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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The concept of Vocabulary

Vocabulary is one of language components which is very important to acquire clear meaning. If the students make mistakes in grammar. May be they can understand. But when the students do not have the right word to express something, it will make misunderstanding among them. Without knowing the vocabulary, students will be unable to graphs idea of the readingmaterial or construct a good sentence in writing or work in other skillsthe listening and speaking in english. Their lack of vocabulary makes the students disable to convey their ideas as clearly as they would have to. They can understand their language.

Moreover, Stahl (2005) states that vocabulary is the knowledge of words and word meanings also puts vocabulary knowledge as the knowledge of a word nit only implies a definition, but also implies how the word fits into context. Vocabulary knowledge is not something that can ever be fully mastered. It is something that expand and depends over course of lifetime. Teaching vocabulary involves looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentially through indirect exposure to words and intentionally through explicit teaching in specific word and word learning strategies.

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According to Graves (2006). There are four components of an affective vocabulary program :

1. Wide or extensive independent reading to expand word knowledge
2. Instruction in specific words to enhance comprehension of texts containing those words.
3. Instruction in independent word-learning strategies, and
4. Word consciousness and word-play activities to motivate and enhance learning.

In relation to the topic of the research, the ability on vocabulary mastery refers to the students' knowledge of ability to understand something that one has heard, felt and so forth. It is important to master vocabulary because the ability to understand the target language greatly depends on one's knowledge of vocabulary and vocabulary acquisition is an important aspect of speaking.

Furthermore, according to Brown (1998) "there are four skills where students' should master in and at the end of their learning process, they are listening, speaking, reading, writing". It means that all of language skills are concerned with words. So, the students should have more vocabularies to master the language skills.

Moreover, vocabulary is one of the extreme aspect that supports english. It deals with right and appropriate words. It seems when the words are used. The atatus of the vocabulary has been considerably enhanced.

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This has come about partly as a result of the communication development are approach to language teaching. The more words they know, the more they understand and express in the language. As Brown (1994), states that “vocabulary was focused drill exercises and memorization efforts”. Whitout an extensive wide vocabulary, the students will be unable to as the structure and function for comprehensible communication.

Vocabulary mastery refers to the great knowledge of words or the gaining of great skills in vocabulary, Graves (2006) suggests that there are six stages involved in learning words, they are :

1. Learning to read known words.
2. Learning new meanings for known words.
3. Learning new words that represent known concepts.
4. Learning new words that represent new concepts.
5. Classifying and enriching the meanings of known words.
6. Moving words from the receptive to the expensive vocabulary.

There are vocabulary mastery problems; the meaning of words and pronunciation accuracy. If some one does not know the meaning of what some one talked and wrong pronunciation so that will not get what he/she talked about. Actually, if some one possesses as many as possible vocabularies in order to make easier in comprehending and acquiring information. It can be done by practicing more and more in every situation and place; it can be by listening and speaking.

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The more deeply students think while they are learning, they will commit to memory and later be able to recall what they learned. There are some factors that are involved in improving the students' retention of words and patterns, as follows:

1. Organization, if the students learn the principles and patterns behind knowledge, rather than just the knowledge itself, they will retain knowledge more deeply and will be more likely to recall it flexibly in novel situations.
2. Ownership, if the students feel they are constructing their own personal model of how English first together, they remember more of what they learn.
3. Repetition, students need a lot of practice, repeating new words and patterns in ways that feel meaningful to them.
4. Association, students are more likely to remember words or patterns they associate with fun games, an interesting picture, a mime of action, a song, or an absorbing situation.
5. Emotional involvement, students will remember words and patterns more readily, if they are emotionally immersed in a lesson.
6. Action, if the students learn words and patterns while doing an action, they are more likely to remember the pattern. The teacher needs to make sure they also have space to think and reflect. It is probably best to start a class with quieter activities and once we are sure the

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class is really thinking and focused in learning, we can make the lessons more physically active.

7. Beginning and end, student's best remember things from the beginning or end of a period learning. It means effective new target words or pattern for a while, then go a way and come back to them number of times later in the lesson.
8. Rest, short periods of rest during lesson and memory, nonstop drilling and practice is less affective.
9. Warm-up, students remember more after warming up. This means it helps to have some kinds of review warm-up activity at the beginning of lessons. It is best if review logically leads into the new target language.
10. Recycling, words and patterns need to be recycled, both for homework shortly after a lesson and in future lessons.
11. Peripheral language, students remember many things they do not ever appear to focusing on. They may fail to remember the target. (Paul, 2003)

The statements above show that the mastery of vocabulary is very important because it will influence the students' speaking, listening, reading, and writing skills. And for this reason, the teacher needs some techniques to present vocabulary to the students in order to increase their vocabulary mastery.

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a. The Types of Vocabulary

Scrivener (1994) states that an important consideration for teachers planning vocabulary work is the distinction between receptive and productive vocabulary.

- a. Productive vocabulary is the sets of words that are used in spoken communication. Good pronunciation might be encouraged getting the sounds and the stress right. While, according to Nation (2001), productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form. Productive that we produce language forms by speaking and writing to convey messages to others.
- b. Receptive vocabulary is the use of words that we recognize and understand, but tend not to use ourselves. While, according to Nation (2001), receptive vocabulary uses involves perceiving the form of a word while listening or reading and retrieving its meaning. Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it.

b. Importance of Vocabulary

Vocabulary is main important factor in teaching and learning english. According to Kinberg (2007), one very important aspect of prior knowledge is vocabulary. It means that vocabulary plays dominant role in early speech stage. As students begin to procedure one or two word utterances the teacher expands the input with the new vocabulary they



will be easy to analyse the meaning of word and practice it to make phrases or sentence.

The acquisition of and adequate vocabulary mastery is essential for successful second language use, because students will not able to use the speaking and faction than they learn for comprehension communication without an extensive vocabulary mastery in contrast with the development of other aspect of second language . Human (1991) says that for those who are learning english as a foreign language, vocabulary mastery is needed, and it is to comprehend a lot of vocabulary before they are able to form the grammatical sentence of english. Moreover, in the process of the language learning it self, a good vocabulary is really required order to make easier for the learner to comprehend their mastery smoothly.

Several words lists have been develop to provide people with a limited vocabulary either quick language proficiency or an effective means of communication. In (Charles Kay Ogden, 1930) created basic english must be able to present the new word in teaching and the teacher must be able to know the best way to teach vocabulary. So, the students can increase their vocabulary mastery in english.

c. Teaching Vocabulary

Teaching vocabulary is a process or a unit of ways to make students learn or acquire vocabulary that is presented by teachers. There are various ways of teaching vocabulary but there is no single “best” ways for teaching vocabulary, because every way or technique used in teaching

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vocabulary has the weaknesses. Therefore, it is teachers' task to find or choose a better technique that is suitable with students' condition.

According to Ur (1991), vocabulary can be defined roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law, which are made up of two or three words but express single idea. Nation (2008) proposes the way of teaching new vocabulary as follows:

1. Demonstrating, for example: showing an object, having gesture or performing an action .
2. Pictures, for example: photographs, blackboard drawing, illustrations or pictures from books.
3. Explanation, for example: giving description, synonym, and antonym, putting the word in defining context and by using translation.

Moreover, Zainil (2006) explains that teaching vocabulary traditionally toward elementary levels was mostly incidental, limited to presenting new items as they appeared in reading or sometimes listening text. This indirect teaching of vocabulary expansion will happen through the practice of other language skills, which has been proved not enough to ensure vocabulary expansion.

In addition, based on the National Reading Panel (2000), explicit teaching vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and



word-learning strategies. In the same way, seeing vocabulary in rich context provided by authentic texts, rather than in isolated vocabulary drills, produces robust vocabulary learning,. To deepen students' knowledge of word meanings, specific word instruction should be robust . Such teaching often does not begin with a definition, for ability to give a definition is the often the result of knowing what the word means. Rich teaching vocabulary instruction goes beyond definitional knowledge; it gets students actively engaged in using and thinking about word meanings and in creating relationships among words.

Research shows that there are more words to be learned than can be directly taught in even the most ambitious program of teaching vocabulary. Explicit teaching in word-learning strategies gives students tools independently determining the meanings of unfamiliar words that have not been explicitly introduce in class. Since the students encounter so many unfamiliar words in their reading, any help provided by such strategies can be useful.

In the same way, word-learning strategies include dictionary use, morphemic analysis, and contextual analysis. For english language learners wise language shares cognates with english, cognate awareness is also an important strategy. Dictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context. Morphemic analysis is the process

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of deriving a word's meaning by analyzing its meaningful parts, or morphemes. Such word parts include root words, prefixes, suffixes. Contextual analysis involves inferring the meaning of an unfamiliar word by scrutinizing the text surrounding it.

In addition, based on Joseph (1995), there are some ways that can be applied in teaching vocabulary, they are as follow:

1. Translation of literary passage
2. Finding antonyms and synonyms of vocabularies
3. Cognates, by learning the spelling or sound patterns
4. Fill in the omit ora series of sentences with word missing
5. Memorization
6. Use words in sentence
7. Composition in target language
8. Use of minimal pairs, for example "ship/sheep"
9. Complete the dialogue by filling the blank with the missing words
10. Games, such as : act out/pantomime, crossword puzzles, and pictionary game.

In addition, Nation (2008) states that good vocabulary teaching technique should do the following things :

1. It should interest the learner
2. It makes the learners give to the form meaning or use of a word
3. It gives a chance for a certain amount of repetition

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He also propose the ways of presenting new vocabulary as follows:

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Then, Gains and Redman (1986) suggest the following types of vocabulary teaching techniques. They are as follow:

1. Visual technique. These pertain the visual memory is considered especially helpful with vocabulary retention. Visual techniques lend themselves well to presenting concrete items of nouns. Many words are also helpful in conveying meaning of verb and adjective. They help students associate presented material in a meaningful way which incorporates it into system of language verbs.
2. Verbal explanation. This pertain to the use of illustrative situation, synonym, opposite, scales definition and categories.
3. The use of dictionary. Using a dictionary is another technique of finding out meaning of unfamiliar words and expressiom. Students can make or use variety of dictionaries bilingual or monolingual.

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2. Theories about Games

The major purpose of using games is to make the students to be interested in the learning process and improve their mastery on English materials. In this case the purpose Pictionary game is intended to improve the students' vocabulary. Game can attract the student's attention to learn speaking more interesting because the English teachers create the teaching process in such way to generate their motivation in the learning process.

According to Brown (1994), a game is an activity with rules, a goal and element of fun. A game can be any activities that formalize a technique into units that can be scored in some way.

Uberman (1998) suggests that language learning is difficult task which can cause frustration to the students. The teacher must create strategies to enhance the students understanding of language. Game provide the students an outlet from the monotony of repetitious teaching approaches.

According to Erzos (2000) in Alva Zuhri, games are highly motivating because they are amusing and interesting. They can be used in all language skills and be used to practice many types of communication.

Moreover, Azar (2012) says that by using games can be considered useful and effective tools that may be applied in vocabulary classes. The use games in teaching vocabulary is a way to make the lesson more interesting, enjoyable and effective. In the words, language game can be use to:

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- a. Overcome boredom caused by monotony of teaching and to overcome tiredness and sleepiness.
- b. Build good competition and challenge among students. Therefore, they are relaxed and their brain becomes more alert. Even the most reluctant students are motivated to participated because the excitement among students.
- c. Provide cooperation among students
- d. Make the teacher more creative. The success of language game in classroom can be seen if the students keep asking for the other game.

Based on the explanation above it can be seen hat an English teacher has to look for and use many kinds of teaching strategies in order to improve the students' vocabulary. The use of game in teaching process can amuse, attract and motivate the students' in learning process. So it is hoped that they will have much more improvement in the vocabulary.

a. Using Game in the class

A game is activity which an opportunity to the students to be active in the classroom. According Suyanto (2007) defines game as an activity done based on particular ruler. The students learn thorough game. At the time they play of the game e student will be interaction with others.

There are some criteria in choosing game to be implemented in the classroom as follow:

- a. A game must be more than just fun
- b. A game should involve “friendly” competition.

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- c. A game should keep all of the students involved and interested.
- d. A game should encourage the students to focus on the use of language rather than on the language itself
- e. A game should give the students chance to learn, practice or review specific language material.
- f. A game should be familiar by children.

The reasons why the games can be used in the classroom as follow:

- g. Game is fun and children like to play it. Through game children experiement, discover, and interac with their envorontment.
- h. Game adds variation to a lesson and increase motivation by providing a plausible incentive to use in the target language.
- i. The game context makes the forein language immediately useful to the children. It bring the target language is life.
- j. The game encourage students to interact and communicate to each other

b. The Advantages of Using Game in Teaching Vocabulary

There are many advantages of using games in the class room.

Kim (1995) says that there are many advantages of using games in the classroom as follows:

- a. Games are welcome break from usual routine of the language class.
- b. There are motivating and challenging.
- c. Learning a language requires a great deal of effort. Games help students to make and sustain the effort learning.

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- d. Game provide language practice in the various skill (listening, speaking, reading, writing)
- e. They encourage the students to interact and communicate.
- f. They creative a meaningful context for language use.

According to Mei (2002), there are many advantages of applying games, they are:

- a. Games are fun and children like to play them. Through games, children experiment, discover and interact with their environment.
- b. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language.
- c. Games in context make the foreign language immediately useful to children. In brings the target language to their lives.
- d. Games make the reasons for speaking plausible event to reluctant students.
- e. Through playing games, students' can learn English the way children learn to their mother tongue without being aware that they are studying.
- f. Even shy students' can participate positively.

Hansen (2000) states that games have been shown to have advantages and effectiveness in learning vocabulary in various ways.

- g. Games bring in relaxation and fun for the students.
- h. Games usually involve friendly competition and they keep learner interest.

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- i. Games bring real world context into the classroom, enhance students' use of English in flexible and communicative way.

Based on explanation above, the researcher concludes that there are many advantages using games in the English class. It can make the students interested and would like to involve in the learning process. By using games students will be braver and have much opportunity to speak in front of the class. And also by using game students would enjoy practicing their English without feeling worried about grammatical rule. If it is done by them, their English (grammatical rules) will get better naturally. Actually, children never study grammar from text book when they were still a child, but they just continue their English every day.

3. Pictionary Game

a. The definition of Pictionary game

Pictionary Game used to help and encourage many learners to sustain their interest and work and help the teacher to create context in which the vocabulary is useful and meaningful. The fun factor may help make words more memorable. Pictionary game is a blend of picture and dictionary.

According to Thornbury (2002), Pictionary is a game that involves students guessing words or phrases from drawings. This game works in teams and each member of the team taking turns to be the "artist". The materials that are used in pictionary game, such as: a list or cards of vocabulary items, whiteboard, chalkboard, or smart

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board and markers or chalk. Pictionary game is one of the most popular games. According to Tinsman (2002), Pictionary game can be used to teach vocabulary. Pictionary was invented by a man named Rob Angel at the age of 24 years. In 1986, Pictionary was introduced by him. This game became so popular since then. As a meaningful tool that can be used to teach vocabulary, Pictionary game has a goal that needs to be achieved. According to Spangler and Mazzante (2015), Pictionary goal is to give students pictures as the media in learning new vocabularies and provide the opportunity for the students to produce the vocabularies, not in the linguistic context. Giving chance to students to practice the vocabularies that they have just learned is needed to help them remember the vocabularies easily. Moreover, Thornbury (2002) states that Pictionary game engages students to try to guess words or phrases from drawings. The game makes the students work in teams and each member of the team should turn to be the artist. Things that are needed to play Pictionary game are a list or card of vocabulary items, whiteboard, chalkboard, or smart board and markers. Using game will help students to get involved in classroom activities. Since Pictionary is a game that requires students to work in a team, it will give students opportunity to learn English in interactive ways.

According to Siti Tarwiyah (2012), This is a good game for recycling seems to be the best remedy against forgetting. This game

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also functions as an alternative way to introduce new vocabulary based on pictures through peer teaching.

a. Teaching Vocabulary Using Pictionary Game

In implementing Pictionary game in teaching English, there are several instructions that need to be followed. According to Thornbury (2002), there are procedures to play Pictionary game, as follows:

- a. The students' work in teams. A member of each team taking turn becomes the artist.
- b. The artists go to the front of class where the teacher shows them a word or phrase on a card.
- c. After the teacher give a clue, they quickly return to their group and try to get their group to correctly guess the word by drawing it with pen and paper.
- d. The first team that guesses correctly earns a point, and the artist has to turn with another word.
- e. At the end of the game, group can use the picture as memory prompt in order to recall and write and down the expression that came up in the game, and then to put them into a sentence to show what they mean.

According to Koprowski (2004), in presenting the games, there are some activities that are related as in the following:

- a. The teacher divide the class into team A and B.
- b. English teacher will prepare some English words relevant to the learning topic and some cards and put in pile on her desk.

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- c. One member from each team goes to the board.
- d. Each team will take the words in one by from pile and draw on the board.
- e. After three minutes, the teacher will count the score the correct answer of teams and put them in a scoring sheet in observing. In guessing the words, the students will get new vocabularies they didn't know before. They may know the pictures draw by using dictionary.

All the steps above should be followed to teach vocabulary using Pictionary game. All the members of the group have to be an artist while the rest of the group try to guess what has been drawn. Only the team that answers correctly that will get a point. There are several rules in playing Pictionary games.

- a. First, the artist is not allowed to say any words.
- b. Second, the artist is not allowed to give any signs by gestures.
- c. Third, the artist is not allowed to give audible noises.
- d. Fourth, the artist is not allowed to draw numbers or letters.

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There are several rules that must be obeyed by all the group members in order to be successful in conducting teaching vocabulary using Pictionary game. If there are any students who do not obey the rules, their points should be decreased or even disqualified from the group.

b. The advantages of Using Pictionary Game in Teaching Vocabulary

According to Tarwiyah (2012), games are fun and children love to play them. This is why designing an interesting game that suits children's need is critical. It simulates their competences through enjoyable activities, so that they will find learning more memorable, meaningful and accessible. Thus, games are supposed to be at the center of teaching foreign language as long as they are appropriate and carefully chosen.

Koprowski (2004) says that the game will become stimulating and interesting way to help student's target. According to Koprowski (2004),

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there are some advantages of using Pictionary game in teaching English vocabulary are as following:

- a. Student's are more active in studying vocabulary by playing Pictionary game
- b. Playing Pictionary game can build the students' self confidence.
- c. Teacher provides the students an enjoyable English teaching vocabulary. The assumption of the students who assert that teaching vocabulary is boring will be punished away so that they will more interested and motivated in learning English.
- d. Attracting the students' attention.
- e. Improving the students' vocabulary.
- f. Creating the fun climate.
- g. The teacher gets a way to focus the student's attention, so that the learning activity will keep going.
- h. By using it, the student can describe words that she/he did not know before, so they can enrich their vocabulary.

B. Relevant research

According to Syafi'i (2013), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. Besides, we have to analyze what the point that was focused on, informs the design, finding and conclusion of the previous research, they are:



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1. The relevant research of this study was conducted by Siti Fadhilah entitled “Teaching English Concrete Nouns Using Pictionary Game (An Experimental Study with the Fourth Graders of SDN 01 Donowangun Talun Pekalongan in the Academic Year of 2010/2011)” She employed *pictionary* game to find out whether it was effective to teach concrete nouns. The population of her study was all the fourth graders of SDN 01 Donowangun, Talun, Pekalongan in the academic year of 2010/2011. There were two classes, i.e. class IV A and class IV B. Class IV A was chosen as the experimental group which was taught using *pictionary* game while class IV B was as the control group which was taught by using non- *pictionary* game. The result was significant. The average score of the experimental group was higher than that of the control group. Clearly, it could contribute in teaching vocabulary, concrete noun partlally. Based on the result of the study, it could be concluded that the use of *pictionary* game as technique in teaching concrete nouns was effective. The average score of experimental group was 80.70 and the average score of control group was 73.35. There was a significant difference in the achievement between students in class IV A who were taught concrete nouns using *pictionary* game as technique and students in class IV B who were taught concrete nouns without using Pictionary game as technique. The similarities between my relevant research and my research is using the same game in teaching vocabulary and using

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same method in this research and the differences between my relevant research and my research is different skill in teaching and different research questions.

2. Misriwayanti (2009) conducted a research entitled “the use of wall pictures to increase students’ vocabulary mastery at first year of smpn 4 tapung”. As matter of fact, the techniques of collecting data used in this research were observation and test. Here the researcher found that the coefficient of t-test was 3.75 to prove there is a significant effect or not $5\% = 2.00$ level of significance, or at the $1\% = 2.65$. it was found that t_0 was higher than t-table both in 5% or 1% . it could be read that $2.65 < 3.75 > 2.00$. she concluded that there was significant contribution of wall pictures to increase students’ vocabulary mastery at first year of student SMPN 4 Tapung. The similarities between my relevant research and my research is using same skill and using same method in the research and the differences between my relevant research and my research is using different game and the research questions is different.

C. Operational concept

In order to avoid misunderstanding and misinterpretation about this research, it is necessary to explain about the variables used in this study. They are the use of Pictionary game as the independent variable or variable X and students’ vocabulary mastery as the dependent variable or variable Y. They need to be described operationally by particular words or indicators, so that

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they can be measured empirically. To operate the investigation on the variable, the researcher is going to work based on the following indicators:

1. Variable X : using of Pictionary game (proposed by Koprowski, 2004)
 - 1). The teacher divides the class into two groups, group A and B
 - 2). The teacher ask each of the team should choose one person as the person who draws on the whiteboard called as an artist. Each of the group members takes a turn to be an artist.
 - 3). The teacher tells what should be drawn. It can be a flash card or vocabulary list.
 - 4). Fourth, the team who can quickly guess deserves to get a score.
2. Variable Y : students' vocabulary mastery (Ur, 1991) mentioned some of vocabulary items, as follow:
 - 1) The students are able to use the word correctly (based on the context)
 - 2) The students ability to use the word correctly (use grammatical correctly)
 - 3) The students are able to find the synonym or antonym of the words.
 - 4) The students are able to identify part of speech (noun, verb, adverb and adjective)

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D. The Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that:

1. The students' mastery in vocabulary is various,
2. Teaching strategy can influence the students' mastery in vocabulary

2. Hypothesis

H_{a1} : there is a significant difference between the students' mastery in vocabulary without being taught and taught by using pictonary game at State Junior High School 1 Rambah Hilir.

H_{o1} : There is no significant difference between the students' mastery in vocabulary without being taught by using pictonary game at State Junior High 1 Rambah Hilir

H_{a2} : There is a significant effect of using pictonary game on students' mastery in vocabulary at State Junior High School 1 Rambah Hilir.

H_{o2} : there is no significant effect of using pictonary game on students mastery in vocabulary at State Junior High School 1 Rambah Hilir.