**THE IMPLEMENTATION OF PICTIONARY GAMES**

**TO FACILITATE STUDENTS' ENGLISH COMMUNICATIVE ABILITY**

**AT SMAN 1 BALONGPANGGANG GRESIK**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree

Of Sarjana Pendidikan (S.Pd) in Teaching English



By

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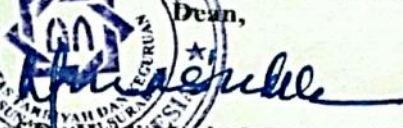**NIP. 197803172009122002**

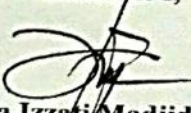Advisor II,

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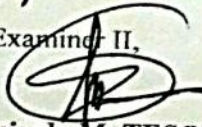**NIP. 198409142009122005**

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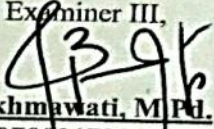NIP. 196301231993031002

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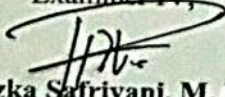NIP. 198602102011012012

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# ABSTRACT

Ardilla, Q. (2019). The Implementation of Pictionary Games to Facilitate Students' English Communicative Ability at Sman 1 Balongpanggang Gresik. Thesis. Prodi Pendidikan Bahasa Inggris, FakultasTarbiyah dan Keguruan, Universitas Islam Negeri Surabaya. Advisors: Rakhmawati, M.Pd. RizkaSafriyani, M.Pd

Keyword: Pictionary game, Communicative Ability

Pictionary game is kind of board game that combines picture and dictionary. This game can play with two until four groups. Students can explore their vocabulary knowledge and verbal skill. The main point of this game is more focusing on vocabulary exercise. This subject research about the pictionary game in facilitating students' communicative ability. The objective of this research is teachers' pictionary game implementation and students' response toward pictionary game to facilitate students' English communicative ability. The subject of this study were tenth-grade students of SMAN 1 Balongpanggang Gresik. The researcher did on three classes there are X *MIPA 1*, X *MIPA* 2, and X *MIPA* 3. The data collection technique in this study are observation and interview. The enthusiasm for the research question has been found. 1)The result of the first research question showed that the teacher implements the pictionary game step by step starts from the preparation; in this part the teacher prepare all items and materials before teaches , pre-activity; the teacher prepare students to start the learning activity by making grouping and mixing students sitting arrangement, main-activity; while the teacher start to play the game using their own pictionary cards design, until post activity; teacher's and students' give some feedback and close the class. 2) result of the second research question showed that most of the students giving positive responses and two students giving negative responses for different reasons such as they are not confidence to speak English but, in another way, they are interested and enjoyed this game.

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# ABSTRAK

Ardilla, Q. (2019). The Implementation of Pictionary Games To Facilitate Students' English Communicative Ability At Sman 1 Balongpanggang Gresik. Skripsi. Prodi Pendidikan Bahasa Inggris, FakultasTarbiyah dan Keguruan, Universitas Islam Negeri Surabaya. Pembimbing: Rakhmawati, M.Pd. RizkaSafriyani, M.Pd

Kata kunci: game Pictionary, KemampuanKomunikatif

Game Pictionary adalahjenispermainanpapan, permainaninimenggabungkangambar, dan kamus. Permainaninidapatdimainkan oleh duahinggaempatkelompok. Siswadapatmengeksplorasipengetahuankosa kata dan keterampilan verbal merekamelaluipermainanini. Poinutamadaripermainaninifokus pada latihankosa kata. Hal inimembuatpenelitimelakukanpenelitilebihlanjuttentangpermainanpictionarydalammemfasilitasikemampuankomunikatifsiswa. Tujuandaripenelitianiniadalahimplementasipermainanpictionarygurudan responsiswaterhadappermainanpictionaryuntukmemfasilitasikemampuan komunikatifsiswa. Subjekpenelitianiniadalahsiswakelas X SMAN 1 Balongpanggang Gresik. Penelitimelakukan pada tigakelasyaitu X MIPA 1, X MIPA 2, dan X MIPA 3. Data pertamadiambildenganobservasi dan catatanobservasi. Data keduadiambildenganwawancaradengansiswa dan guru. Antusiasmeuntukpertanyaanpenelitiantelahditemukan. 1) Hasil daripertanyaanpenelitianpertamamenunjukkanbahwa guru mengimplementasikanpermainanpictionarylangkah demi langkahdimulaidaripersiapan; di bagianini guru menyiapkansemua item dan bahansebelummengajar, sebelumkegiatan; guru mempersiapkansiswauntukmemulaikegiatanbelajar, kegiatanutama; sementara guru mulaimemainkanpermainan, sampaiaktivitas posting; guru dan siswamemberikanumpanbalik dan menutupkelas. Setiapbagianmemilikitujuan dan cara yang berbeda. 2) hasildaripertanyaanpenelitiankeduamenunjukkanbahwasebagianbesarsiswamemberikantanggapanpositif dan duasiswamemberikantanggapannegatifkarenaalasan yang

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berbedasepertimerekatidakpercayadiriuntukberbicarabahasaInggristetapi
, dengancara lain merekatertarik pada permainanini dan
menikmatipermainanini.

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## LIST OF ABREVIATION

SMAN            : SekolahMenengahAtas Negeri

MIPA            : MatematikaIpa

Respos          : Positive Response

Resneg          : Negative Response

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# CHAPTER I
# INTRODUCTION

This chapter concerned with the background of the study, the research question, the significance of the study, the objective of the study, scope, and limitation of the study and the definition of a critical term used in this research.

## A. Background of Study

In this era, there are many methods and strategies in the teaching and learning process. Traditional teaching and learning activity or conventional education usually push the students to sit down in silence and focuses on teacher explanation in front of the class only. We can say that traditional teaching and learning process focused on teacher-centered, but in the field of modern teaching and learning process, the process focused on students' center. According to Scrivener, the teacher's primary role in current teaching is to "help to learn to happen," which includes "involving" students in what is going on "by allowing them to work at their speed, by giving simple explanations, encouraging them to contribute, talk, interact, do things, so on."[1]. There are several modern strategies in the teaching-learning process. One of which is the use of competitive games activity.

The implementation of competitive games was commonly used in the modern teaching and learning process. The main focuses on competitive games are on students' as the center. The competitive games that can be used in teaching and learning processes are educational games. According to Creighton and Andrea, the used of educational games on the

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[1] Viera Boumova, *Traditional Vs Modern Teaching Methods : Advantages and Advantages of Each*, ( Masaryk: Masaryk University, 2008), 20.

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achievement of teaching and learning process outcomes was widely investigated by Mitchell in 2018 [2], on that research Mitchell writes several competitive games such as a battleship, bingo, guessing games, Pictionary, and others. Pictionary

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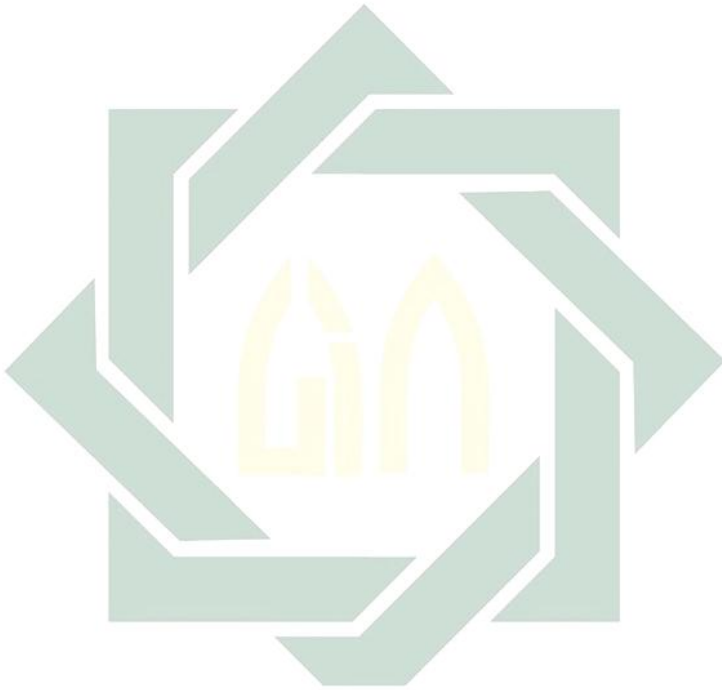
[2] Creighton - Andrea, *"The Effect of Cooperative and Competitive Games on Classroom Interaction Frequencies",* (Procedia - Social and Behavioural Sciences 140 ,2014) , 156

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games are one of the examples of competitive educational games that has explained in his research.

This study focuses on the implementation of Pictionary games as a kind of competitive games. Pictionary games is a guessing word game invented by Robert Angel, collaborate with Garry Everson as a graphic designer and published by Angel Games Inc in 1985[3]. This game is one kind of board game. In this age, there are several creative designs of Pictionary. This game can be used as one of the educational strategies in the English teaching and learning process. In playing Pictionary games, the students must create their drawing pictures based on the word card. This game is also playing as a group competition because the game must play with two until five groups or more. Pictionary also one kind of competitive game that can use in classroom teaching and learning activity. Students can explore their vocabulary knowledge and their verbal skill also because this game focuses on creativity and build effectively communicate to the rest of their team.

In place of the function of the Pictionary game not only uses to enhancing vocabulary. In this research, the researcher tries to find other functions of Pictionary, besidesimprovingvocabulary. The researcher tries to find the effectiveness of a Pictionary game infacilitating students' communicative ability. The communicativeabilitycorrelates with speaking and communication. Some researchers said that Communication and media come up with high power in society [4]. The communication contains an incredible deal of human (and animal) it could be held on their daily activity. We can saw the act of communication through reading, writing, listening, speaking, viewing images, and creating images.According toHabermas, there are two stages of interaction, first is characterized by the emergence of a new medium of communication, the second stage is by the

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[3] Rusyda,Ujang,Sudirman, *"teaching vocabulary Through Pictionary Game to First Grade Students of SMP Al-Kautsar"* (Lampung : Universitas Lampung, 2014), 4

[4] Mahmoud and Dakroury, *"Basic in Communication and Media Studies"*, (Canada: Pearson, 2012), 4

norming of behavioral expectations[5]. As we know, communication can be held when the person has purposes and needs to get information. According to Hymes'sargument, the function of communication is directly related to the participants' use and needs [6]. Communication can be held with orally, text, or gesture. Based on Jurgen Habermas'sbook, communicative action is happening dependent on situational context, which represents in the right turn segments of the lifeworld if the participants in the interaction.[7] So, grounded on that theory, researchers accomplish that communicative ability is about action or activity to communicate by orally to another person to make some interaction related to speech act context.

The concept of communicative ability is more than just verbal communication, but this research focused only on communicative ability in verbal communication at speaking class. Communicative ability almost had some similar meaning with communicative competence, butin practice,there are different. Nearly we are confused to determine both theories, but they have a different literal meaning. Dell Hymes defined communicative competence; in his own words, communicative is the competence of language use suitable to the other participants of the communicative interaction and applicable to the given social context and situation[8]. In another way, we can say that competence is an additional word for describing the skill of an individual's ability to communicate in a variety of communicative situations. When we talk about communicative ability, we must know first about what ability is. According to Stephen P Robin and Timothy A judge on their book, the ability is an individual's current capacity to achieve the various tasks in a

[5] Jurgen Habermas, *The theory of Communicative Action (volume 2):Lifeworld and system : A critique of Functionalis Reason* (Boston: Beacon press, 1981), 77

[6] Heymes,*"Function of Speech:an Evolutionary approach", Gruber,ed.,Antrophology and Education* (Pennyslvania :University of Pennyslvania press, 1961), *56*

[7] Jurgen Habermas, *The theory of Communicative Action (volume 2):Lifeworld and system : A critique of Functionalis Reason*, (Boston: Beacon press, 1981) . 279

[8] Ida Kurcz, "Communicative Competence and Theory of Minds"*, Psychology of Language and Communication,* Vol. 8, No. 2, 2004

job[9]. In the Indonesialanguage, we can call the ability as *kemampuan;* we can say that communicative abilitymeans the ability to enter communication. It can be orally or writing in a communicative situation.In this study, the researcher focused only on students' communicative ability.

To make the classroom much more communicative, the researcher tried to make students learn to communicate by communicating through the game activity. The context of communicative in this research is group communicative action through the Pictionary game. Pictionary games in this research used as the media strategy to facilitate students' communicative ability.

When the researcher read the previous study about Pictionary games, the research finding mostly focused on developing students' vocabulary. Researcher challenging to find some research journal articles that discuss the function of Pictionary games in facilitating students' communicative ability. Even though the research journal article mostly mentions that Pictionary can enhance students' communication with their group. There is a previous study about Pictionarydiscusses the effectiveness of Pictionaryinimproving students' vocabulary in the English-speaking class. The first is studied from Shirta and Ujangin 2013 [10]. Secondly is considered from Rilly,et al[11]. Both of those studieshave a similar result and research method, and thereare no significant differences both. The differences can find in the research subject and research setting. Other research that used Pictionary as a medium to enhance students' vocabulary is from AqidatulHusnah. This research used Pictionary as media to teach vocational high school students (SMK). Different from another study before, she researchesPictionaryin the high school class. The resultof this research showed the students could enhance students' vocabulary.

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[9] Stephen P robins - Timothy A.Judge, *Organizational Behaviour* ( New jersey :peakon, 2013)*,* 52

[10] Sharita, *"Teaching Vocabulary through Pictionary Game to First Grade Student of SMP Al-Kautsar"*, (UNILA Journal English Teaching, 2014)

[11] Rilly, Flora, Tuntun, *" Teaching Vocabulary through Pictionary Game to the First grade of SMPN 1 Way-Tuba",*(Lampung: University of Lampung,, 2017)

In the different previous studies, some reviews mentionPictionary as one example method to help students communicative. Yen-Hui Wang writes one of the examples from KainanUniversity[12].Another analysiswas written by Yoshiyuki[13]. Based on the previous study before, the researcher in this research tries to find more deeply the benefit of Pictionary for students' communicative ability rather than the benefit of vocabulary. This aspect is making this research more interest and different from another previous study before.

The research is conducted at SMAN 1 Balongpanggang Gresik. The input of students is without English language tests such as Surabaya, whichis doing a test for students before joint to the state school. Although without particular an English test before, the excellent students graduated and successes to compete in the state university.

In the preliminary research, the researcher observed the class activity in $10^{th}$ grade. There are six classes for $10^{th}$ grade at this school. There are three classes for the science program and three classes for the social program. In this research, the researcher did the research only for science classes; there are three science classes in $10^{th}$ grade at this school, there are X *MIPA 1, X MIPA 2*, and X *MIPA* 3. The chosen of the classare based on the English material and theme on each program. To answer the research question above, the consideration of the research also from the student's general competence to speak English and their enthusiast while following English.

Though preliminary research observation, the researcher followed their English class for all classes in $10^{th}$ grade. Students' in the science class look enthusiast and enjoyed while followed the teaching and learning process. Students mostly try to speak English when they do a presentation, although not perfect, and need a dictionary to remember some

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[12] Yen Hui Wang, *" Using Communicative Language Games in Teaching and Learning English in Taiwanese Primary School"*, (Journal of Engineer Technology and Education, 2010)

[13] Yoshiyuki Hatakeyama, *"Developing Students' Communicative Competence"*, ( Japan: Academic Journal, 2002)

words. The decisive point from this school, although their school is in the small village far from the city, they are not afraid to try and compete with another school. Their achievement not only gets from their power but also from the teacher's strategy to teach. Therefore, the researcher wants to know more about teacher strategy to teach, primarily in English class.

In this research, teacher media and strategy used to teach English and as a research subject is about the use of the Pictionary game. Pictionary games usually used to help students with their vocabulary. In this research, the researcher focused on the student's response while the learning process using a Pictionary game to facilitate their communicative ability.

The research about the Pictionary game is important to investigate because another study mostly showed that the Pictionary game usually uses to help students remembering English vocabularies. From this research, we can get another advantage of the Pictionary game besides to improve vocabulary. This game also can use for another teacher to facilitate their speaking class,primarily to facilitate their student's communicative ability.

Therefore, in a simpleexplanation, this research is conducted to analyze the implementation of the Pictionary game to facilitate student's communicative ability in the English teaching and learning process for X grade at SMAN 1 Balongpanggang Gresik. The result of this research also shows thestudent's response while following the activity.

## B. Research Question

Established on the Background of the study in this research mentioned earlier, the research questions are formulated as follows.

1. How is the Implementation of the Pictionary game to facilitate students' communicative ability at SMAN 1 Balongpanggang Gresik?
2. What are students' responses in using the Pictionary game to facilitate student's communicative ability at SMAN 1 Balongpanggang Gresik?

**C.  The Objective of the Study**

According to the background of the study that is formulated earlier, the objective of this study is formulated as:

1.  To investigate the detail implementation of Pictionary games to facilitate students' communicative ability in SMAN 1 Balongpanggang-Gresik

2.  To explore the students' response in using Pictionary game to facilitate student's communicative ability in SMAN 1 Balongpanggang-Gresik

**D.  The Significance of the Study**

From the objective above, this study occurs to explore the implementation of a Pictionary game to facilitate students' communicative ability at SMAN 1 Balongpanggang Gresik. The researcher assumes that the result of this study can give a contribution as the practical implication of the study to the students, teacher/ lecturer, and the next researcher

1.  For the Teacher/ Lecturer

The teacher may also get some benefits from this research in terms of having the design of the way to implement a Pictionary game in teachers' classrooms. The researcher also hopes that this research can make the lecture more aware of students' difficulties when they try to communicative.

2.  For the Students

For the students, this research may give information about new games to facilitate their communicative ability in English. Students can try this activity with their friends so they can help each other to enhance their communicative ability.

3.  For the other researchers

It hoped that this research could be a source of information to help the other researchers gain the source of data about Pictionary games implementation.

E.  **Scope and Limitation**

The limits of this study are about using the Pictionary game to facilitate students' communicative ability. The researcher discusses two main aspects of this study, first is the implementation of the Pictionary game as media to facilitate students' English communicative ability in speaking English class. The applicationof this research means to solve the first research objective about how the teacher implementing the step of Pictionary games through pre-activity, during activity, post-activity until closing the class.

The second aspect is the analysis of students' responses toward the implementation of Pictionary games to facilitate their communicative ability. This aspect used to solve the second research question about students' responses while following the application of Pictionary games to facilitate their communicative ability. The researcher only focused on the interaction between students to teachers and students to students from verbal communication during the class activity.

F.  **Definition of Key-terms**

1.  Implementation

Appearing to the meaning of implementation in this study is the learning implementation applied during the teaching and learning process for educational purposes[14]. Meanwhile, the implementation meaning in this study refers to the teacher strategy in appliesPictionary games to facilitate students' communicative ability in English learning and teaching process of 10th-grade students of science class program at SMAN 1 Balongpanggang-Gresik

2.  Pictionary

Pictionary games is a guessing word game invented by Robert Angel, collaborate with Garry Everson as a graphic

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[14]Theresia Niung P, journal: *"Teaching English as a Global Language and Method CTL (Contextual Teaching and Learning)",(*2008)

designer and published by Angel Games Inc in 1985 [15]. This game is one kind of board game. According to Hine Baugh, a Pictionarygame can be used as an excellent teaching tool for developing communication and creative thinking skills. Hine Baugh's argument appropriate to support ideas in other subject matters for those students who are visual learners; this one can establish and reinforce any number of figures, facts, or concepts[16].

In this research, Pictionary games are guessing word game that combines picture and dictionary. The dictionary is founded on the card and the picturefounded while drawn with a drawer, and the other students guess what word it is. The word clues on Pictionary cards are using the English language.

3. Communicative Ability

The ability of people on the way to achieve their goals in social life hangs ona large range of their communicative competence[17]. The notion of 'communicative competence and communicative ability' was introduced by Dell Hymes to emphasize that the people's understanding of grammatical rules is not enough for speaking a language and for communicating. Hymesargues that the function of communication is directly related to the participants' aims and needs[18]. Meanwhile, in this research, the communicative ability is the student's ability to use the English language to communicate with each other by verbal communication in the communicative situation at speaking class. The communicative situation here means during the implementing of Pictionary games inclasses.

4. Students Response

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[15] Rusyda,Ujang,Sudirman, *"teaching vocabulary Through Pictionary Game to First Grade Students of SMP Al-Kautsar"* (Lampung : Universitas Lampung, 2014), 4

[16] Jeffrey P. Hinebaugh, *"A Board Game Education: Building Skills for Academic Success"*, (Plymouth: Rowman & Littlefield Education, 2009), 191.

[17] Gert and Stohner, *"Hand book of Communicative Competence"* ( Newyork : Mounton deGruyter, 2008) ,17

[18] Heymes, *"Function of Speech: an Evolutionary Approach. In Frederick C.Gruber, Antropology and Education"*, (Philadelphia : University of Pennsylvania press), 55-83

The response is a form of willingness to determine a good attitude in positive or negative to an object or situation[19]. A response can happen in various reactions,such as answer the question, emotional reaction, or reply. Meanwhile, in this research, student'sresponses are the positive or negative attitude from students' while playing Pictionarygamesto facilitate their communicative ability in speaking class at SMAN 1 BalongpanggangGresik

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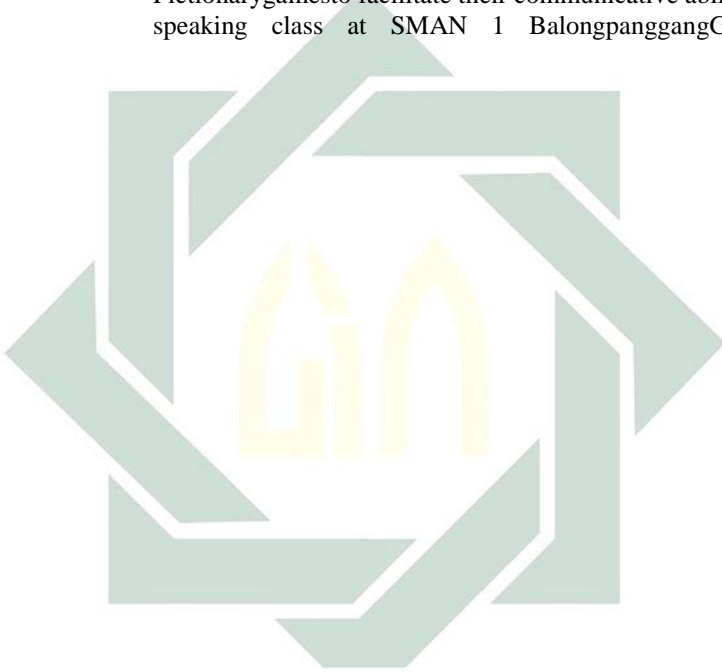
[19] Harvey and Smith, "*EducationalPsychology,Theory and Practice*". (Oxford: Elsevier Science,2009), 67

# CHAPTER II
# REVIEW OF RELATED LITERATURE

This section discusses certain points related to the theories and several issues that are correlated to the study. This chapter is separated into two parts; those are to approach the discussion of research questions in this study and the review of previous related studies such as pictionary games, the implementation of pictionary games, and students' responses about the implementation of pictionary games.

## A. Review of Related Literature
### 1. Pictionary Game
#### a. Definition of Pictionary game

Pictionary games is a guessing word game invented by Robert Angel, collaborate with Garry Everson as a graphic designer and published by Angel Games Inc in 1985 [20]. Pictionary's name compound of picture and dictionary because this game combines picture and dictionary vocabulary. This game is one kind of board game. According to Hine Baugh, Pictionary game design be able to use as an excellent teaching tool for developing students' communication and students' creative thinking skills [21]. Hine Baugh argues this game suitable to supporttheideas in other subject matter for those students who are visual learners; can improve and strengthen any number of facts, figures, or concepts[22]. Pictionary also one kind of competitive game that can use in classroom teaching and learning activity. Students can explore their vocabulary knowledge and their speaking skill also. It focused on creativity and built effectively communicate to the rest of their team.

Although Pictionary is a kind of competitive game, Pictionary also one example of visual media. According toDjamarah and Zain, visual media are media that are

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[20]Rusyda, Ujang, Sudirman..*"Teaching Vocabulary Through Pictionary Game to First Grade Students of SMP Al-Kautsar"*. (Lampung : Universitas Lampung,2009 )

[21] Jeffrey P. Hinebaugh, *A Board Game Education: Building Skills for Academic Success*, (Plymouth: Rowman & Littlefield Education, 2009), 191.

[22] Sharita, *"Teaching Vocabulary through Pictionary Game to First Grade Student of SMP Al-Kautsar"*, (UNILA Journal English Teaching, 2014), Pg.4

using rely on vision[23]. Vision media can accelerate students' understanding and straighten memorizing[24]. The visual aspect of Pictionary can be seenin a drawing activity, word card, andcardboard to play this game. That aspect can make students not only communicative on their group but also can memorize quickly the English word based on the picture that must be guessed by them.

Each game has the rule and strategy to play. Pictionary game is a combination of drawing and word guess games. More precisely, the players in teams need to guess some words from their teammate'sdrawings. There are several types and designs of Pictionarytoday. There are with a blue box, red box, and the newest is a yellow box. There are different vocabulary levels. The blue box is used for an adult. The red set use for children because the vocabulary in this set uses the easy word. The yellow set can use for adult and child because there are three different card types here (easy word, difficult word, picture card). In general, this game pack includes the Pictionary box, a one-minute timer, four category cards, 496 keywords card, die, four pads paper, four pencils, and the official Pictionary game rules.



Picture 2.1 Pictionary blue Set

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[23]Djamarah - Syaiful, Zain, *Strategi Belajar Mengajar*, (Jakarta : Rineka Cipta, 2002)
[24]Rahina Nugrahani, *" Media Pembelajaran berbasis visual beerbentuk permainan ular tangga untuk meningkatkan kualitas belajar mengajar"* (Semarang : UNNES, 2007)

Picture 2.2 Pictionary red set



Picture 2.3 Pictionary Yellow set

There are three kinds of Pictionarycards. The first card is a picture card. The picture card shows the picture for the picturist,and the teammates guess only the word name. The second card is a clue card. In clue card, each card showed the picture clue. The pictures can draw more than two pictures to describe the word based on the clue card and the teammates guessing the word. The last card is a word card. Word card shows only one word, and the pictures must draw the word object, andthe teammates guess the word. In this research, we focused on the word card Pictionary only. The card clue about a noun. There are four cards with different levels, and one of them is a compound noun. There is a picture of a pictionary card by Mattel, top row left to right: Category Reference Cards, Red Picture Cards, Blue Picture Cards. Bottom row left to right: An Adult side of a Clue Card, Kid's side of a Clue Card. Note that the Adult clues are harder compared to the Kid clues.

Picture 2.4. Kind of pictionary card.



Picture 2.5. Pictionary word cards.

For the moment in this research, Pictionary games are guessing word game that combines picture and dictionary. The dictionary is found on the card, and the pictureis drawn with a drawer and the other students guessing what word it is.

Aside from the vocabulary cards and the pictionary board game, there is some important item during play pictionary game. The important item is blue dice. The blue dice are used for the main rule of the picturist while he/she draw the word on the board or paper. The blue dice can be called as challenging dice. There are six sides to five different rules. The first side of the blue dice means the picturist can draw without special rule. The second side asks the picturist draw without hand. The third side is a one-line picture, and it is mean that the picturist only draws in one-line mover marker, the marker always touching the board while drawing. The fourth dice ask the picturist to draw with closed eyes. The five draw with their off-hand, if they usually use the right hand, they must use their left hand. The last side is drawn two clues related to the word.

Picture 2.6. Blue dice. with five special rules





Picture 2.7. Blue dice. off hand. the picturist draw off hand.

Picture 2.8. Blue dice. the picturist draw without medium





Picture     dice. Blind     The picturist draw with closing eyes

Pi     Blue dic     The pi     draw with one line only

Picture 2.11. Blue dice. without special rules. Picturist can draw as usually

b.  Advantages and Disadvantages of Pictionary Game

In playing pictionarygames, the students must make their pictures based on the word or the English vocabulary, whichis shown on Pictionary cards. According to Jeffery P. Hinebaugh, there are several advantages to playing the Pictionary game. Pictionary game can be as excellent teaching media or tools for advancing students' communication and their communicative thinking skills. This game also suitable to reinforce students' ideas in the subject matters, especially for visual learners. The other advantages arepictionary game can develop students'

creativity and corollary thinking by the rule of game playing. It is can suitable well for developing students' specific grammar and vocabulary[25].

In another opinion, the pictionary game also has disadvantages explained on Novi Teryzzeta on her thesis. According to Teryzzeta's explanation pictionary games might make it to the students' become noisy while learning in the classroom. Pictionary game is might the teaching-learning activity might not give any conductive atmosphere.

On Teryzzeta thesis also give suggestion there are can make students' more comfortable to control by the teacher. The teacher can give some rules to the students during the game, such as give them minus one point if they are noisy[26].

## 2. Implementation
### a. Definition of Implementation

Classroom activity designing to make the class more interest for the students. The teacher usually uses the interest method or activity in the teaching and learning process. In this study, the researcher thought ofPictionary games. The teacher cannot usePictionary games without implemented the pictionary. Before we thought about how the implementation of the Pictionary game, we must know what implementation is.

Sometimes peoples define implementation as "used.". At other times implementation referred to a set of methods to purposefully help others make use of a program or practice on a board scale. Similarity, coaching, academic detailing, and on the job teaching were used to describe similar activities[27]. Are the implementers the ones

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[25] Jeffrey P. Hinebaugh, *A Board Game Education: Building Skills for Academic Success*, (Plymouth: Rowman & Littlefield Education, 2009), 191.

[26] Novi Terryzzeta, *The Use Of Pictionary Gameto Increase The Students' Vocabulary Masteryat The Eighth Graders Of Mts Darul A'mal Metro In The Academic Year Of 2017/ 2018*, ( IAIN Metro, Lampung, 2018) , 39

[27]Naom D.L Fixen, S.F., Blasé,K.A., Friedman,R.M. & Wallace, F. *Implementation Research: A Synthesis of the Literature*. (Tampa, FL: University of South

teaching or the one being, though? It depends on the author. So, "what is implementation mean?". According to Dian L, et al.,ontheir book implementation, well-definedas a required set of activities designed to place into practice an activity or program of known aspects[28]. In another way, Margaret rouse argues that implementation is the carrying out, or any design, idea, model, specification, and standard or policy for doing something[29]. For the purpose of this research, the implementation focused on the use of innovation. The innovation here is pictionary games tofacilitating students' communicative ability.

The researcher on this study focused on teacher innovation in used or practiced the pictionary game to teach in English speaking class. To answer the first research question, the researcher observed deeply about the implementation of pictionary games at SMAN 1 Balongpanggang. The observation of the implementation also helps the researcher to find the effect of pictionary game tofacilitate students' communicative ability.

b. Implementation of Pictionary

Such as another game media for applying to the classroom activity we need to preparing first. As the teacher, we need to make sure all aspect of teaching must be clear. Before the use of pictionarygames, we need to create a list of concepts, people, objects, and significant terms to the lesson for the day. The teacher may also categorize the

Florida,Louise de la parte Florida Mental Health Institute, The National Implementation research Network (FMHI Publicetion#231, 2005), 4

[28]Naom D.L Fixen, S.F., Blasé,K.A., Friedman,R.M. & Wallace, F. *Implementation Research: A Synthesis of the Literature*. (Tampa, FL: University of South Florida,Louise de la parte Florida Mental Health Institute, The National Implementation research Network (FMHI Publicetion#231, 2005), 6

[29] Margaret Rouse, *Definition Implementation*, Search CRM Tech target https://searchcrm.techtarget.com/definition/implementation , accessed on 3 April 2019

cards depends on the difficulties of the terms to be drawn[30].

After we prepare the media, we can implement the material in the lesson. There is some step of implementingpictionary on the classes, according to Claire[31]. The first step is explaining the rule and has a stack of cards with course content words from which students selected. Secondly is divide students into teams. The thirdstepistaking turns if the team is not able to guess the answer. The teacher can allow another team the chance to guess the answer correctly and gain the point.

c. How to play Pictionary game

There are the rules to play Pictionary games according to Angel games Inc on their book rule. The first rule is that we must divide the player into four teams. We can divide the team into two or four groups, this game more fun with fewer teams but has manymembers in each team.

The second rule is to choose one person as picturist for the first-word play. To play the game picturist is the person who illustrates the word on pictionary card using pencil and paper (you can modify by use whiteboard or anything drawing media). Picturist cannot explain the vocab with orally or gesture (drawing only).

The third step is supplying each team with the proper game playing the kit. Every single team gets a category card, a pad of paper and a pencil (if the game using paper as a media) or a mini-board and a marker.

To start the game in the fourth step is setting up the game. We must take on the game board and set off the word cards in the middle of the class. Take on a playing piece on the yellow square or starting square of the Pictionary game board to symbolize each team (each team gets a different color to represent their team).

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[30]Claire Howell Major, Michael S. Harris, *Teaching for learning: 101 Intentionally Design Educational Activities to Put Students on the Path of Success* (New York : Routledge, 2016), 140

[31] Ibid, 141

The step number five is determining if weplay with some special rules. A few people like to set the pictionary game with special rules instead of starting to prevent any arguments later in the game. For example, how picky the player be about words that other players guess? If a player guesses " bicycle," and the word is "bike," that permitted and got a score,or does the player should say the correct word.

After all, the teamagrees with the rules; thesix-step is to roll the dice to see which team can select the first card, the team who gets the higher number of dice can play-act first. Allowed picturist to know the word on the card. They should have a look at the word for five seconds before they let go draw. After the picturistlooks at the word, the seventh step is drawing the word on the whiteboard or paper. Picturisthas sixty seconds only to draw, while teammates try to guess the exact word.Each member can get their time to draw as the picturist.

Eight, start each turn by picking a word card in this step, the teams do not need to roll the dice. In this game, the team was moving of the dice and moving of the playing piece when the team guesses the word before the timer passed out and their team turn continues.

Step number nine, include all teams for "All Play" squares and cards. If the team lands on an "All Play" square or the word on the card has a triangle symbol next to it, all the teams get to compete to guess the picture. All picturist for each teamgetsto look at the word card for five seconds. Then, while the timer is started and have the picturists from each group draw the clues for their teammates.

All Player can continue to play Pictionary until there is one team reaches the final into the last "All Play" square. Once a team reaches the last "All Play" square, they are eligible to win the game. Keep in mind that the group who plays does not have to land on this square with an exact roll of the die.

If the team who playsdoes not guess the word correctly, then the gameplay continues with the team on their left.The team can win the game by guessing the word in

the final "All Play" on the team's turn. It may take several tries before the team who play guesses the word and in competition with other groups that are also in the final square. Keep trying until someone wins the game.

The main role of pictionarygames is picturist draw the word on the card, and the teammates must guess what picture it is. Sometimes the teacherneeds to be creative in teaching. The teacher can change the word on the card by their word card. The teacher also can change the rule of the game based on the class or students' situation

### 3. Communicative Ability

When we talk about communicative, we also talk about the ability to communicate. Ability is a skill to do something. Some abilities are so widespread that many take them for granted, such as the ability to walk, write, or to tell something[32]. The most theory of ability that hasbeen defended in the historical and contemporary literature hasbeen called as hypothetical theories. These conceptions of abilitywere first noted in research on the development of the concept of ability[33]. Based on that theory, we can conclude that all people have their Ability. The notion of communicative abilityis boarded than just verbal communication, and wecan communicate in verbal and written, but there is no correlation in verbal communicative ability and written communicative ability[34]. In this study, the researcher focused only on verbal communicative ability in verbal communication at speaking class.

Communication can be held when a person has purposes and needs to get information. According to Hymes's argument, the function of communication is directly related to the

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[32] Jhon Maire, *"Ability"*, https://Plato.standford.edu/entries/abilities/ accessed on 6 october 2018

[33] Jhon G.Nicholas, " Achievement Motivation : Conception of Ability, Subjective experience , Task Choice, and performance", *American psychological Association* . vol. 91 no 3. 2014

[34] Inger Bregstrom, *" Grammatical Correctness and communicative ability"*, (Sweden: Universitete UMEA, 1987), 12

participants' purpose and needs [35] with orally, text, or gesture. Based on Muriel book these contain such categories of purposes as expressive (conveying feelings or emotions), directive (requesting or demanding), referential (true or false propositional content), poetic (aesthetic), phatic (empathy and solidarity), and metalinguistic (a reference to the language itself)[36]. Communication activity can be held in communicative action depends on the situational context, which represents in turn segments of the lifeworld if the participants do some interaction[37]. Huebner argues, language is essentially speech, and speech is Communication by sound. We can say that communication is human relation to deliver their purpose and need by speech; it can be orally, text, or gesture.

Different fromHymas and Huebner, the theoretical framework or model of communication activity which has proposed by Canale and Swain, three main components are as the subjects of knowledge and skills: grammatical, sociolinguistic, and strategic competence[38]. The speaker enables us to use the knowledge and skills needed for understanding and expressing the literal meaning of utterances in this competence. The field of communication-based on Gert Rickert distinction of the following dimension the first is communication as an information exchange, the second is communication as a mental state reading and influencing, the third is communication as an interaction, and the last is communication as a situation management[39]

Gert Rickert also argues that communication is happening in terms of the cognitive process involves goals and understanding

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[35] Heymes,"*Function of Speech : an Evolutionary approach",* Gruber,ed.,Antrophology and Education, University of Pennyslvania press*, 1961, 56*

[36]Muriel Saville-Troik, *Ethnograph of Communication an Introduction : Third Edition*, (USA : Blackwell Publishing, 2013) Pg. 13

[37] Jurgen Habermas,*The theory of communicative action, vol 1: reason and the rationalization of society* (Boston: Beaconpress 1984), Pg 279

[38] Vesna Bagaric, "Defining Communicative Competence", *Metodika journal research*, vol. 8, br. 1, 2007, 94-103

[39] Gert - Stronher, *"Handbook of Communication Competence"*, (New York : Mounton de Gruyler, 2008),Pg. 21

of others' intentions. The cognitive process here can implication determine largely the ability to communicate effectively [40]

In this research field, the researcher focused only on communication as interaction. The point of this research we can see on the student's response to the implementation of a Pictionary game to facilitate their communicative ability. Toexplain the concept of communicative ability, we firstly look at the communicative skill. Skill is related to specific knowledge, emotion, and sensory-motor behavior. As with any social behavior, communication skills are no independent of functional and situational influences.

People's ability to reach their goals in social life dependsto a large extent on their communicative competence.[41]Humanis a social being. According to Chomsky, a human being is born with the capability of acquiring linguistic competence, communicative competence, or ability is learned and thus can be not complete or flexible.[42]The communicative ability also related to linguistic competence, which is included knowledge, vocabulary, sound, punctuation, and others. To get their need and purpose, people need the ability to communicative. Such as what we talk about before, people are a social being, and they cannot live alone without communicating with each other. In another way, communicative action needs some topic to speak. In this research, the topic is about how to solve the pictionary game in group game activity.

In a game activity such as Pictionary game, students doing some interaction with each other, they play two roles as speaker and listener[43]. The transition of games to be competition can make ego can divide communicative alter to be an act of

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[40] Gert- Stohner, "Handbook of *Communication Competence"*, (New York : Mounton de Gruyler, 2008),27

[41] Gert- Stohner, "Handbook of *Communication Competence"*, (New York : Mounton de Gruyler, 2008),15

[42] William, "Dell Hymes and the Ethnography of Communication", (Reach Gate, 2010)

[43] Jurgen Habermas, *"Communicative action vol 2"*. Translate by Nurhadi, (Jogjakarta: Kreasi Wacana offset, 2012)

communicative alter ego, participating counterpart, and neutral role. The role of speaker communicative and speaker into relative based on third people position who not involve as speaker or listener and listener chance into first people who talk and second people who act as listeners change as the speaker. Meanwhile, in this research, the game (Pictionary) using to facilitating students' English communicative ability in speaking class.

4. **Students' Response**

This study was focussing on the response as the manner of willingness in determining a good attitude to an object or situation to be positive or negative[44]. The responseappears if any observed object, there is an attention to the object and five sense as the object catching[45]. Besidesthat, there are several factors that canaffect response, such as learning process, experience, individual experience, personality[46]. The response can be separated into opinions and attitudes, where opinion is an open answer to a concern communicated with spoken word or written. The term response in communication is communication activity, or in a communicative situation, that is expected to the result or effect of this study. Harvey and Smith argue that response is a positive or negative form of readiness determining an object or situation.[47] The definition of response by Ahmadi on IsnainiMaulidia research are detailed as follows:[48]

1) Positive response

A type of response, action, or attitude that shows, receives, acknowledges, approves, andperforms the norms

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[44] Harvey and Smith (2009). *"EducationalPsychology,Theory and Practice"*. Oxford: Elsevier Science. 67

[45] Lijana, *"Respon Siswa Terhadap Media Pembelajaran Komik Pada Materi Ekologi di Kelas X XMA"*. ( Artikel Penelitian, Pendidikan Biologi dan Ilmu Pendidikan Universitas Tanjungpura Pontiak: 2018), Pg 4

[46] Ibid, Pg 4

[47] Harvey and Smith, *"Educational Psychology, Theory and Practice"* (Oxford:Elsavier science), 67

[48] Isnaini Maulidiyah, *The Effects of Classical Music on Students' Reading Comprehension at SMP Wachid Hasyim 4 Surabaya*, (Surabaya : UINSA, 2018)

appropriate to where the individual is located. The positive response can see from their action and attitude, are they interested in following the activity or not, are they look happy and enthusiast, a little bit noisy about the strategy to win the game. Not only the action, attitude, and perform the positive response in this research also can be seen in their response in answering the interview question related to their opinion and response after followed the game. In the interview activity, the sign that the students give positive response are interest, happy, enjoy, amazing, fun, and I want to play again.

2) Negative response

A form of response, actions, or attitude that shows rejection of the applicable norms where the individual is located. Similar to a positive response, the negative response also can be seen from students' attitudes, actions, andresponses in the teaching and learning process. From the negative response, it showed when students look more silent or not to much communicate about their strategy to win with their team. In the interviewed activity the negative response signed by bored, not interesting, to easy, too hard, just so so, no comment, I do not know the game exactly, Ido not need to speak in English.

A student's response mentioned as social response performed by students in responding to the influence of stimuli from repetition situations achieved by others, such as the action of repetition of the teacher in the teaching and learning process or form social phenome around the school. Aisya also explains that students' response is a response and reaction of students who get during the teaching and learning process[49] to know the person responsiblefor something. Onthe other hand,BahtiarFajriargues that Students' Response is an interactive communication that allows formative assessment

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[49] Aisyah, et al, *" Respon Siswa Terhadap Media E-Comic Bilingual Sub Materi Bagian-Bagian Darah"*. Jurnal Pendidikan dan Pembelajaran. 5 (3): 1-12.

enabling the teacher to ask questions and accept students' answers directly[50].

According to Marsiyah, the researcher be able to be through a questionnaire or interview generally to get information on the subjects of the facts by the respondent also about their opinion or attitude[51]. Students response with teaching media can be seen from expression, direct opinion about their interesting to those media, the easier to get the message, and how to motivate students after using those media[52]

Meanwhile, in this research, students'responses are the positive or negative responses from students while implemented Pictionarygamesto facilitate their communicative ability. As for students' responses that described as follows:

a. Students response to the implementation of pictionary games
b. Students responses to their communicative ability after facilitated with pictionary games implementation

## B. Previous Study

There are some relevant previous researches that the researcher used to support her research. The first is a thesis entitled "Teaching Vocabulary through Pictionary game to the first grade of SMPN 1 WAY Tuba" by Rilly, et al., University of Lampung. The participant of their research is 17 students on 7th grade at SMPN 1 WAY Tuba. In this research, the researcher focused on enhancing students' vocabulary through pictionary and the effect of the used pictionary with students' vocabulary achievement. The researchers are used quantitative research. The research finding out whether there was an improvement in students' vocabulary achievement after the implementation of

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[50] M. Bahtiar Fajri, *"Students Response in Implementation of Audio Lingual Method in Listening Narrative Class", (Surabaya : UNESA, 2014), Vol 2 No*

[51] Marsiyah Asrina, *"Respon Siswa Terhadap Pembelajaran Bahasa Indonesia dengan Metide Learning by Doing"* ( Makasar: University of Muhammadiyah)22

[52] Aisyah, et al, *" Respon Siswa Terhadap Media E-Comic Bilingual Sub Materi Bagian-Bagian Darah"*. Jurnal Pendidikan dan Pembelajaran. 5 (3): 1-12.

pictionary game techniques. Both our research and this research are focusing on the use of pictionary game on research. The differencesin this research are the focus of research. Reilly et al. research only focus on students' vocabulary, but in this research focused on students' responses about facilitating their communicative ability.

The second research is written by Shira et al. entitled " Teaching vocabulary through the pictionary game to First Grade Students of SMP Al-Kautsar. This research has significantsimilarities with Rillyet al. research. The researcherfocuses on the use of pictionary in teaching vocabulary. Both types of researchhavesimilarresults and findings, although they have different research participants and places. In the introduction of this research, we can find some advantages using pictionarygames in teaching, one of which is on students' communicative competence. Their statement makes the researcher want to know more deeply about students' communicative competence or ability through the implementation of a pictionary game.

Aqidatul Husnah wrote the study with titled Enriching Students' Vocabulary by Using Word Cards. This research used pictionary as media to teach for vocational high school students (SMK). Different from another research before, she does the research about pictionaryin the high school class. The resultof this research showed the students could enhance students' vocabulary. The differences Aqidatul study with this research is from the focus. Similar to two previous studies before, the writer is focusing on students' vocabulary, but, in this research, theresearcher is focusing on facilitating students' communicative ability.

The fourth research, entitled "Using Communicative Language Game in Teaching and Learning English in Taiwanese Primary," written by Yen-Hui Wang from Kainan University. This kind of journal research. From this journal research, we find a game that can build a communicative effect on the teaching process. This journal also mentions a little bit about the implementation of pictionary card. The result of their

research showed a positive effect of the Communicative Language Game in teaching and learning English. The writer does notexplain the communicative effect of pictionary game deeply because they write it as journal research. They only explain the introduction and researchfindings. The differences with other research are from the research focus. This research not only focusing on one media to research,but there are five media to research. The similarity of our research with this journal is on the implementation of communicative language games such as pictionary to developing student's communicative competence and ability, but in this research, we talk more deeply about communicative ability.

The last previous study is written by Yoshiyuki with his research titled "Developing the Students Communicative Competence." In this research, the researcher talks about the way to develop students' communicative competence. Yoshiyuki describes in detailed about communicative competence and how to be developing[53]. One of the media to develop students' communicative competence inYoshiyuki research is pictionarygames but, Yoshiyuki does not talk deeply about that. In this research, the researcher explains more deeply about the developing students' communicative ability through the pictionary game than communicative competence.

According to all the previous studies that explained above are focusing on the function of pictionary games in enhancing students' English vocabulary. In this study, the researcher tried to do new research about other benefits of pictionary games, especially in the facilitating of communicative ability. All previous studies that explained above.

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[53]Yoshiyuki Hatakeyama, *"Developing the Students' Communicative Competence", Iwatedaigaku eigo ky iku ronsh . (*Iwate :Japan, 2002)
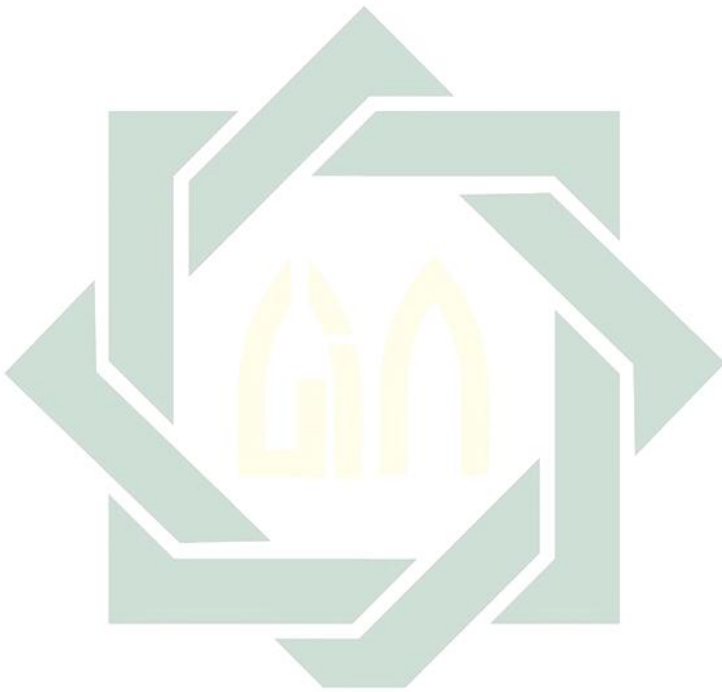
# CHAPTER III

# RESEARCH METHOD

For this researcher is very important for the researcher to use the method in each research stepping as a guideline to reach the objective of the study. This chapter expands on the information dealing with the procedure of the study that the researcher applies while doing this study. This chapter contains approach and research design, the subject of study, research location, the data and source of data, method and data collection, research instrument, and data analysis.

## A. Approach and Research Design

From the research questions and objectives in the previous chapter, this study is intended to show the result of the implementation of pictionary to facilitate students' communicative ability and students' response toward the pictionary implementation. Established to the research question of this study here, the researcher is using a descriptive qualitative research method because in this study applies sentences, words, or images to represent the data to be analyzed to make the result of the study and general conclusion of the study.

Qualitative research, the intensity of research focused on the researcher's opinion with the phenomena.[54] Qualitative research used to explore and understand the meaning of individuals or groups as a social or human problem[55]. This method also

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[54] Septiawan Santana, *Menulis Ilmiah Metedologi Penelitian Kualitatif : Edisi ke dua* (Jakarta : Pustaka Obor Indonesia, 2010) ,10

[55] Donald, *Introduction to Research Education* (New York: Nelson Education, 2010)

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designed when there is a description of a particular phenomenon. The opinion in this research is students' opinions or students' responsesto the implementation of pictionarygames to facilitate students' communicative ability. Students here are representations of individual and group as a social or human problem.

The researcher chooses qualitative as the research method because of the problem that occurred within the students is a student's response in working on the implementation of Pictionary to facilitate their communicative ability. The researcher sees that this research needs a deep explanation. The descriptive qualitative method defines the problem in a particular way of the research.

Furthermore, to obtain validdata, the researcher used some kinds of data collection techniques: Students Interview, Teacher's Interview, Document analysis, and data observation. The data instrument helped a researcher to explain deeply about students' responses.

## B. Research Subject

The research subject is also called a research participant. In this study research subject or research participant is a person who participates in this subject research by being the target of observation. In qualitative research, inquirers use the literature in a manner consistent with the assumptions of learning from the participant[56]. This research participant is second-semester students on the $10^{th}$ grade of science class program at SMAN 1 Balongpanggang, Gresik, in the year of study 2019/2020. There is a fourth science class program with thirty until thirty seven students each class. The chosen research subject is based on their subject material in the speaking class. Students, as researchsubjects, helped the researcher to answer the second research question in this study. The subject research also includes the teacher who teaches English subjectsin $10^{th}$ grade. The teacher was able to implement pictionary games. The

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[56] Jhon W, Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc., 2014), 61

teacher, as the subject research can help the researcher to answer the first and second research questions.

## C. Setting of Research

Qualitative research tends to collect data in the field where the participants experience the problem of the study, or we can call it a setting[57]. This research conducted in the first semester of 10th grades at SMAN 1 Balongpanggang, Gresik academic year 2019/2020. The research is conducted on 2 September 2019 until 13 September 2019. There are three available classes at the science program with thirty thirty-seven Students in each class. All the class had the same English teacher. For the student's interview participants, the researcher takes 2 students in each class. First, students are active students based on researcher observation during the teaching process, and the second students are passive.

The researcher chooses this study because the teacher at this school has implemented a pictionary game in classes. The teacher in class tries to make students speak English while they do a presentation, asking a question,or do some tasks from the teacher. This school location is far from the city. The students also have limited internet access while at home or at school as we know that in this era, all schools mostly use the K-13 curriculum. This problem also makes the researcher interest to see the teaching and learning process at school and learn about teacher strategy to teach English at speaking classes.

## D. Data and Source of Data

a. Data

The data used in this study is the implemented of pictionary in English speaking class and students' response toward the implementation of pictionary to facilitate their communicative ability. Firstly, to answer the first research question about the implementation of pictionarygames,the researcher analyzing the observation documentation while

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[57] Jhon W, Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc., 2014), 224

class activity, and the researcher also analyzed the interview data from the teacher's interview about the implementation of pictionarygames. The data observation used to explain more detail of the implementation of pictionaryin classes. The data observation also can help the researcher to choose students interviewer participant to answer the second research question. Secondly, to answer the second research question about students' responses, the researcher analyzing the students' responses interview results through the implementation of pictionary to facilitate their communicative ability in speaking class activity. The researcher also analyzes the qualitative result of interview and observation data.

b.  Source of data

This study used the data from teacher and students' as a subject participant. The source of data of this research is teacher and student's implementation of pictionary game in the teaching and learning process. The research takes on $10^{th}$-grade students of science class program at SMAN 1 Balongpanggang Gresik in the academic years 2019/2020. The data collection of interviews doing by audio recording to straighten the data. To support the data researcher also used the video recording of the class activity.

The subject of this research was the students in the English-speaking class at the tenth grade in SMAN 1 Balingpanggang Gresik. The researcheruses observation and interviews both the process of teaching English using the Pictionary game as the medium and the students on ten grades of SMAN 1 Balongpanggang Gresik. There are thirty until thirty seven students each class. All of the students as the subject of observation research. In this research, the researcher also chose two students, each class as the interviewer. There are six students as an interviewer from all classes.

In addition, to describe deeply about teacher implementation of pictionary game in English speaking class to facilitated students' communicative ability, the researcher also used the teacher as the subject. The

researcher is observed while the teacher implemented the pictionary game. The researcher was also interviewing the teacher to find the data deeply about the implemented of pictionary games that have done practiced by the teacher.

### E.  Data Collection Technique

Recording on Creswell, data collection technic in qualitative research are use observation, interview, document analysis, and Audio-visual materials[58]. In this research, the researcher is using observation data and interview data. In addition to making the data more valid, the researcher also uses triangulation and use member checking.

a.  Observation

The observation technique can use to find the nonverbal behavior of the participant during the research. Creswell explains that this technique in which the researcher takes field notes on the behavior and activity of subject research at the research site[59]. In this research, the researcher is attending as the complete observer. Itmeans the researcher only observes without participating in the class activity. The researcher observes the teaching and learning process activity during the pre-activity, while activity, post-activity, until the teacher closing the class.

This technique used to collect the data for the first research question. The researcher focused on teacher procedure during the implementation of Pictionary games to answer the first research question of this research. As the complete observer in teacher implementation pictionary game in class, in choose of the interviewee students, the researcher still helped by the teacher to observes student's behavior during the activity to choose the participant for being the interviewee. This strategy is to make sure about the chosen of the participant as the interviewee.

b.  Interview

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[58] Creswell, *Third edition: Research design*,( California : SAGE Publication, 2008), 179
[59] Ibid, 178

An interviewis the interaction of phenomena or the interaction process of the interviewee and interviewer. It can be called as face to face of interviewer and interviewee about research object. In this research, the researcher is using face to face one in one in-person interview.

There is two object research to be interviewed; the first is the teacher, and the second is the students. The researcher using interview guidelines and procedures to the teacher in answering the first research question related to the implementation of Pictionary as the media to facilitate students' communicative ability. The second is interviews the teacher students as the participant in this study to answer the second research question. The researcher uses a semi-structured open-ended question interview because thequestion can be changed depending on the direction of the interview; besides, questions can be asked[60].

In this session, the researcher is also checking students' abilities in interactive speaking. The researcher uses Douglas's brown theory[61] of assessment interactive speaking. There are some steps for doing an interview using Douglas brown theory. The first is warm-up; this section helps the test taker become comfortable in the interview situation. This section is important to build excellent communication during the interview section. The interviewee can be answering the question without worry about choosing a good word. The Second step is level checking. In this step, the interviewergives a question about the interviewee's speaking level. It is about the interviewee's understanding of what the interviewer speaks using the English language. The third step is a probe; this step uses to knowing students' abilities beyond the limits of the interviewer's expectation increasingly

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[60] Pathak, *" Using Interviews as research instrument"*, (Language Institute Chulalongkorn University, 2005),. 5
[61] H.Douglas Brown, *" Language Assessment: Principles and Classroom Practice(2nd Edition")*, (Longman), 168

tricky question. In this step, the interviewer asks about their response while doing pictionary games' activity in classes. Then the last is wind-down to make the test taker or students relax with some questions and provides information about the result of the interview.

### F. Research Instrument

According to Creswell, the data collection steps included setting the borders for the study, collecting information through observations and interviews, documents, and visual materials[62]. To collect the data of the research, the researcher needs the instrument. The instrument used to get exact and valid data through the research. State to Creswell statement, the interview can give other data information that may not observe directly in the research. In addition to it also provides personal detail information[63]. In this study to collect the data, the researcher observed and interviewed students on X *MIPA* 1,2, and 3 of SMAN 1 Balongpanggang Gresik. For more specific, this is the tableforexplaining the process of collecting the data:

Table 3.1 Table of Data Collection

| RQ | Subject | Technique | Instrument |
|---|---|---|---|
| RQ 1 | Teacher | Teaching and learning observation | Observation note |
| | | Interview | Interview Guideline |
| RQ 2 | Students IPA 1,2,3,4 of tenth grade at SMAN 1 Balongpanggang Gresik | Teaching and learning observation | Observation note |

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[62]John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc., 2014), 239

[63]John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc., 2014), 259.

| | | Interview | Interview Guideline |
|---|---|---|---|
| | | | |

Table 3.1 present that:

1.  To answer the research question about the implementation of pictionary game, the researcher getting the data from observation note through the implementation of a pictionary game at the class activity. Moreover, the researcher finds the data from interviewing the teacher about the implementation of the pictionary game at classroom activity.

2.  To answer the second research question about students' responses through the implementation of pictionarygames to facilitate their communicative ability, the researcher searches the data from the observation. The data observation used to check the validity of data and look for the students' participants for the interview section. Moreover, in the interviewsection, the researcher looking for students' responses through the implementation of a pictionary game to facilitate their communicative ability.

## G. Data Analysis Technique

Based on the discussed above, the researcher used the descriptive qualitative method in this study. According to Creswell, there is no exact technique to analyze qualitative data[64]. However, the guidelines of analysis the data on qualitative research as Creswell theory are: 1) Organize and prepare the data, 2) Read or transcribing the data, 3) coding the data, 4) coding to build the description, 5) Interrelate themes, 6) interpreting the findings[65]. The six steps as applied in for analyzing observation data in this research as the following steps:

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[64]John W. Creswell, *Educational Research Planning, Conducting and EvaluatingQuantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc.,2014), 259.

[65] Ibid, 247

1. Organize and prepare the data

   The researcher has collected the data in this study for analyzing. It involves observation data during the implementation of pictionarygames in the teaching and learning process. The data of observation activity is an observation note and checklist. The note includes all teaching and learning process starts from pre-activity, while activity, post-activity, until closing the teaching and learning process. All processesare noted included students' communicative activity during the teaching and learning process.

2. Read or look to all the data

   In the first step, aftercollecting the data from observation and interview activity, the researcher provides general information on the note to reflect the overall meaning of the data. In this step, the researcher transcript the observational field notes and checklist into word data. The researcher read the note one by one start from pre-activity, while activity, post-activity, until closing the teaching and learning process.

3. Coding the data

   According to Rosman and Rallis in Creswell book, coding is the proses of organizing the data by bracketing chunks and writing a word to represent a category in the margins[66]. In this research, the researcher started to analyze by labeling the data information from the observation checklist and note. From this step, the researcher can identify which data can use in this research or need to reduce. The researcher reduces not qualified data for the implementation of pictionary and students' responses through pictionary game implementation. The researcher classified interview data collection into positive students' responses and negative students' responses. The positive response is marked with respos and negative

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[66]John W. Creswell, *Educational Research Planning, Conducting and EvaluatingQuantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc.,2014), 248

response used resneg. The example of the data coding can see in appendix 2.

4. Coding to build the description

In this step, after all the data are coded, the researcher separated the data into several themes and then describedthem. The coding processing used to generate a description from the research. The data are categorized based on the research question. Both interviews and observations used to answer the first and second research questions.

5. Interrelating themes

The researcher mentioned a chronology of the implementation of pictionary game and interconnecting themes with the data of the research. In this step, the researcher is also representing the data in the qualitative narrative data.

6. Interpreting the findings

In the last steps of analyzing observation data, the researcher concludes the whole research of pictionary game implementation by exploring and explaining the data finding in the finding and discussion chapter. The findings related to the theory mentioned above.

In addition, to analyze interview data collection, the researcher also usesCreswell data analysis technique. The six steps as applied in for analyzing interview data in this research as the following steps:

1. Organize and prepare the data

In this step, the researcher has collected the data for analysis. It involves interview data from the teacher about the implementation of pictionary game in the teaching and learning process. Besides teacher data interviews, the researcher also organizes student's data interviews about students' responses during the implementation of pictionary games to facilitate students' English communicative ability, especially in speaking class. The instrument to get the data of interview activity is Interview guideline notes.

2. Read or look to all the data

The first step provides general information to reflect the overall meaning of the data. In this step, the researcher transcript the data from interview guideline notes into word data. The researcher read the interviewed data guideline result one by one and arranges them by question number.

3. Coding the data

   According to Rosman and Rallis in Creswell book, coding is the proses of organizing the data by bracketing chunks and writing a word to represent a category in the margins[67]. In this research, the researcher started to analyze by labeling the interview data information. From this step, the researcher can identify which interview data can use and need to reduce. The researcher reduces not qualified data for the implementation of pictionary game and students' response through pictionary game implementation. In this study, the researcher mark students' positive response with code respos and students' negative response code with resneg.

4. Coding to build the description

   In this step, after all the data are coded, the researcher divided the interview data into some theme and then described them. The coding process is generating a descriptionof the research. The data are categorized based on the research question. For the teacher, the interviewed are categorized to answer the first research question. For student's interviews, data are categorized to answer the second research question about students' responses in pictionary implementation.

5. Interrelating themes

   The researcher mentioned the chronology of events and interconnecting themes with the data of the research. In

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[67]John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc., 2014), 248

this step, the researcher was also representing the date of the interview in the qualitative narrative data.

6. Interpreting the findings

In the last steps, the researcher arranges the whole research by exploring and explaining the data finding in the finding and discussion chapter. The findings are related to the theory mentioned above.

## H. The validity of the Data

The validity of the data is important in this research activity. According to Creswell, validity is one of the strengths of qualitative research based on determining the accurate findings from researcher standpoint, the participant, or the reader of an account[68]. In this research, Member checking uses to determine the accuracy of the qualitative finding[69]. This procedure can involve conducting a follow-up interview with the participants in the research providing an opportunity for them to comment on the findings. While during the member checking process, the researcher only focused on teacher implementation and six students who as the interview participant in this research. At the end of the second observation, the researcher asked the students about the data that has been write by the researcher. The researcher asked one by one about the data collection about their responsibility towards the implementation of Pictionary games to facilitate their speaking ability to make the data more valid. The researcher was checking the previous data also to find valid data through this strategy in this research.

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[68]John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc., 2014), 259.

[69]John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc., 2014), 251.

# CHAPTER IV
# RESEARCH FINDING AND DISCUSSION

This chapter discussed several results of the research finding to answer the research problem. These are including the implementation of Pictionary in English speaking class and students' responses in the implementation of the Pictionary game.

## A. Research Finding

The research was conducted on 4th September 2019 at X *MIPA* 3, 5th September at X *MIPA* 1, and 9 September at X *MIPA* 2. The technique of collecting data researchwhichhasbeen explained in the research method. The data collected were aimed to answer the research question about the implementation of Pictionary game to facilitate students' communicative ability at SMAN 1 Balongpanggang Gresik and the second is, about students' response in the implementation of Pictionary game to facilitate their communicative ability in their English speaking class at Tenth-grade students' of SMAN 1 Balongpanggang Gresik . In qualitative research, the main criteria of results and finding the data should be valid and objective. According to Creswell, validity is one of the strengths of qualitative research based on determining the accurate findings from researcher standpoint, the participant, or the reader ofan account[70]. To validate the data, the researcher used the member checking technique. In the member checking process, the researcher does the second observation and interview, focusing on the member participant only. The data will be compared to get valid data. Member checking activity did on 11th September 2019 for X *MIPA* 3, 12th September *MIPA* 2, and 16th September at *MIPA* 1.In detailed the research question on this research categorizes the finding of this research as follows:

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[70]John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc., 2014), 259.

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A. **The Implementation of Pictionary Game to Facilitate Students' Communicative Ability in English Speaking Class at SMAN 1 Balongpanggang Gresik.**

Each teacher has a strategy in the teaching and learning process. The chosen of the strategy are hinge on the teacher's goals and students' needs in the teaching and learning process. In this research, the researcher only focused on one teacher's strategy forfacilitating students' communicative ability by the implementation of pictionary game. In the implementation of the pictionary game, the researcher decides the result into two groups of Implementation according to the finding of the observation checklist or note and Interview data collections. The grouping of the research finding in the implementation of pictionary games are chosen because teacher implementation of pictionary at X *MIPA* 1 and X *MIPA 2* are same but it different at X *MIPA* 3 the teacher implementation of pictionary games are different in some parts. In detailed, according to the observation of teacher implementation, there are several parts in teaching-learning activity:

1. **The Implementation of Pictionary Game on X *MIPA* 3**

   The implementation of pictionary games in X *MIPA* 3, the teacher does the fourth step, starts from the preparation before starting the class, pre-activity, main activity, and post-activity. The research time is on 4th September 2019. It started at 7.45- 9.15 a.m. The theme of the pictionary game is about Noun. The teacher creat his own noun vocabularies cards. In detailed, the researcher explained the activity into 4 part; those are:

   a) Preparation

   The teacher preparation before starting the class, mostly the same. The preparation did before the teacher starts the class activity. The preparation is important to succeed in the teaching and learning activity processed. The researcher explained detailed as:

   Before starting to teach, the teacher prepared the media that will be used in the teaching-learning process. In this game, the teacher modified the media (Pictionary) according to the class subject meeting.

The subject meeting of that time is about nouns and compound nouns. The teacher still uses the original board, dice, and pads. The teacher modified the paper with the whiteboard in front of the class and changed the card.

The teacher did not use the real cards because the real cards are used more than one theme. The vocabulary word in the real cards is a little bit difficult for the students. The teacher used their design of pictionary card depend on that day material (noun and compound noun). There are fourth different colors of cards; each color has a different stage level. The beginner noun is used yellow cards. The second stages are used yellow cards, the third stages are used the blue card, and the last stages (the difficult noun) is orange cards, orange cards included compound noun and it little bit difficult to drawn by them.



Picture 4.1. teachers Pictionary cards design

b) Pre-Activity

In this part, the teacher starts to prepare the class situation and try to open communication and build students' attention. The teacher opens the class with Salam "Assalamualaikum," Greeting "Good morning class, how are you today?" and some joke to make the class not too strained. The teacher was also checking students' attendance list as usual.

After the teacher makes sure that the students' ready to start learning, the teacher asked all students to make a group, each group consists of 8 to 10 students. Such as

the researcher explained before, the grouping is use row sitting arrangement. The students thirty-seven to their group according to the teacher's instruction but, the sitting arrangement or the table still as row arrangement model.



Picture 4.2. Row sitting arrangement during play pictionary game

After the students sit with their group, the teacher prepared the media in front of the class. In this stage, the teacher did not explain the rule first and did not tell the aim of grouping to the students. According to teacher explanation, this strategy to make students curious and easy to make a grouping. Sometimes the students do not want to group with silent students, and they will choose their group by themselves if they know the task will challenging or difficult to make them easier to get a score. While the teacher only chose their groupmate without explaining what they should do next, the students only listen to the teacher and take a sheet according to the teacher's instruction.

c) While activity

In X *MIPA* 3 class, after the class more conducive, the teacher starts the main activity. The teacher starts with explaining the game (Pictionary game) the teacher also explaining about nouns and compound noun theories beside that the teacher also mentions some nouns related to the noun and the compound noun that they played in pictionary games. As we knew before, pictionaryis a compound ofword from pictures and dictionaries.

The teacher explains well and tries to make students enthusiast and try to speak. The teacherasks students to make special rules together. The students in X *MIPA* 3 agree with five rules. In detailed, there are some special rules that agree with them, such as:

1. If the group cannot answer until the limit time, they cannot get the score
2. The next group on the right can guess the picture if the played team cannot answer
3. If the other team answers, whereas they not on playtime, they cannot move their mover in one round.
4. Each team can read a dictionary but, they do not accept to open online dictionary.
5. Each team must discuss in English if they were not using English their team will minus one step

After the teacher explains the game and the rule on how to play it, each team prepared their friends as the first picturist. The teacher explained that the first round starts from the first box. There is not all play round in the first round. The game starts with a higher dice. The team that gets the higher dice can start to shake the dice again and move their mover. While their mover stops to the orangecards, they must play with the orange card. Before the picturistdraws the picture on a whiteboard, the picturist must shake the blue dice. Blue dice is a challenging dice, in blue dice, there are six different rules about how the picturist draw style. The first side of the blue dice means the picturist can draw without special rule. The second side asks the picturist draw without hand. The third side is a one-line picture, and it is mean that the picturist only draws in one-line mover marker, the marker always touching the board while drawing. The fourth dice ask the picturist to draw with closed eyes. The five draw with their off-hand, if they usually use the right hand, they must use their left hand. The last side is drawn two clues related to the word.

Each team got 1 minute only to discuss the picture, and they only can guess three times; if the team answers

more than three wrong answers, the next team can answer the right answer, and they can not move, but the next team got one point and can move to next stage.



Picture 4.3. One-minute Sand Timer

The differences of teacher's implementation pictionary game with other pictionary implementations are teacher did not use paper as the drawing object. The teacher changes the paper with a big whiteboard in front of the class. The teacher in the first and second classes does not change the student's seats because of the limited space in the class. The teacher only changes the student's grouping to make passive students also try to speak up when they are grouping with active students. Teachers strategy to put passive students in the middle of active students are a successto make them try to speak up, not only because of that but, the rule to minus the score while they passive also make them challenging to communicate still using English although they are still missing some word. Sometimes the active students who able to speak English help them (passive students) to translate the meaning. In anotherway, the negative of those classroom management seats are. First, the students in the back seat are a little bit less focus because they cannot see the picture. The second is the students in the back seat difficult to discuss with the students on in front, and the students in front also challenging to discuss with the students in back seats.

Rule point five helps the students' to be more active. Although the sitting arrangements are not supported to discuss more, especially students on the back sheets, the

implementation of rule point five is making all students in the back sheets try to speak up and communicate with their teammates in front. The researcher found the students in the back sheet try to communicate such as "hoi, what the answer?", " *Ayo*what's that?", " I know, I know", " *haduh*". common guys, *Minggirsedikit*, I can not see". Sometimes the students are mixing Indonesian and English language, but although in spite of it, they are trying hard to communicate using English. While they did not understand the meaning, they are asked to the other friends near them because they were afraid to get punishment from the fifth rule.

d) Post-activity

The teacher asks the students to discuss together with the several difficult words and the several close cards, which is they do not open it during the game. They are discussing one by one about the meaning of the card word.

The teacher asked about their difficulties after playing the game and their feelings. The teacher gives some motivation to the students. "language is about habitually; do not afraid to speak though is it right or not," said the teacher. After that, the teachercloses the class with salam.

2. **The Implementation of Pictionary Game on X *MIPA* 1 and X *MIPA* 2**

In this part, the researcher only explained about the implementation of pictionary games on X *MIPA* 1 and X *MIPA* 2. The detailed of the main information that has similarities both all teacher pictionary implementation has got explained in the implementation of pictionary on X *MIPA* 3. The researcher grouping of the implementation of pictionary games in X *MIPA* 1 and X *MIPA* 2 in one group discussion because of the teacher's implementation steps ara similar in X *MIPA 1* and X *MIPA* 2. The observation

was due on $5^{th}$ September and $9^{th}$ September 2019. These are the explanation of teacher pictionary game implementation in X *MIPA* 2 and *MIPA* 1:

a) Preparation

The preparation before the teacher implements the pictionary game is similar to the previous meeting in X *MIPA* 3. The teacher prepared the pictionary media, and there are boars, cards, dice, and other items. There are no differences between the first, second, until the last class about teacher preparation.

b) Pre-Activity

Before the teacher starts the teaching and learning process, the teacher usually opens the class with salam or greeting, "Assalamualaikum", " good morning all". The teacher asks the student to pray and then check the students' attendant list. In X *Mipa* 2, 5 September 2019, the teacher has not asked the student to pray before the class begins. The teacher starts the class after greeting and check attendant list without praying together with all students' it because the class time starts at 9.40 it means that the class begins in the last teaching time at those school.

The teacher was mixing the students' sitting places. Different from X *MIPA* 3, in X *MIPA* 1 and X *MIPA* 2, they are sitting on a group seat. Each group consists of 7 to 8 students. there are 4 groups there. The group seat, hopefully, can create a more communicative situation.

Picture 4.4. Students grouping sitting
arrangement

c) While activity

Such as X *MIPA* 3 class, the teacher did not
explain about nouns and compound nouns in X
*MIPA* 2 and X *MIPA* 1. The teacher has been
explained before in the previous meeting about
the noun and compound noun.

The teacher explains well and tries to make
students enthusiast and try to speak. The
teacherasks students to make special rules
together. The students in X *MIPA* 1 and X *MIPA*
2 are agreeing with five similar rules. The rule
little bit similar to X *MIPA* 3, but in point 5, the
rule is not minus one step, but they cannot move
in one round. Both X *MIPA* 1 and X *MIPA* 2
choose those rules. In detailed, there are some
special rules that agree with them, such as:

1. If the group cannot answer until the limit time,
   they cannot get the score
2. The next group on the right can guess the
   picture if the played team cannot answer
3. If the other team answers, whereas they not on
   playtime, they cannot move their mover in
   one round.
4. Each team can read a dictionary but, they do
   not accept to open online dictionary.
5. Each team must discuss in English if they were
   not using English, their team cannot move
   one round until all teams have been played.

Overall besides rule number five, the
implementation of the game is similar. In another
way, the things that make the game is different
are on the sitting arrangement. In this class, all
teams more active than X *MIPA* 3. In X *MIPA* 1,
all students active in communicating with each
other during the game because they are sitting on
one group, and the space of all members is not

too far. In X *MIPA* 2 is a little bit similar. The students more communicative X *MIPA* 3 because of the sitting arrangement, but the researcher found one difference in the implementation in X *MIPA* 2 and other classes. The teacher is not using blue dice because of limited time.

In the X *MIPA* 2 and X *MIPA* 1 classes, the students are more active in talking, but the topics are not too far about the theme. While they got time to discuss, the other group cannot discuss until the general discussion time. While the teams ask the answer, the picturist only can ask with yes or not. While they cannot answer, all groups are together to discuss the word and look for their dictionary together. In some parts, they are scrambling to answer. In detailed implementation are similar to X *MIPA 3*. Start from the chosen picturist, drawing, blue dice challenge, and the scoring.

The teacher little bit overwhelmed to control the class because all the students were very active in X *MIPA* 2. The students mostly give reactions such as "*I Know sir," "Me sir,"* or raise their hands up. The teacher tries to control the class and explaining again about the rules.

In the X *MIPA 2* and X *MIPA* 1 class, the teacher arranges the seat into a grouping seat. In this position, the students more active because they can discuss easily, and sometimes they helped together to search some words in the dictionary. If in the X *MIPA* 3the teacher can not control the students in the back sheet about what they talked about and the students on the back sheet is less concentration because of some aspect, the students in X *MIPA* 2 and X *MIPA* 1 more easily control by the teacher in what they group talk about. In the grouping seat arrangement, the teacher can oversee passive students easily and try to build a hook to make

them speak more. Sometimes the teacher is talked about humor in some break situations such as while changing the player.

Theimplementation of the pictionary game can build students the confidence to speak up because they are discussed as a group,and sometimes, they are needed to be commenting, if the picturistis not drawing clearly. The chosen of a word in a pictionary game is to influence the students to communicate. Some word is difficult to draw; it makes them a little bit noisy because of guess the picture. Not all students answer the picture but, in this research, the researcher only discussing students' communicative ability, especially with the teacher or on their group activity. Communicative here is emphasize to how the students are communicated with each other using the English language in some communicative situations such as while they are doing pictionary game activity. The winner of the game is not the indicator of this research

d) Post Activity

In the post-activity, the teachers do some review of difficult words. In the discussion of the difficult word, the teacher still tries to make all students communicate with each other such as ask one team to found one difficult word meaning and explained to another group. The teacher closes the class with salam.

## B. Students' response in using the Pictionary game to facilitate students' communicative ability

Each studenthas a different response about the using of pictionary game. Students' responses while teaching and practice processes can show the successful teaching method or not. The students' response can be as teachers motivate them to teach better. In this study, the researcher focussing on positive and negative students' responsesto the implementation of pictionarygames to facilitate their

communicative ability. In detailed, the positive and negative response is explained as:

1. **Positive response**

   A positive response is a form of response, action, or attitude that shows, receives, acknowledges, approves, and performs the norm applicable, according to Ahmadi and Isnaini. Positive students' response is positive, action, attitude during teaching, and learning activity[71]. In this study, the researcher looks for the positive students' responses by observation through the teaching and learning process and interviews some students who have positive action responses through the teaching and learning process. In this research, the students' positive response sign by words: I like, amazing game, good, exciting, fun, cool. The positive response also coded with "Respos". In the positive students' response, the researcher divided the positive response with several parts there is explained as:

   a) Developed confidence in English communicative ability

   According to the observation activity in the teaching and learning process through the implementation of pictionarygames to facilitate students' communicative ability, the researcher found that the students are giving the most positive response rather than a negativeresponse. The students do not feel shamed while they are discussing with their group. Even though the students are not experts in speak English fluently, they still confidence to speak up, and sometimes they are mixed with the Indonesian language. While their friend does not know the English, they are looked to the dictionary and tell their friends. Some groups are very active, while their

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[71]Isnaini Maulidiyah, *The Effects of Classical Music on Students' Reading Comprehension at SMP Wachid Hasyim 4 Surabaya*, (Surabaya : UINSA, 2018)

friends look silent, they will ask him or her to speak up while their team turn.

Not only on a group activity or talking with their friends using English, but they are also giving positive responses while communicating with their teacher. Most of the students are a response to the teacher speaking. The students do not look too confused while answering the teacher's communicative style. The students were also given a response to all teacher's questions and while the teacher tries to make the class more communicatively. It happened to all classes.

The research observation held on 4th September until 16th September 2019 showed high enthusiasm from students. The students are active in communicating during the activity using the English language. This situation means that the students are giving positive responses toward the pictionary game to facilitating their communicative English speaking.

In another way, in the interviewing process, the researcher found that all interviewer respondents are giving a positive response to the Pictionary games implementation to facilitate their communicative ability. According to Isnaini, in her research, the positive response can be shown from their response to the subject. In the interviewing process, the researcher tries to make sure about the students' responses from their opinion and how the way they respond to the games on the teaching and learning process. The researcher chooses two students in each class as the respondent of the interview activity. The chosen of the students is dependent on their enthusiasm while teaching and learning process. The researcher helped by teacher choose one student as active students and one student as passive students.

The research showed the students giving positive responses to their developed confidence in their English communicative ability. There is the transcript of the interviewing that showed students developed confidence in their English communicative ability:

> "Thislittle game bit difficult, in a red card and orange card, because in the red card we do not know about our real card and in orange card the word is difficult to draw, especially using one line. However, I want to play this game again because it very interestsme and makes this class very communicative." **Respos students 2**

According to students' 2 positive response transcripts, the students said that this game makes the class communicative. It showed that all students speak up and confident with their communicative ability. The student statement is confidence, while the researcher does the observation. The other transcript is from student 3

> "I think this game good and funny. The situation, the rule, and the game make us speak. I am happy with this game it can facilitate the students' to communicative, and I enjoy to speak because I remember some new word" **Respos student 3**

Different from students 2 that explained the class condition while playing the pictionary game, student 3 is explained about the student own opinion about the game. the student said that the game makes student 3 enjoyed to speak. It means that the studentconfidence with her ability because she can be remembering some new words.

"This game really cool and exciting. It very helps me to learn new vocabulary and make me confident to communicate using English.I am very enjoyed to speak with all my friends in a group. The rule makes them speak much in English. All my friends enjoyed communicating in English while playing this game I hope we can play this game every day in English lesson"**Respos student 4**

Student 4 response that this game makes enjoyed to speak with all friends in a group and makes them speak much in English. In clearly, the student also response that this game makes confident to communicate using English.

Besides those opinions, all interviewer respondent agrees that pictionary games can facilitate their communicative ability in English. They agree that this game can help them to be communicative with each other and make them the confidence to communicate using English.

b) Improved engagement

In the communicative situation, students were able to use their communicative ability. In these games, the students were active in trying their English communicative ability. There are several steps to play pictionary games that have been explained in the previous part above. While the students give a response that they are confident to communicate using English, the students also improving engagement in the games.

According to the observation and interview process, the researcher found students' positive responses in a different manner. The founded of students' positive response can be seen from the improved engagement through the game and the students. This game very helped students to improve their communicative engagement.

Teacher's strategy in implementing pictionary games are allowed the students to communicate with each other using the English language. The students, as the player, are engaged in all communicative activities in the class. Such as this researcher focused on students response, the researcher

The researcher found several interview research that showed their positive response in the implementation of pictionary games to facilitate students' communicative ability. The first students' statement has come from the first interview participant

" I asked my friend about the sentence meaning. This game very good and interesting and make us answer the cards together. The difficult card sometimes makes us debating to guessing the correct word. The teacher also makes us speak up and help them with the correct sentence "**Respos Students 1**.

Respos student 1 can be seen in appendix II about data interpretation and codding. Student 1 argues that this game sometimes makes them (the students) debating, they (Students) can answer the card together and asked other friends about the sentence meaning in an easy word. This showed that the students are engaged in all aspectsofthe communicative situation and improved their communicative ability.

The other students' participants also showed the improving engagement of their communicative ability while played pictionary games.

"This game makes us happy and fun, all people can answer, and I can discuss in my group (using English). This game can facilitate our communicative ability and give us new vocabularies." **Respos student 5**

" I think it an amazing game. Thereis time to discuss and get new vocabulary. I really enjoy the class" **Respos Student 6**

Student 5 and student 6 positive responses showed that they have improved engagement to all pictionary games communicative situations. All students are doing interaction using the English language during the class. This positive response showed that the game is facilitating students' communicative ability

Based on all positive response findings, all of the students' as the subject research participant are argue that this game can facilitate their communicative ability. The positive response showed by their developing confidence in their communicative ability and their improved engagement to communicate in the communicative situation.

## 2. Negative Response

According to Isnaini, on her research, a negative response is a form of response, actions, or attitude that indicates rejection of the suitable norms where the individual is positioned. Besides the positive response, the negative response also can be seen from students' attitudes, actions, andresponses in the teaching and learning process.[72] From the negative response, it showed when students look more silent or not to much communicate about their strategy to win with their team. In the interviewed activity, the negative response signed by bored, not exciting, to easy, too hard, just so so, no comment, I do not know the game correctly, Ido not need to speak in English.

Based on the classroom teaching and learning observation activity, the researcher felt difficulties in finding the negative response from the students while the

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[72]Isnaini Maulidiyah, *The Effects of Classical Music on Students' Reading Comprehension at SMP Wachid Hasyim 4 Surabaya*, (Surabaya : UINSA, 2018)

teacher implemented the Pictionary game to facilitate students' communicative ability. The Students on a,b,c,d class are enthusiasts to play the game and try to communicate with each other using the English language. Even if they are confused to say, or they do not have the turn to be a guess, but they still try to support their friend to guess and respond to the teacher. Because of that problem, the researcher asks some helped from the teacher to choose the passive students (based on teacher opinion) to be as the interviewee.

While interviewed section, two from six respondent argues that these games to difficult and they still confused to speak English well. The negative response in this research are signed using negative words such as difficult, not confidence, don't like, and cannot. The negative response is marked with the word "resneg."

> "This game is difficult. I still can not speak English well. Iconfused about speaking in English. I do not confidence. I more like to speak to Indonesia because Ido not like English anymore" **Resneg S 3**

> "I still confused about choosing the vocab. I like this game, but I do not like English. I cannot speak English. However, the rule makes me use English."**Resneg S 5**

According to their reason, the researcher found that they are still not confident to speak English and still confused about choosing the right vocabulary. This game, hopefully, can facilitate them to speak more and easier to remember the vocabulary.

Both observation and interview findings of the students' response to the implementation of pictionary games to facilitate their communicative ability showed that the majority of the students are given positive responses. All students have their own reason for their positive responses toward the game implementation to facilitate their communicative ability, and mostly, they agree that this game can facilitate their communicative ability in the English language. Two from six interviewees are given

negative responses even if they have a positive response also. The negative response mostly comes from their confidently about the English language used.

## B. Discussion

In this section, the researcher discussed the finding of the study and the correlation with the theory and previous studies according to the research questions in this study. For each of the following problems are:

### A. The Implementation of Pictionary game to Facilitate Students' Communicative Ability in English Speaking Class at SMAN 1 Balongpanggang Gresik.

The research findings can be summarized to the implementation of the Pictionary game on English speaking class through all observation in three different classes. The researcher found that the implementation of the Pictionary game is different from the implementation rule and instruction in the real Pictionary games by Mattel. Here the detailed explanation about the teacher implementation of pictionary game in English speaking class:

1. Preparation

   The teacher was preparing all media and materials before teaching. The subject material of that day is about nouns and compound nouns. The theme is similar tothe previous study from RiandaRita ayu[73] but different from Pictionary cards by Mattel that included several them on the keyword cards such as people, places, actions, places, animals, difficult, and all plays. Aside from the differences in the material, the researcher also found the differences in the component. The teacher prepares and checks the component of pictionary games such as board games, dice, Category cards (Yellow, orange, blue, green, red) the card is created by teacher included the vocabularies about the noun, blue dice by Matel,

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[73] Rianda Rita, Et.al, *"The Effect of Using Pictionary Games on Students' English Vocabulary"*, (Tanjungpura University: 2018), 4

markers, movers, and a sand timer. The real pictionary games by Mattel the component of pictionary are included pictionary box, a one-minute timer, four category cards, 496 keywords card, die, four pads paper, four pencils, official Pictionary game rules[74].

The differences between both of the petitionary components are on the category cards and the keywords card. The teacher at SMAN 1 Balongpanggang Gresik creates their own pictionary cards. The cards included only about a noun. In the real pictionary card, one keyword card included five keywords. It can be about people, buildings, movies, and so on.



Picture 4.5. Teacher pictionary cards design



Picture 4.6 Real pictionary cards

In the implementation of pictionary games, the teacher also changes the media of drawing. In Mattel pictionary sets are included pads paper for media drawing[75], the pads paper changes with the big whiteboard the aim to make all students easier to see and to minimize paper rubbish, the pencils change

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[74] Welliam Hammer, *" Using Pictionary Game to Increase Leraners' Vocabulary Mastery in English Language Instruction"*. JEES: Journal of English Education Studies, 2019, Vol. 2 No. 1, Page: 43-51
[75] Ibid, 43-51

with a marker because the media is a whiteboard, and there are no Official Pictionary game rules such as the pictionary sets by Mattel because they are discussing the rules first before play the games.

The other differences of the teacher implementation of pictionary games with the previous study are on the previous study about the implementation of pictionary the media are the using of real pictionary set[76]. According to Claire's statement about the way to play pictionary games are started with explaining the rule, the second step is divided students into teams, the next steps are taking turns and the last is can allow teams who get the correct answer to gain the point[77]. The teacher ways in implementation of pictionary games are similar in some parts but different in the way of taking turns of pictionary games and the rule in the way to collect the point (look to the implementation finding).

2. Pre-activity

In the pre-activity, the teacher opening the class with salam, English greetings, ask the students to pray and checking the students' attendant list. Students do that in all classes except X *MIPA* 1; in X *MIPA* 1, the teacher did not ask the students to pray because is it not the first-class time. The regulation of this school time to pray before study only did on the first-class time.

The teacher moving students sitting arrangement and make them into one group. In the manage students sitting arrangement, the teacher has two different sitting arrangements. The first is a row, and the second is grouping. In row sitting arrangement is

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[76] Welliam Hammer, *" Using Pictionary Game to Increase Leraners' Vocabulary Mastery in English Language Instruction"*. JEES: Journal of English Education Studies, 2019, Vol. 2 No. 1, Page: 43-51

[77] Claire Howell Major, Michael S. Haris, "*Teaching for learning: 101 Internationally Design Educational Activities to Put Students on the Path of Success*". (New York: Routledge, 20, 140016

implemented in X *MIPA* 3 class, the researcher observed the class on 4<sup>th</sup> September 2019. The second student sitting arrangement model is grouping. The students sitting on their group and arrange the table into a square to make them easier to communicate. The grouping was sitting arrangement implemented in X *MIPA* 1 and X *MIPA* 2. The researcher observed X *MIPA* 2 on 5th September 2019 and X *MIPA* 1 on 9[th]September 2019. In the chosen group member, the teachers try to mix the passive students and active students. Those strategies, hopefully, can stimulate passive students to speak. According to Mc Donald's research about passive and active learners, the results suggest that receiving passive training first might have improved learners' active learning by helping them to explore more efficiently[78]. This teacher strategy situation builds to facilitate students to communicate using the English language easily and to build a communicative situation.

3. While-activity
Before starting the implementation of a pictionary game, the teacher firstly explained about nouns and compound nouns. The explanation of noun and compound noun is not detailed because the teacher has done to explain in the previous meeting.
On the Implementation of the pictionary game, the teacher changes several components such as the category cards, media drawing, and rules. In the category cards the teacher change with noun and compound noun only, in the real pictionary game category cards there are several different categories such as the name of buildings, famous peoples, object and difficult word.

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[78] McDonald Keyle, *"*When does passive learning improve the effectiveness of active learning?*"*, http://langcog.stanford.edu/papers_new/macdonald-2016-cogsci.pdf, (Standford Unifersity, 2016), accessed on 11 November 2019

The other component changing are the drawing media. The teacher changes the paper with the whiteboard and board marker to make all students more comfortable to see the picture. Each group consists of six to eight students. It hard for them to see pictures on the small paper because the paper on the real pictionary set is A5 papers. It means the paper to small for big grouping.

Not only the media such as categories card and drawing media but the teacher also change some rule to make students are able to communicate. Adapted to previous study Terry Zetta's research the teacher gives several rules to make the students more comfortable to controlled by the teacher[79]. There are five rules that are agreeing with the students and the teacher; there are:

1. If the group cannot answer until the limit time, they cannot get the score
2. The next group on the right can guess the picture if the played team cannot answer
3. If the other team answers, whereas they not on playtime, they cannot move their mover in one round.
4. Each team can read a dictionary but, they do not accept to open online dictionary.
5. Each team must discuss in English if they were not using English their team will minus one step

In point five, there are differences between X *MIPA* 3 with X *MIPA* 2 and X *MIPA* 1. In X *MIPA* 3, all students agree to give minus one point if they did not discuss using English but, in *MIPA* 2 and *MIPA* 1, the rule change became cannot be moved one time.

Overall the step of the implementation is similar to the real rule by Metal. The game starts with choosing the picturist for the first word and start from the

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[79]Novi Terryzzeta, *The Use Of Pictionary Gameto Increase The Students' Vocabulary Masteryat The Eighth Graders Of Mts Darul A'mal Metro In The Academic Year Of 2017/ 2018*, ( IAIN Metro, Lampung, 2018) , 41

yellow box. All students got their turn as picturist. All team has one minute time to guesses the picture,if they are wrong, the team on the right side can guess, but in this implementation, the teacher gives three chance times to guess the right answer. Picturist was not able to describe or mention their picture using gestures or speak. A winner is a group who can finish the game first.

According to Hinebaugh's statement, Pictionary Game can be used as an excellent teaching tool for developing the students' communication and creative thinking skills[80]. In the implementation of pictionary games in this research, the students are together to build up the communication among their team, although sometimes they are mixing with Indonesian the other teammates are explained the English word. The build-up of communication appears because the students have purpose and needs, such as Hymes's argument in his book[81]. This game rules and implementation are facilitated students to try to communicate and build communicative situations in their classes using the English language.

4. Post-Activity

In this part, the teacher closing the class. before that, the teacher does some review. The steps are similar to the most previous study, such as Rianda Rita ayu research, Shirta el Rusyda, Rilly, and AqidatulHusnah. The teacher does some review about they have learned that day and asking students about the difficulties, and the teacher also tries to check students' understanding by communicative strategy. But, in this research, the teacher focusing on a noun, compound noun, and the

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[80]Jeffrey P. Hinebaugh.*A Board Game Education*, ( USA:Rowman & Littlefield Education, 2009),188.

[81] Heymes, *"Function of Speech: an Evolution approach"*, ( University of Pennyslavania press,1961), 56

pictionary game only. The preview is only about the noun, compound noun, and pictionary game.

The aims of the discussion after playing the game to make sure that the students get their communicative ability in the implementation of the game. After review and checking students' understanding, the teacher closes the class with several motivations to hard work and study more. After that the teacher says salam.

## B. Students' Response In The Implementation Of The Pictionary Game To Facilitate Students' Communicative Ability

Based on the finding of this study, the researcher indicates students' responses in the implementation of pictionary games into two response categories. According to Harvey Smith, responses are determining the right attitude in positive or negative to an object or situation[82]. Harvey's explanation is similar to Ahmadi on Isnaini's thesis research, and the response is a positive or negative form of readiness determining an object or situation[83]. Based on both theory, the researcher divides the result into positive students' responses and negative students' responses.

### a. Positive Response

According to the findings, all students showed positive responses to the implementation of pictionary games through Improved engagement and developed confidence. Most of them are enthusiastic and communicatively. The teacher builds communicative class situations through the implementation of pictionary games in the English-speaking class. The way the teacher teaches to make the students comfort to communicate.

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[82]Harvey and Smith (2009). "*EducationalPsychology,Theory and Practice*". Oxford: Elsevier Science. 67

[83] Isnaini Maulidiyah, *The Effects of Classical Music on Students' Reading Comprehension at SMP Wachid Hasyim 4 Surabaya*, (Surabaya : UINSA, 2018)

In this study, the positive response through improved engagement showed in the positive response finding. The respondent is all respondentsare giving positive responses to the implementation of pictionary games. The respondents argue that this game makes them confident with their communicative ability (see page 70). This finding related to Jeffery P.Hinebaugh about the advantages of pictionary games especially on the media for advancing students' communicative ability[84].

The other positive response showed from their improved engagement of communicative situations with their communicative ability toward the implementation of pictionary games (see page 75) . The students have engaged their communicative ability with all processes while playing pictionary games. Through the research focusing on this study, the researcher is focused on the interaction of students to the teacher and students to students. Based on the finding, the students argue that all students were doing interaction with each other. This finding are related to the previous study from Aisya that explained students' response is response and reaction of students' who get during the teaching and learning process[85], in this situation the teaching and learning process was the implementation of pictionary game. In the other hand, this finding also has correlated with BhtiarFajri argument that students' response is interactive communication[86].

The result of this study has a relationship with two previous studies. The first previous study is LidyaEfiza's research result about students Interest, "The students were

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[84] Jeffrey P. Hinebaugh, *A Board Game Education: Building Skills for Academic Success*, (Plymouth: Rowman & Littlefield Education, 2009), 191.

[85] Aisyah,et.al, "*Respon Siswa Terhadap Mesia E-Comic Bilingual Sub Materi Bagian-Bagian Darah*", Jurnal Pendidikan dan Pembelajaran. 5 (3) : 1-12.

[86] M. Bahtiar Fajri, *" Studnets Response in Implementation of Audio Lingual Method in Listening Narrative Class"*, (Surabaya :UNESA, 2014), Vol 2 No 3.

interested in reading, and they could answer well."[87] In this research, some students are interested also in this game such as student respos 1 and student respos 2. Both of them agree that these games interesting and good even students want to play the game again.

The second similarity of this study with the previous study is with Riada Rita ayu's research, "This technique gains students' enthusiasm and their motivation to learn vocabulary effectively. Pictionary game highly assisted students in participating in the learning process"[88]. This result is similar to this study mentioned in the students' interview response; there are from student's responses 3 and 4.They argue that this game facilitates them to communicate and build a communicative situation; they also feel more confident to speak through playing the game. Student response 5 showed that the students were also giving the opinion that this game can give them new education about new vocabularies in English.

According to all responses above, they are supported by Azar in his research states that games can make the students be more focus on learning because they do not feel that they are forced to learn. In additionally, the teammates also became the motivator for the picturist to memorizing and understanding the meaning of the word[89]. This situation of pictionary games is used for facilitating students' communicative ability.

b. **Negative Response**

Opposite of positive response, the negative response showed the students an inadequate response about the pictionary game. in this research, the negative response

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[87] Lidya Efiza, " *Improving Students'vocabulary Mastery Through Pictionary Board Game At Grate IV B Of Elementary School 36 Pekanbaru"*. Al-Islah : Jurnal Pendidikan – ISSN 2087-9490(p); 2597-940X(o) vol. 9. No 2. 2017

[88] Riada rita ayu, *"The Effect of Using Pictionary Games on Students' English Vocabulary"*. (Tanjungpura University :2018)

[89] Azar, A. S. 2012. The Effect Of Games on EFL Learners' Vocabulary Learning Strategies. *International Journal of Basic and Applied Science*, Vol. 01, No. 02, 252-256. 9

is not too much. The researcher found two negative responses from six interview respondents with code resneg S 3 and Resneg S 5, and there are arguments that this game is difficult to play because students confused about choosing the right word. In another way, they also argue that the pictionary game is interesting and can help them to improve their communicative ability.

Based on this research finding of students' negative responses, the researcher concludes that the negative response appears because students did not confident about their communicative ability especially on the English language. According to IsnainiMaulida's research, there are several words to identify negative responses such as no, I can not, confused, I don't like and so on[90].

Following the finding and discussion above about students' responses, Students' responses with teaching media can be seen from expression, direct opinion about their interesting to media, the easier to get the message, and how to motivate students' after using those media[91]. The response and the reaction of students can get during the teaching and learning process[92]. All of those subjects are found on the observation and interview data finding in this study.

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[90] Isnaini Maulidiyah, *The effects of Classical Music on Students' Reading Comprehension at SMP Wachid Hasyi, 4 Surabaya,* (Surabaya : UINSA, 2018)

[91] Aisiyah, et al, *"Respon siwa terhadap Media E-Comic Bilingual Sub MAteri BAgian-Bagian Darah".* Jurnal Pendidikan dan Pembelajaran. 5(3) :1-12.

[92] Ibid

**HAPTER V**
**CONCLUSION AND SUGGESTION**

A. **Conclusion**

According to the research finding and discussion of this study above, the researcher concluded this study in this section. The conclusions are representing in the following:

1. **The Implementation of Pictionary Game to Facilitate Students' Communicative Ability in English Speaking Class**

In the implementation of Pictionary games to facilitate students' communicative ability at SMAN 1 Balongpanggang, Gresik, the teacher does several parts such as preparation, pre-activity, main-activity, and post-activity.

   a. Preparation

   The preparation aims to make sure the class can be successful. Preparation does before the teacher starts to teach. Teacher checking all the Pictionary games components and another teaching component such as the attendance list. The component used in the teacher implementation of pictionary games ispictionary board, marker, keyword cards (designed by the teacher), dice, mover, and a sand timer.Pre-activity

   The teacher opening the class and prepared the students before starting to learn. The teacher begins with a greeting and *salam*. In this part, the teacher also changes the students sitting arrangement before start to learn. To make students ready to start, the teacher also checking students' attention and review the last meeting discussion.

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b. Main activity

In this part, the teacher is implementing the Pictionary game in the class. The teacher explained how to play the game and make rules with the students'. The teacher directs the students' to play the Pictionary game. The Pictionary game activity starts with the chosen picturise. The selected of the first team player, play the game until they find the winner. In the main activity also, the teacher builds a communicative situation with the students and try to make students still communicative using English and did not out from the subject discussion.

c. Post-activity

Post-activity started when the game was finished. In the post-activity, the teacher asked the students' difficulties and problems. The teacher discusses one by one difficult word with the students' and still try to make the students communicate. After that, the teacher closes the class with *salam*.

## 2. Students' Response In Using The Pictionary Game To Facilitate Students' Communicative Ability

### a. Positive Response

The positive responses faced by the researcher in the implementation of pictionary games are higher than the negative response. All interviewer respondent agrees that the pictionary games can facilitate their communicative ability in English. The students mostly agree that they are happy, interest, and enjoy playing this game. Most of them are followed to play this game again in their classes.

### b. Negative Response

The negative responses are minor in this study, both of the observation and the interview data almost the students mention the positive response. The negative

responses are faced on two students only, both of them are passive students, and their negative response is faced by their ability in English. Besides, even if the respondent is shown a negative response in the interview section, they also giving their positive response about this game and showed the positive response dominantly on the observation section. Hopefully, while this game can play routine, the students can easier to remember new vocabulary and easier to communicate using English.

## B. Suggestion

According to the conclusion and notice the limits of the researcher, so the researcher has a suggestion for the following people:

### 1. Teacher

In this research, the teacher has already implemented the Pictionary game well in English class to facilitate students' communicative ability. The teacher should evaluate this technique of the implementation of pictionary games in order to reduce the challenges. Teachers need to take notice of the students' needs. Teachers can modify classroom management to make the students more comfortable to focused and controlled.

### 2. Students

Aside from the teacher, students have become the main role in implementing of Pictionary game. Pictionary games can facilitate their communicative ability and help them in remembering new vocabulary easily. Students should pay attention to the teacher's instruction and try this game again with their other friends.

### 3. Other researchers

The researcher focuses on the tenth-grade students of *MIPA* class in English speaking class. So, if there is another researcher who wants to conduct the same topic of this research, it better to try another type of pictionary game. The other researcher also can to research the

influence of students' sitting arrangements, the effect of active and passive students, or modified the pictionary game in different subject topics.
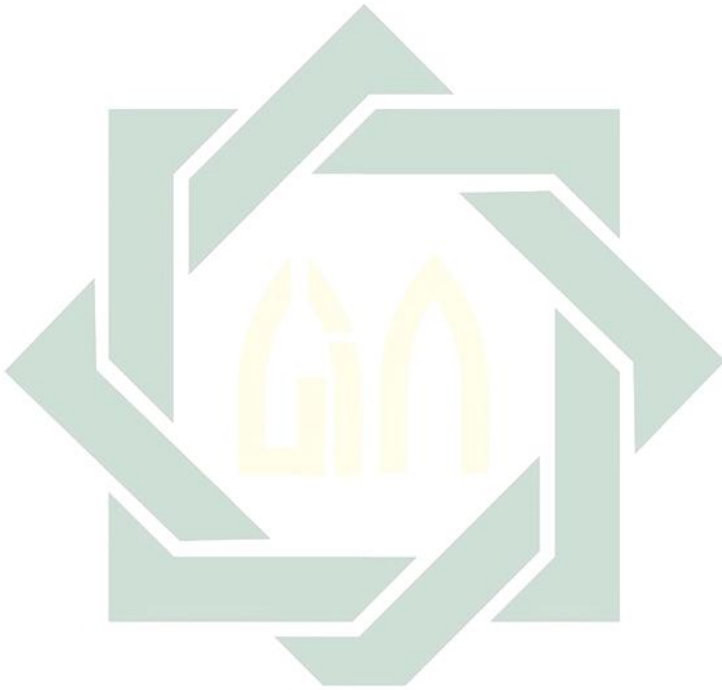
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