1,618102. Details can be seen in the following table.

**Table 4.3**

**Pretest and Posttest Results**

<b>Statistik</b>	<i>Pretest</i>	<i>Posttest</i>
N	36	36
Average	8,30	20,69
<i>Std. Deviation</i>	1,527265	1,618102
Min	6	7
Max	11	24
Amount	299	745

*Source: Data processed by the author, 2023*

Meanwhile, the results of the experiment or treatment can be seen from the following table:

**Table 4.4**

**Treatment Results**

<b>No.</b>	<b>Name</b>	<b>Treatment</b>
1.	AAF	14
2.	AK	17
3.	A0	13

4.	AN	13
5.	CO	13
6.	CA	9
7.	D	14
8.	DEI	16
9.	DR	17
10.	EN	17
11.	ERK	13
12.	FMP	15
13.	F	15
14.	HN	16
15.	IS	15
16.	K	17
17.	MDR	13
18.	MA	14
19.	MI	17
20.	NK	15
21.	NN	16
22.	N1	13
23.	RPP	14
24.	SM	14
25.	SP	13
26.	SV	16
27.	SAA	13
28.	SAF	15
29.	TS	13
30.	TK	12
31.	TA	14
32.	TLR	13
33.	UK	12



34.	W	8
35.	WI	12
36.	ZF	14

*Source: Data processed by the author, 2023*

Based on the results of the treatment table above, it can be seen that each student experienced a change in value when meeting in the Treatment session. The results obtained on average experienced a significant increase, or experienced a change in the results of the scores where initially they only gained a little vocabulary knowledge, but when they underwent treatment or treatment the results changed with the increase in their vocabulary knowledge obtained from each student becoming an gain. value that can be stated to be good.

From the data above, we can get the results of a significant improvement regarding the vocabulary understanding of class XI students at SMKN 1 Kersana after being taught using the pictonary game technique, as The average posttest result is reduced by the average pretest result (20,69-8,30) which is equal to 12,39 or 34,4 %.

### **C. Data Analysis Results**

Data analysis is used to answer the proposed hypothesis. Before data analysis is carried out, it is necessary to carry out analysis prerequisite tests such as normality tests, and homogeneity tests. These results can be seen as follows:

#### **1. Test Prerequisites**

a. Normality test

The normality test is intended to determine whether the variables in the study have a normal distribution or not. The calculation of this normality test uses the Kolmogorov-Smirnov and Shapiro-Wilk formulas, because the sample is less than 50, the results used are Output and Shapiro-Wilk with processing using the SPSS 23 computer program. The results are as follows:

**Table 4.5**  
**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,175	36	,077	,898	36	,063
Posttest	,158	36	,073	,960	36	,222

a. Lilliefors Significance Correction

Source: Data processed with SPSS 23

From the results of the table above, it can be seen that the pretest and posttest data on the Shapiro-Wilk output have p values (Sig.) 0.063 and 0.222 > 0.05, so the variables are normally distributed. Because all data is normally distributed, the analysis can be continued.

a. Homogeneity

Test The homogeneity test is useful for testing the similarity of samples, namely uniform or not sample variance taken from the population using Levene's formula. Homogeneity rule if the sig value. > 0.05, then the test is declared homogeneous, if the sig. < 0.05, then the test is stated to be

inhomogeneous. The homogeneity test results of this research can be seen in the following table:

**Table 4.6**  
**Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
2,168	5	27	,088

*Source: Data processed with SPSS 23*

From the table above you can see the sig value.  $0.088 > 0.05$  so the data is homogeneous. Because the data is homogeneous, data analysis can be continued with parametric statistics.

### 3. Hypothesis Testing

Data analysis is used to answer the proposed hypothesis. The t-test with the paired sample test method was used to test the first hypothesis which reads "There is an increase in vocabulary understanding of class test. If the analysis results show a significant increase, interval training would have an influence on increasing vocabulary understanding. The research conclusion is declared significant if the sig value. smaller than 0.05 ( $\text{Sig} < 0.05$ ). Based on the results of the analysis, the following data were obtained:

**Table 4.7**  
**Paired Samples Test**

		Paired Differences			t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			

Pair	Pretest								
1	-	-	2,567	,428	-13,257	-11,520	-	35	,000
	Posttest	12,389					28,962		

Source: Data processed with SPSS 23

From the results of the t-test using the Paired sample test method, it can be seen that (2-tailed) with a significance value of 0.000, H<sub>0</sub> is rejected, and from a significance level of  $0.000 < 0.05$ , it can also be concluded that H<sub>1</sub> is accepted. Because H<sub>0</sub> is rejected and H<sub>1</sub> is accepted, it can be concluded that there is an increase in the vocabulary understanding of class XI students at SMK Negeri 1 Kersana. This means that the learning method using the pictonary game technique has a significant influence on the vocabulary understanding of class XI students at SMK Negeri 1 Kersana. From the pretest data, the average was 8,30, then during the posttest the average reached 30,69. The magnitude of this change can be seen from the difference in the average value, which is 12,39 or 34,4%.

#### D. Discussion

This study attempts to determine whether or not the class XI students at SMK Negeri 1 Kersana have a better understanding of vocabulary now that they have been taught the Pictionary Game technique as opposed to before. Students in SMK Negeri 1 Kersana's class XI Accounting A conducted this research.

Since this research is being conducted during class hours, everything should go according to plan.

Pictionary game is a word guessing game using several selected pictures played in pairs. A player would try to guess what his partner is drawing. The aim of applying this learning method is to provide learning innovation in students' understanding and vocabulary knowledge. Based on the research results, it is known that the results of the t-test using the Paired sample test method can be seen that (2-tailed) with a significance value of 0.000,  $H_0$  is rejected, and from a significance level of  $0.000 < 0.05$ , it can also be concluded that  $H_1$  is accepted. Because  $H_0$  was rejected and  $H_1$  was accepted, it can be concluded that there was an increase in the vocabulary understanding of class XI students at SMK Negeri 1 Kersana after being taught with the Pictionary Game technique compared to before being taught with the Pictionary Game strategy.

This means that this method has a significant influence on increasing the vocabulary understanding of class XI students at SMK Negeri 1 Kersana. From the pretest data, the average was 8,30, then during the posttest the average reached 20,69. The magnitude of this change can be seen from the difference in the average value, which is 12,39 or 34,4%. In accordance with the research results, each student experienced a significant increase in understanding after experiencing the pictionary game treatment, where previously in the pretest or initial test each student did not know much vocabulary, whereas when the posttest was carried out the results of each student were known to have experience changes by adding new knowledge about several vocabulary words.

Thus, this method has been proven to increase the vocabulary understanding of class XI students at SMK Negeri 1 Kersana.

Based on the presentation of the discussion of the research results carried out by the author, it can be seen that the answer to the formulation of this research is as follows:

### **1. The vocabulary abilities of class XI students at SMKN 1 Kersana before being taught using Pictionary Game**

Based on observations, researchers found that class XI students at SMKN 1 Kersana had low ability to speak English. They find it difficult to pronounce English words. Lack of vocabulary is also a problem for them in speaking English. They can't translate from Indonesian to English. They do not dare to express themselves in English, because of their weakness. Evidence also shows that teachers lack the use of media during the teaching and learning process. This problem makes them bored and lose motivation in speaking English. The researchers also believes that these two reasons are the basic reasons faced by students in speaking English. Related to the problem above, researchers are interested in solving the problem by using media..

### **2. The vocabulary ability of class XI students at SMKN 1 Kersana after being taught using Pictionary Game**

Based on the research findings, it was found that following the implementation of the pictionary game treatment, every XI student at SMK Negeri 1 Kersana experienced a significant increase in understanding, whereas prior to this, during the pretest or initial test, each student did not know much.

The pretests and posttests were administered over the course of three days. vocabulary, but after the test, it was discovered that each student's results had changed due to their increased understanding of a number of vocabulary terms. This method has been proven to increase the vocabulary understanding of class XI students at SMK Negeri 1 Kersana.

### **3. The significant difference of the vocabulary abilities of class XI students at SMKN 1 Kersana before and after using Pictionary Game**

The variations in the class's vocabulary skills The average from the pretest data was 8.30, and the average from the posttest data was 20.69. The difference in the average value, 12.39 or 34.4%, illustrates the extent of this change. In accordance with the research results, each student experienced a significant increase in understanding after being given the pictionary game treatment, whereas previously during the pretest or initial test each student did not know much vocabulary, whereas during the posttest the results obtained by each student were known to have experienced change by adding new knowledge about some vocabulary. This method has been proven to increase the vocabulary understanding of class XI students at SMK Negeri 1 Kersana.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusions**

1. It is known from the results of the initial test or pretest with an average score of 8.30, this shows that class XI accounting A students do not fully have much knowledge related to vocabulary in English.

2. From the results of the t-test using the Paired sample test method, it can be seen that (2-tailed) with a significance value of 0.000,  $H_0$  is rejected, and from a significance level of  $0.000 < 0.05$ , it can also be concluded that  $H_1$  is accepted. Because  $H_0$  is rejected and  $H_1$  is accepted, it can be concluded that there is an increase in the vocabulary understanding of class XI students at SMK Negeri 1 Kersana. This means that the learning method using the pictonary game technique has a significant influence on the vocabulary understanding of class XI students at SMK Negeri 1 Kersana.
3. From the pretest data the average was 8.30, then during the posttest the average reached 20.69. The magnitude of this increase can be seen from the difference in the average value, which is 12.39 or 34.4%.

## **B. Implications**

Based on the conclusions above, the results of this research have implications, namely Increasing the vocabulary understanding of class XI students at SMK Negeri 1 Kersana.

## **C. Research Limitations**

In conducting research there are several elements of limitations including the following:

1. The sample is only one class.
2. Limited due to schedule conflicts with other subjects.
3. This research is not calculated to influence student grades.



4. It is possible that the students are not serious enough in carrying out the treatment.

#### **D. Suggestion**

Based on the research conclusions above, there are several suggestions that can be conveyed, namely:

1. For teachers, it can be used as a guide for preparing interesting learning programs related to vocabulary understanding.
2. Further research needs to be conducted by adding other variables and better development related to the exercises created by researchers.
3. In this thesis there are still many shortcomings, for this reason researchers need to do it Next, we should develop and perfect the learning methods in this research.

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## **APPENDICES**

## **Appendix 1: Lesson Plan**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMK Negeri 1 Kersana  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI / 2 (Dua)  
Materi Pokok : Teks Deskriptive  
Alokasi Waktu : 1 x 45 menit

Tahun Ajaran : 2023/2024

### **A. Kompetensi Inti**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### **B. Kompetensi Dasar dan Indikator:**

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai Bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional.
- 2.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana berbentuk uraian narasi sesuai dengan konteks penggunaannya.

- Menganalisis struktur teks deskriptif sederhana berbentuk uraian narasi.
- Menganalisis unsur kebahasaan teks deskriptif sederhana berbentuk uraian narasi.

2.5. Menangkap makna teks deskriptif lisan dan tulis berbentuk uraian narasi.

- Menangkap gagasan utama, makna kata, dan menggali informasi tentang teks deskriptif tulis uraian narasi.
- Menyajikan gagasan utama dan makna kata dalam teks deskriptif tulis berbentuk uraian narasi.
- Menyimpulkan pesan moral (moral value) dalam teks deskriptif tulis berbentuk uraian narasi.

### **C. Tujuan Pembelajaran**

Sikap:

- Selama dan setelah proses pembelajaran, peserta didik dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- Selama dan setelah proses pembelajaran, peserta didik mampu meneladani sikap dan tindakan peduli, percaya diri, disiplin, dan cinta damai yang ditunjukkan oleh tokoh dalam teks deskriptif berbentuk uraian narasi.
- Selama dan setelah proses pembelajaran, peserta didik mampu menunjukkan perilaku jujur dan bertanggungjawab dalam mengerjakan tugas-tugas dalam pembelajaran teks deskriptif berbentuk uraian narasi.

Pengetahuan:

- Peserta didik dengan membaca teks deskriptif dan diskusi mampu menjelaskan gagasan utama, makna kata, dan menggali informasi tentang teks deskriptif tulis uraian narasi.
- Peserta didik dengan membaca teks deskriptif dan diskusi mampu menjelaskan gagasan utama, makna kata, dan menggali informasi tentang teks deskriptif tulis uraian narasi.

Keterampilan:

- Peserta didik melalui diskusi mampu menganalisis gagasan utama, makna kata, dan menggali informasi tentang teks deskriptif dan tulis berbentuk

uraian narasi.

- Peserta didik melalui diskusi mampu menafsirkan gagasan utama dan makna kata dalam teks deskriptif lisan dan tulis berbentuk uraian narasi.
- Peserta didik melalui diskusi mampu menyimpulkan dan menyajikan pesan moral (moral value) dalam teks deskriptif lisan dan tulis berbentuk uraian narasi.

#### **D. Materi Pembelajaran**

- List of vocabulary items yang terdapat pada text deskriptive

#### **E. Metode Pembelajaran**

- Pictionary Game

#### **F. Media, Alat, dan Sumber Pembelajaran**

- Media : Piece of paper contain list of vocabulary items
- Alat : Blackboard, Markers
- Sumber Pembelajaran:

<http://creativeteacherette.blogspot.com/2012/05/pictionary-or-how-to-make-vocabulary.html>

<https://www.thegamegal.com/2010/11/06/pictionary>

#### **G. Langkah-langkah Kegiatan Pembelajaran**

<b>No.</b>	<b>Tahapan</b>	<b>Kegiatan Belajar</b>	<b>Alokasi Waktu</b>
2.	Pendahuluan	<ul style="list-style-type: none"><li>• Guru menyapa dengan menggunakan bahasa inggris</li><li>• Guru menjelaskan langkah-langkah penerapan Pictionary Game di dalam kelas</li></ul>	10 Menit

3.	Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> <li>• Guru memberikan list of vocabulary kepada siswa</li> <li>• Siswa mengamati list of vocabulary yang guru berikan</li> </ul> <p>Menanya</p> <ul style="list-style-type: none"> <li>• Guru bertanya pada siswa mengenai pengetahuan yang berkaitan dengan list of vocabulary</li> </ul> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> <li>• Siswa mengidentifikasi dan menganalisa list of vocabulary yang guru berikan</li> <li>• Siswa mengerjakan soal yang sudah diberikan oleh guru</li> <li>• Dengan bimbingan dan arahan guru, siswa menganalisis serta menjawab soal yang sudah diberikan</li> <li>• Guru beserta siswa membahas satu persatu item yang sudah diberikan</li> </ul> <p>Mengasosiasikan</p> <ul style="list-style-type: none"> <li>• Guru membagi siswa menjadi 4 kelompok</li> </ul> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> <li>• Siswa bekerja sama menebak gambar yang diilustrasikan oleh ketua kelompok atau yang bertugas untuk menggambar</li> <li>• Siswa-siswa pada setiap kelompok berkerja sama dan berdiskusi membuat kalimat berdasarkan list of vocabulary yang sudah teridentifikasi</li> </ul>	30 Menit
3.	Penutup	<ul style="list-style-type: none"> <li>• Guru mengajukan pertanyaan sebagai referensi kepada siswa tentang pemahaman list of vocabulary yang telah mereka pelajari</li> <li>• Guru beserta siswa membuat ringkasan</li> </ul>	5 Menit



		tentang materi yang telah dipelajari hari ini	
		<ul style="list-style-type: none"> <li>Guru meminta ketua kelas untuk menutup pelajaran hari ini dengan doa.</li> </ul>	

## H. Penilaian

Penilaian proses (Diskusi)

Rubrik pengamatan pada proses diskusi

No.	Nama Siswa	Aspek Pengamatan				
		1	2	3	4	5
1.						
2.						
3.						

Keterangan Aspek Pengamatan Siswa:

- Siswa aktif bertanya
- Siswa aktif menjawab
- Kerjasama
- Siswa aktif memberikan masukan
- Siswa aktif mengemukakan pendapat/ saran

I

## Appendix 2: Research Instrument

Nama :

Kelas :

### Checklist on Students' Participation in the activities

No.	Teaching components	Descriptor	Scale				
			1	2	3	4	5
1.	Students' attention toward	6. Paying attention to teacher's explanation and instruction					

	teacher explanation and instruction	7. Responding to teacher's explanation and instruction					
		8. Building knowledge of the field					
2.	Vocabulary activity	9. The students involve actively in the teaching and learning activities					
		10. Students are able to make a sentence from vocabulary material					
Amount							
Total							

Explanation:

- 1 : Very Bad  
2 : Bad  
3 : Currently  
4 : Good  
5 : Very Good

Assessment Instrument

Scale	Code
1 - 5	Very Bad
6 - 10	Bad
11 - 15	Currently
16 - 20	Good
21 - 25	Very Good

### Appendix 3: Student Personal Data

**Student Personal Data  
SMKN 1 Kersana  
Class XI Accounting A**

No.	Name	Gender	Class	School
1	AAF	P	XI Accounting A	SMKN 1 Kersana
2	AK	P	XI Accounting A	SMKN 1 Kersana
3	A0	P	XI Accounting A	SMKN 1 Kersana
4	AN	P	XI Accounting A	SMKN 1 Kersana
5	CO	P	XI Accounting A	SMKN 1 Kersana

6	CA	P	XI Accounting A	SMKN 1 Kersana
7	D	L	XI Accounting A	SMKN 1 Kersana
8	DEI	L	XI Accounting A	SMKN 1 Kersana
9	DR	P	XI Accounting A	SMKN 1 Kersana
10	EN	P	XI Accounting A	SMKN 1 Kersana
11	ERK	P	XI Accounting A	SMKN 1 Kersana
12	FMP	P	XI Accounting A	SMKN 1 Kersana
13	F	P	XI Accounting A	SMKN 1 Kersana
14	HN	P	XI Accounting A	SMKN 1 Kersana
15	IS	P	XI Accounting A	SMKN 1 Kersana
16	K	P	XI Accounting A	SMKN 1 Kersana
17	MDR	L	XI Accounting A	SMKN 1 Kersana
18	MA	P	XI Accounting A	SMKN 1 Kersana
19	MI	L	XI Accounting A	SMKN 1 Kersana
20	NK	P	XI Accounting A	SMKN 1 Kersana
21	NN	P	XI Accounting A	SMKN 1 Kersana
22	N1	P	XI Accounting A	SMKN 1 Kersana
23	RPP	P	XI Accounting A	SMKN 1 Kersana
24	SM	P	XI Accounting A	SMKN 1 Kersana
25	SP	P	XI Accounting A	SMKN 1 Kersana
26	SV	P	XI Accounting A	SMKN 1 Kersana
27	SAA	P	XI Accounting A	SMKN 1 Kersana
28	SAF	P	XI Accounting A	SMKN 1 Kersana
29	TS	P	XI Accounting A	SMKN 1 Kersana
30	TK	L	XI Accounting A	SMKN 1 Kersana
31	TA	P	XI Accounting A	SMKN 1 Kersana
32	TLR	P	XI Accounting A	SMKN 1 Kersana
33	UK	P	XI Accounting A	SMKN 1 Kersana
34	W	P	XI Accounting A	SMKN 1 Kersana
35	WI	P	XI Accounting A	SMKN 1 Kersana
36	ZF	P	XI Accounting A	SMKN 1 Kersana

**Appendix 4: List of Attendees Sheet**

**List of Attendees Sheet  
SMKN 1 Kersana  
Class XI Accounting A**

<b>No.</b>	<b>Name</b>	<b>Meeting</b>		
		<b>1 <i>Preetest</i></b>	<b>2 <i>Treatment</i></b>	<b>3 <i>Postest</i></b>
1	AAF	√	√	√
2	AK	√	√	√
3	A0	√	√	√

4	AN	√	√	√
5	CO	√	√	√
6	CA	√	√	√
7	D	√	√	√
8	DEI	√	√	√
9	DR	√	√	√
10	EN	√	√	√
11	ERK	√	√	√
12	FMP	√	√	√
13	F	√	√	√
14	HN	√	√	√
15	IS	√	√	√
16	K	√	√	√
17	MDR	√	√	√
18	MA	√	√	√
19	MI	√	√	√
20	NK	√	√	√
21	NN	√	√	√
22	N1	√	√	√
23	RPP	√	√	√
24	SM	√	√	√
25	SP	√	√	√
26	SV	√	√	√
27	SAA	√	√	√
28	SAF	√	√	√
29	TS	√	√	√
30	TK	√	√	√
31	TA	√	√	√
32	TLR	√	√	√
33	UK	√	√	√
34	W	√	√	√
35	WI	√	√	√
36	ZF	√	√	√

**Appendix 5: Experiment/Treatment Results Sheet**

**Experiment/Treatment Results  
SMKN 1 Kersana  
Class XI Accounting A**

<b>No.</b>	<b>Name</b>	<b>Meeting</b>		
		<b>1 <i>Preetest</i></b>	<b>2 <i>Treatment</i></b>	<b>3 <i>Postest</i></b>
1	AAF	10	14	19
2	AK	10	17	22
3	A0	11	13	21

4	AN	9	13	19
5	CO	7	13	21
6	CA	8	9	21
7	D	6	14	22
8	DEI	6	16	20
9	DR	6	17	22
10	EN	6	17	23
11	ERK	6	13	22
12	FMP	7	15	20
13	F	8	15	18
14	HN	8	16	20
15	IS	9	15	21
16	K	8	17	22
17	MDR	8	13	19
18	MA	9	14	18
19	MI	7	17	23
20	NK	6	15	21
21	NN	10	16	17
22	N1	9	13	21
23	RPP	9	14	22
24	SM	10	14	22
25	SP	8	13	24
26	SV	9	16	18
27	SAA	8	13	21
28	SAF	7	15	21
29	TS	10	13	20
30	TK	10	12	20
31	TA	10	14	19
32	TLR	9	13	20
33	UK	9	12	20
34	W	6	8	22
35	WI	10	12	21
36	ZF	10	14	23

## **Appendix 6: Meeting Materials 1**

Meeting Materials 1

**Date:** .....

**Topic: History SMK Negeri 1 Kersana**

### **History SMK Negeri 1 Kersana**

SMK Negeri 1 Kersana is the only State Vocational High School in the Western part of Brebes Regency, established in 2004 based on Establishment



Decree Number: 420/275 of 2004 dated July 15 2004. Referring to the Strategic Plan of the Ministry of National Education which states that in 2014 ranks under the Ministry of National Education must have obtained an ISO 9001:2008 Quality Management System (SMM) Certificate and improve the quality of schools through continuous improvement and improvements.

Based on this, SMK Negeri 1 Kersana adopted, adapted and implemented the ISO 9001:2008 Quality Management System which is expected to be able to realize the school's Vision and Mission in the future through a quality policy, so that it can produce graduates who have competence and professional attitudes in facing global competition. The implementation of QMS ISO 9001:2008 aims to meet requirements and increase customer satisfaction, as well as making continuous improvements in the educational service process.

## **Appendix 7: Meeting Materials 2**

Meeting Materials 2

**Date:** .....

**Topic: Vision and Mission, Goals and Quality Policy of SMKN 1 Kersana**

**Vision and Mission, Goals and Quality Policy of SMKN 1 Kersana**

The vision of SMKN 1 Kersana is to become a superior vocational high school, producing pious, skilled and independent graduates. Making this school one of the best schools in Kersana sub-district, Brebes district. Meanwhile, what makes the mission of SMKN 1 Kersana is to prepare graduates who believe in God Almighty, prepare graduates who have noble character, educate students to become skilled workers according to their fields, prepare superior entrepreneurs who are competitive, make SMK an educational and training institution that provides benefits to society.

SMKN 1 Kersana has a quality policy where this school always tries to provide quality teaching and services to provide customer satisfaction through the implementation of a quality management system and continuous improvement. Here, at SMKN 1 Kersana, the principal, teachers and employees always strengthen their religious commitment, social responsibility, mature technical skills, corporate work, and this is done in order to produce graduates who are pious, professional and independent.

### **Appendix 8: Meeting Materials 3**

Meeting Materials 3 <b>Date:</b> ..... <b>Topic: Identity of SMKN 1 Kersana</b>
<b>Identity of SMKN 1 Kersana</b>

The name of the school, SMKN 1 Kersana, is located at Jl. Raya Jagapura, Kersana District, Brebes Regency. Year of establishment 15 July 2004 with SK Number 420 /275 TAHUN 2004. Home telephone (0283) 881851, Faximile (0283) 881851, e Mail smkn1kersana@yahoo.com and website address is [http://www.smkn1-kersana.sch .id](http://www.smkn1-kersana.sch.id). At SMKN 1 Kersana there are several study programs taught, including the Automotive Engineering Skills Study Program with Light Vehicle Automotive Engineering Skills Competency, the Industrial Engineering Skills Study Program with Metal Fabrication Engineering Skills Competency, the Computer and Informatics Engineering Skills Study Program with Multimedia Skills Competency, the Study of Culinary Skills with Catering Services Skills Competency, and Fashion Skills Study Program with Boutique Fashion Skills Competency.

Some of the study programs mentioned above, there are study programs that received A accreditation, namely the Light Vehicle Engineering study program and the remaining boutique clothing received B accreditation. The SMKN 1 Kersana school is led by Drs. SAMSUDIN, M.Pd as principal from 2014 until now with NIP 196403141989021004, NUPTK 0646742643200012, and SK Number 821.2/512 YEAR 2014. Apart from that, there is a supporting program at the school, namely implementing the ISO 9001:2008 Quality Management System with a certificate from UKAS Management Systems with ID Number 0000332 and Certificate Number 45538/A/0001/UK/En.

## Appendix 9: SPSS 23 Analysis Results

### Normality Test

#### Tests of Normality

Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.

Pretest	,175	36	,077	,898	36	,063
Posttest	,158	36	,073	,960	36	,222

a. Lilliefors Significance Correction

### Homogeneity Test

#### Test of Homogeneity of Variances

Result

Levene Statistic	df1	df2	Sig.
2,168	5	27	,088

### T Test

#### Test of Homogeneity of Variances

Result

Levene Statistic	df1	df2	Sig.
2,168	5	27	,088

### Appendix 10: Preetest Result

1  
14 / 23  
11

### Penilaian Instrument Observasi

Nama : Alya ayu fadila  
Kelas : XI Accounting A

#### Checklist on Students' Participation in the activities

No.	Teaching components	Descriptor	Scale				
			1	2	3	4	5
1.	Students' attention toward teacher explanation and instruction	1. Paying attention to teacher's explanation and instruction		✓			
		2. Responding to teacher's explanation and instruction		✓			
		3. Building knowledge of the field			✓		
2.	Vocabulary activity	4. The students involve actively in the teaching and learning activities	✓				
		5. Students are able to make a sentence from vocabulary material		✓			
Amount			1	6	3		
Total			10				

**Explanation:**

- 1 : Very Bad
- 2 : Bad
- 3 : Currently
- 4 : Good
- 5 : Very Good

**Assessment Instrument**

Scale	Code
1 - 5	Very Bad
6 - 10	Bad
11 - 15	Currently
16 - 20	Good
21 - 25	Very Good

①  
14/23  
11

### Penilaian Instrument Observasi

Nama : Amelia Kherani  
 Kelas : XI Accounting A

Checklist on Students' Participation in the activities

No.	Teaching components	Descriptor	Scale				
			1	2	3	4	5
1.	Students' attention toward teacher explanation and instruction	1. Paying attention to teacher's explanation and instruction	✓				
		2. Responding to teacher's explanation and instruction		✓			
		3. Building knowledge of the field			✓		
2.	Vocabulary activity	4. The students involve actively in the teaching and learning activities		✓			
		5. Students are able to make a sentence from vocabulary material		✓			
Amount			1	6	3		
Total			10				

- Explanation:
- 1 : Very Bad
  - 2 : Bad
  - 3 : Currently
  - 4 : Good
  - 5 : Very Good

Assessment Instrument	
Scale	Code
1 - 5	Very Bad
6 - 10	Bad
11 - 15	Currently
16 - 20	Good
21 - 25	Very Good

14/23  
11

### Penilaian Instrument Observasi

Nama : Amela Oeffani  
Kelas : XI Accounting A

Checklist on Students' Participation in the activities

No.	Teaching components	Descriptor	Scale				
			1	2	3	4	5
1.	Students' attention toward teacher explanation and instruction	1. Paying attention to teacher's explanation and instruction		✓			
		2. Responding to teacher's explanation and instruction		✓			
		3. Building knowledge of the field		✓			
2.	Vocabulary activity	4. The students involve actively in the teaching and learning activities		✓			
		5. Students are able to make a sentence from vocabulary material			✓		
Amount				8	3		
Total				11			

- Explanation:
- 1 : Very Bad
  - 2 : Bad
  - 3 : Currently
  - 4 : Good
  - 5 : Very Good

Assessment Instrument	
Scale	Code
1 - 5	Very Bad
6 - 10	Bad
11 - 15	Currently
16 - 20	Good
21 - 25	Very Good

## Appendix 11: Treatment Result

15/23  
 11 2

### Penilaian Instrument Observasi

Nama : Aya Ayu Fadila  
 Kelas : XI Accounting A

**Checklist on Students' Participation in the activities**

No.	Teaching components	Descriptor	Scale				
			1	2	3	4	5
1.	Students' attention toward teacher explanation and instruction	1. Paying attention to teacher's explanation and instruction			✓		
		2. Responding to teacher's explanation and instruction			✓		
		3. Building knowledge of the field			✓		
2.	Vocabulary activity	4. The students involve actively in the teaching and learning activities			✓		
		5. Students are able to make a sentence from vocabulary material		✓			
Amount				2	12		
Total				14			

**Explanation:**

1 : Very Bad  
 2 : Bad  
 3 : Currently  
 4 : Good  
 5 : Very Good

Scale	Code
1 - 5	Very Bad
6 - 10	Bad
11 - 15	Currently
16 - 20	Good
21 - 25	Very Good



(2)  
15/23  
11

### Penilaian Instrument Observasi

Nama : Amelia Khoerani  
Kelas : XI Accounting A

Checklist on Students' Participation in the activities

No.	Teaching components	Descriptor	Scale				
			1	2	3	4	5
1.	Students' attention toward teacher explanation and instruction	1. Paying attention to teacher's explanation and instruction			10	✓	
		2. Responding to teacher's explanation and instruction				✓	
		3. Building knowledge of the field			✓		
2.	Vocabulary activity	4. The students involve actively in the teaching and learning activities			✓		
		5. Students are able to make a sentence from vocabulary material			✓		
Amount					9	8	
Total					17		

- Explanation:
- 1 : Very Bad
  - 2 : Bad
  - 3 : Currently
  - 4 : Good
  - 5 : Very Good

Assessment Instrument	
Scale	Code
1 - 5	Very Bad
6 - 10	Bad
11 - 15	Currently
16 - 20	Good
21 - 25	Very Good

(2)

15/23  
/11

### Penilaian Instrument Observasi

Nama : Amela Oloffani  
Kelas : XI Accounting A

#### Checklist on Students' Participation in the activities

No.	Teaching components	Descriptor	Scale				
			1	2	3	4	5
1.	Students' attention toward teacher explanation and instruction	1. Paying attention to teacher's explanation and instruction		✓			
		2. Responding to teacher's explanation and instruction		✓			
		3. Building knowledge of the field			✓		
2.	Vocabulary activity	4. The students involve actively in the teaching and learning activities			✓		
		5. Students are able to make a sentence from vocabulary material				✓	
Amount				4	9		
Total				13			

#### Explanation:

- 1 : Very Bad
- 2 : Bad
- 3 : Currently
- 4 : Good
- 5 : Very Good

#### Assessment Instrument

Scale	Code
1 - 5	Very Bad
6 - 10	Bad
11 - 15	Currently
16 - 20	Good
21 - 25	Very Good

## Appendix 12: Posttest Result

(3)  
12/23  
"

**Penilaian Instrument Observasi**

Nama : Alya Ayu Fadila  
Kelas : XI Accounting A

**Checklist on Students' Participation in the activities**

No.	Teaching components	Descriptor	Scale				
			1	2	3	4	5
1.	Students' attention toward teacher explanation and instruction	1. Paying attention to teacher's explanation and instruction				✓	
		2. Responding to teacher's explanation and instruction			✓		
		3. Building knowledge of the field					✓
2.	Vocabulary activity	4. The students involve actively in the teaching and learning activities			✓		
		5. Students are able to make a sentence from vocabulary material				✓	
Amount					6	8	5
Total			19				

Explanation:

1 : Very Bad  
2 : Bad  
3 : Currently  
4 : Good  
5 : Very Good

Assessment Instrument

Scale	Code
1 - 5	Very Bad
6 - 10	Bad
11 - 15	Currently
16 - 20	Good
21 - 25	Very Good

Penilaian Instrument Observasi

Nama : Amelia Khorani  
Kelas : XI Accounting A

Checklist on Students' Participation in the activities

No.	Teaching components	Descriptor	Scale				
			1	2	3	4	5
1.	Students' attention toward teacher explanation and instruction	1. Paying attention to teacher's explanation and instruction			✓		
		2. Responding to teacher's explanation and instruction					✓
		3. Building knowledge of the field				✓	
2.	Vocabulary activity	4. The students involve actively in the teaching and learning activities					✓
		5. Students are able to make a sentence from vocabulary material					✓
Amount					3	4	15
Total					22		

Explanation:

- 1 : Very Bad
- 2 : Bad
- 3 : Currently
- 4 : Good
- 5 : Very Good

Assessment Instrument

Scale	Code
1 - 5	Very Bad
6 - 10	Bad
11 - 15	Currently
16 - 20	Good
21 - 25	Very Good

### Penilaian Instrument Observasi

Nama : Amela Oloffani  
 Kelas : XI Accounting A

#### Checklist on Students' Participation in the activities

No.	Teaching components	Descriptor	Scale				
			1	2	3	4	5
1.	Students' attention toward teacher explanation and instruction	1. Paying attention to teacher's explanation and instruction					✓
		2. Responding to teacher's explanation and instruction				✓	
		3. Building knowledge of the field				✓	
2.	Vocabulary activity	4. The students involve actively in the teaching and learning activities			✓		
		5. Students are able to make a sentence from vocabulary material					✓
Amount					3	8	10
Total					21		

#### Explanation:

- 1 : Very Bad  
 2 : Bad  
 3 : Currently  
 4 : Good  
 5 : Very Good

#### Assessment Instrument

Scale	Code
1 - 5	Very Bad
6 - 10	Bad
11 - 15	Currently
16 - 20	Good
21 - 25	Very Good

**Appendix 13: Documentation**







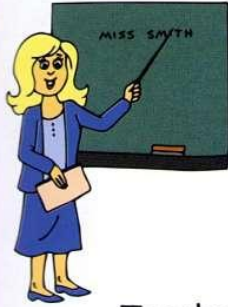












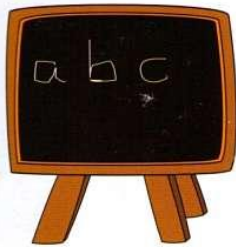
Teacher



Student



School



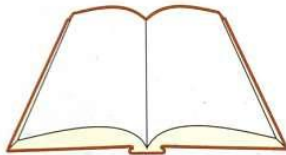
Chalkboard



Notepad



Bell



Book



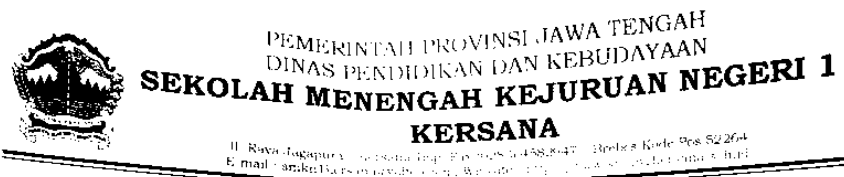
Backpack



Diploma



## Appendices 14: Research Completion Statement Letter



### SURAT KETERANGAN

Nomor : 420 / 587

Yang bertanda tangan di bawah ini :

Nama : **AMAN FARIKHI, M.Pd.**  
NIP : 197303182000121002  
Pangkat/Gol. Ruang : Pembina Tk.I (IV/b)  
Jabatan : Kepala Sekolah  
Unit Kerja : SMK Negeri 1 Kersana

Berdasarkan surat UNIVERSITAS PGRI SEMARANG nomor : 154/IP/FPBSX/2023 tanggal 27 Oktober 2023 perihal : Permohonan Izin Penelitian Skripsi, dengan ini menerangkan bahwa :

Nama : **FIKA PRATIKA**  
NIM : 19420053  
Program Studi : S1-Pendidikan Bahasa Inggris  
Fakultas : Fakultas Pendidikan Bahasa Dan Seni (FPBS)  
Kampus : UNIVERSITAS PGRI SEMARANG

Benar-benar telah mengadakan Penelitian di SMK Negeri 1 Kersana guna penyusunan Skripsi yang berjudul "The Effectiveness Of Pictionary Games To Improve English Vocabulary At SMK Negeri 1 Kersana Brebes" yang dilaksanakan pada tanggal 13-17 November 2023.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Brebes, 20 November 2023  
Kepala SMK Negeri 1 Kersana,  
  
AMAN FARIKHI, M.Pd.  
NIP 197303182000121002

## Appendices 15: Guidance Card



### KARTU BIMBINGAN FINAL PROJECT MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Fika Pratika  
 NPM : 19420053  
 FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS  
 DOSEN PEMBIMBING I : Dr. Sukma Nur A., S.S., M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING I
1.	Kamard, 15 Jan 2023	Awal bimbingan online via G-meet	
2.	Selasa, 14 Maret 2023	Pengajuan Judul (Revisi)	
3.	Rabu, 15 Maret 2023	Pengajuan Judul (Revisi)	
4.	Senin, 15 Mei 2023	Pengajuan Judul (Acc)	
5.	Jelasa, 22 ag 2023	Revisi	
6.	Selasa, 5 sep 2023	Revisi	
7.	Selasa, 19 sep	Revisi prev studies	
8.	Selasa, 26 sep 2023	Acc Proposal	
9.	Selasa, 16 Jan 2024	Bimbingan online	
10.	Selasa, 23 Jan 2024	Chapter I, II, III (Revisi)	
11.	Selasa, 6 feb 2024	Chapter I, II, III (Revisi)	
12.	Senin, 12 feb 2024	Chapter IV, V (Acc)	
13.			
14.			





**KARTU BIMBINGAN FINAL PROJECT**  
**MAHASISWA UNIVERSITAS PGRI SEMARANG**

NAMA : Fika Pratika  
NPM : 19420053  
FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS  
DOSEN PEMBIMBING II : Fitri Yulianti, S.Pd., M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING II
1.	17 Maret 2023	Judul : revisi	
2.	24 Maret 2023	Judul : Ok.	
3.	4 September 2023	Proposal : revisi (1)	
4.	25 September 2023	Proposal : revisi (2)	
5.	6 Oktober 2023	Proposal : revisi (3)	
6.	19 Oktober 2023	Proposal : Ok.	
7.	18 Desember 23	Chapter I-III : revisi	
8.	19 Januari 24	Chapter I, II, III (revisi)	
9.	22 Januari 24	Chapter I, II, III : ok	
10.	8 Februari 24	Chapter IV, V : (revisi)	
11.	22 Februari 2024	Chapter IV - V : Ok.	
12.	7 Maret 24	Extra paper :	
13.	18 Maret 24	Final checking :	
14.			



### BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat 22 Maret 2024, berdasarkan susunan tim penguji skripsi :

1. Nama : Siti Musarokah, S.Pd., M.Hum.  
Jabatan : Ketua
2. Nama : Dr. Rahmawati Sukmaningrum, S.Pd., M.Pd.  
Jabatan : Sekretaris
3. Nama : Dr. Sukma Nur Ardini, SS., M.Pd.  
Jabatan : Anggota (Penguji I)
4. Nama : Fitri Yulianti, S.Pd., M.Pd.  
Jabatan : Anggota (Penguji II)
5. Nama : Dr. AB Prabowo KA, S.Pd, M.Hum  
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama	: Fika Pratika	Fakultas	: FPBS
N.P.M	: 19420053	Program Studi	: Pendidikan Bahasa Inggris
		Program Pendidikan	: Strata 1

Judul skripsi :

THE EFFECTIVENESS OF Pictionary GAMES TO IMPROVE ENGLISH VOCABULARY AT SMK NEGERI 1  
KERSANA KABUPATEN BREBES

Nilai :

Demikian berita Acara Ujian skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

  
Siti Musarokah, S.Pd., M.Hum.

Penguji I,

  
Dr. Sukma Nur Ardini, SS., M.Pd

Penguji II,

  
Fitri Yulianti, S.Pd., M.Pd.

Sekretaris,

  
Dr. Rahmawati Sukmaningrum, S.Pd., M.

Penguji III,

  
Dr. AB Prabowo KA, S.Pd, M.Hum

Mengetahui,

Dekan,

  
Siti Musarokah, S.Pd., M.Hum.  
NPP/NIP 107801314