

THE INFLUENCE OF IMAGINATIVE DESCRIPTION GAME  
TOWARDS STUDENTS' VOCABULARY MASTERY AT THE SECOND  
SEMESTER OF THE EIGHTH CLASS AT SMP NEGERI 1 GUNUNG  
SUGIH LAMPUNG TENGAH IN 2013/2014

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**ABSTRACT**

English is an International language, and in Indonesia English as the first foreign language that should be taught from elementary school up to university. Many students get difficulties in learning English especially in meaning vocabulary. In this research the writer tries to investigate "imaginative description game" as a technique in teaching vocabulary. The objective of this research is to know the influence of imaginative description game towards students' vocabulary mastery at the eighth class. The research was conducted at the second semester of eighth class of SMP Negeri 1 Gunung Sugih Lampung Tengah in 2013/2014. The student of 8C consists of 26 students as experimental class was taught by imaginative description game and 8B consist of 26 students as a control class was taught by conventional technique. Before conducting the research, the writer asumed that the students had the same characteristics, qualities and also status. The result of the research showed that there was positive influence of using imaginative description game towards students' vocabulary mastery at the second senester of the eighth class at SMP Negeri 1 Gunung Sugih Lampung Tengah in 2013/2014. It is shown by the result of data analysis in which  $t\text{-test} = 5.22$  and  $t\text{-table} = 2.00$  at significance level 5% and 2.66 at significance level 1%. So  $H_a$  is accepted because  $t \geq t_{tab(1-\alpha)}$  and  $H_0$  is rejected. It means that avergae score of students' vocabulary mastery that is taught by using vacation game ( $\bar{X}_1 = 73.35$ ) is higher than who are taught by using conventional technique ( $\bar{X}_2 = 52.5$ ) at second semester of eighth class at SMP Negeri 1 Gunung Sugih Lampung Tengah in 2013/2014.

***Keywords: Imaginative Description Game, Vocabulary Mastery***

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## **INTRODUCTION**

In our life language is very important to communicate with other. Language is used in all aspects of human life. We use language to communicate with other people. Here, communication not only oral communication but also can use cries, sign, gestures, pictorial representations, also serve as a means.

One important language that must be learn by students in Indonesia is English. Nowadays, English becomes an international language that has been used in many countries whether as a foreign language, second language, or even as a native language. So that in Indonesia, English is a foreign language and it has been taught to the students of elementary school as local content up to university.

As we know that there are four skills of language, listening, speaking, reading, and writing. Vocabulary can help the students to have good four skills of language. The students who have enough vocabulary will not get difficult to understand the meaning of words so that they are easier to know the meaning of the text.

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Vocabulary can help the students to have good speaking, reading, and writing ability. The students who have enough vocabulary will not get difficult to understand the meaning of words so that they are easier to know the meaning of the text.

Mastering vocabulary does not mean that the learners only memorize an amount of the words, but also their meanings and how they are constructed and used in language. Mastering large amount of vocabulary will make the student able to use it in their communication.

From the statement above the writer choose this game because with apply this game students can easily increase their vocabulary. They can

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create the sentence by using their imagination based on picture that have given by teacher.

Based on the preliminary research, the writer found that the students' vocabulary ability is need to be increased. The students did not have adequate exposure of writing practice, they could not apply what they had learned for expressing idea especially in writing. It is clear that the students have to master vocabulary and it is also needed in writing. To achieve the successful learning process, the teacher should have technique to help the students in teaching learning process. Of course the technique must motivate, challenging, and interesting. And the most important one is the technique must help them in learning some skill, such as reading, writing, listening, and speaking. In here the writer would like to offer one game to help learning teaching process especially in vocabulary mastery that is imaginative description game.

Jeremy Harmer (2001:134) Teachers have always used pictures or graphics – whether drawn, taken from books, newspapers and magazines, or photographs – to facilitate learning. Pictures can be in the from of flashcards (smallish cards which we can hold up for our students to see), large wall pictures (big enough for everyone to see details), cue cards (small cards which use in pair or group work), photographs, or illustrations (typically in a textbook). Some teachers also use projected slides, image from an overhead projector (see below), or projected computer images (see below). Picture of all kinds can be used in a multiplicity of ways, as the following.

Erikson (1963) said that describes imaginative play necessarily and signifcantly taking on forms of the child's culture. It means that with describing the picture that have given by teacher student can improve their vocabulary.

From the statement above the writer assumes that imaginative description has good characteristic to develop students' vocabulary mastery because by using this game the students have to imagine their ideas to make sentence from a new vocabulary that have given by teacher in limited time, as stated by Harmer (2001:135). He said that picture are extremely useful for a variety of communication activitiea, especially where they have a game-like feel, such as describe and draw activities.

Based on statements above the writer concludes that imaginative description game would be able to develop the students' vocabulary mastery and improve the students' ability in making goods writing and another skills.

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So imaginative description is a good technique that can be used to help teacher and learner in teaching learning process because this game offer more challenge for the students and the students are encouraged to share imaginative ideas.

It is therefore the writer focused on influence imaginative description game in their vocabulary in her research the title is "The Influence Of Imaginative Description Game Towards Students' Vocabulary Mastery at the Second Semester of The Eighth Class at SMP Negeri 1 Gunung Sugih Lampung Tengah in 2013/2014". The objectives of the research are as to know and describe students' vocabulary mastery, to know and describe how the influence of using imaginative description game towards their vocabulary mastery. The objectives of the research are to know and describe students' vocabulary mastery, to know and describe how the influence of using imaginative description game towards their vocabulary mastery.

## **METHODOLOGY**

In this research, the writer used the experimental method in order to know the differences of the average rates of students' vocabulary mastery. The subject of research was the students of the second semester of the eighth class of SMPN 1 Gunung Sugih, Lampung Tengah. The writer took two classes to be investigated. The first as experimental class is taught by using imaginative description game and the second is the control class taught without imaginative description game. In this research the writer took two classes from seven classes as the sample, which was taught by using Imaginative Description Game and control class which was taught without using Imaginative Description Game.

## **FINDING AND DISCUSSION**

The research finding is the average score of students vocabulary who taught by using imaginative description game is higher than students who taught by conventional method, it can seen from the average score of experimental class ( $\bar{X}_1 = 73.35$ ) is higher then control class ( $\bar{X}_2 = 52.5$ ). From result of  $t_{test} > t_{table}$  :  $5.22 > 2.00$  and  $5.22 > 2.66$ , so  $H_0$  is rejected and  $H_a$  is accepted. From the calculation it also could be find that there is an influence of using imaginative description game towards students' vocabulary mastery at the second semester of the eighth class at SMP Negeri 1 Gunung Sugih Lampung Tengah in 2013/2014.

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From the observation in the classroom, the teaching learning process by using imaginative description game the students have higher motivation than using conventional technique. In imaginative description game the students have more active and enthusiast in learning vocabulary, the students really like this game.

Besides, the class was more alive and active, although at first teaching the writer noticed that the students seemed to be confused and did not pay much attention to the teaching material given, in other word, they did not know how the technique went. After deeply explanation, the students' then understood it and were more creative in the class. The result of the research showed appropriate result as the writer expected. It was based on the writer hypothesis proposed in the proposal.

The writer concluded that imaginative description game is good technique for teaching vocabulary and can increase students; vocabulary master. And it can be used as teaching technique in the class.

## **CONCLUSION**

Vocabulary is one of English component in English. Sometimes, the students get difficulties to memorize the words in learning vocabulary. There are so many method or way in teach vocabulary. Not only the method, but also teachers need to be innovative and creative to make vocabulary learning process more enjoyable and enable the students to memorize it longer.

Based on the result of the research report in chapter IV and based on theories and data analysis, the writer made conclusion as follows:

1. The average score of students vocabulary who taught by using imaginative description game is higher than students who taught by conventional method, it can seen from the average score of experimental class ( $\bar{X}_1 = 73.35$ ) is higher then control class ( $\bar{X}_2 = 52.5$ ). From result of  $t_{test} > t_{table} : 5.22 > 2.00$  and  $5.22 > 2.66$ , so  $H_0$  is rejected and  $H_a$  is accepted.
2. There was influence of using imaginative description game towards students' vocabulary mastery at the second semester of the eighth class at SMP Negeri 1 Gunung Sugih Lampung Tengah in 2013/2014.

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