

**THE USE OF PICTONARY GAME IN TEACHING VOCABULARY AT
SEVENTH GRADE STUDENTS OF SMPN 4 MONTA IN ACADEMIC
YEAR 2020/2021**



A THESIS

**Presented as a Partial Fulfillment of the Requirement for the Bachelor Degree
of English Language Education**

By

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MOTTO

“The Only Source Of Knowledge Is Experience”

~Albert Einstein~



DEDICATION

This thesis is dedicated to:

- ❖ The king of life, Allah SWT who always give his amazing blessing for me. My thank fullness to you more than word.
- ❖ For my best parent, My father and My mother (ADNAN and SALMAH) who always give me true love, affection, motivation and everything for my life, thanks a lot and I always love you.
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- ❖ The nice lecturers Dr Etika Aryani, M.Pd and Moh. Fauzi Bafadal, M.Pd, thanks for guidance and time to correct my thesis and help me during the process of this thesis writing.
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In this occasion, with great humility the researcher would like to thanks to all of those who gave me help and guidance, in completing the writing this thesis, the researcher would like to thanks to:

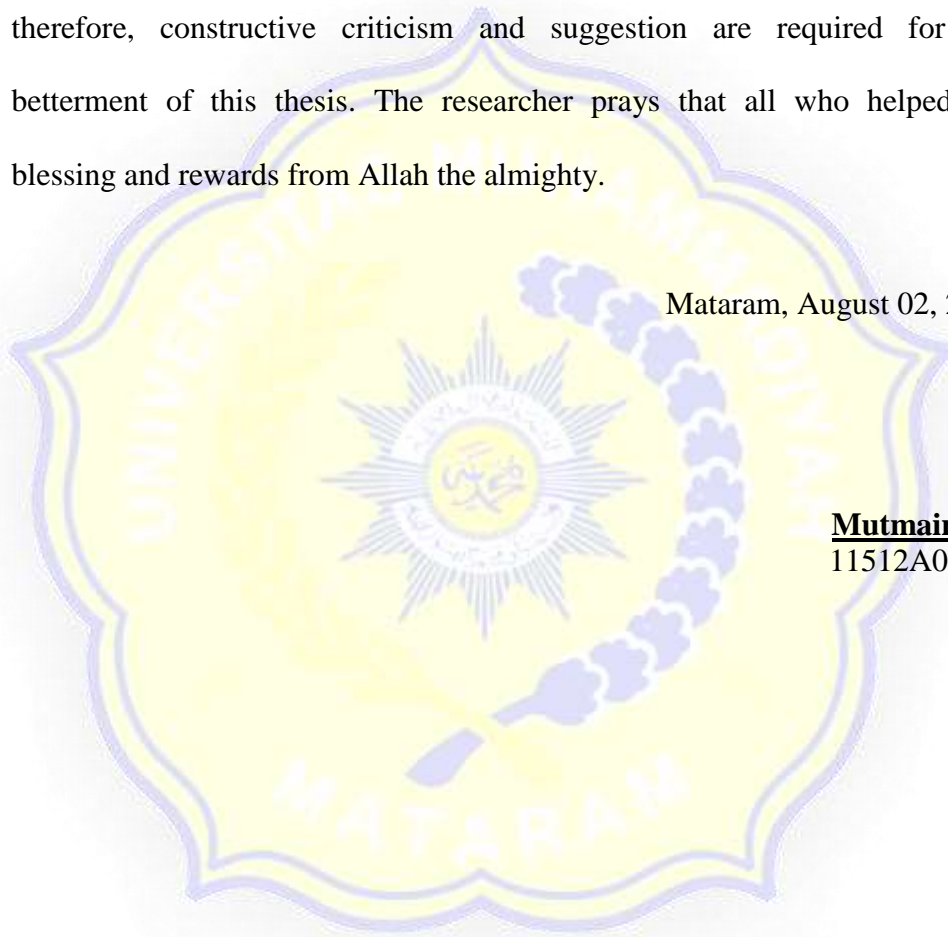
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Finally, the researcher realizes this thesis is far from being perfect therefore, constructive criticism and suggestion are required for the betterment of this thesis. The researcher prays that all who helped get blessing and rewards from Allah the almighty.

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ABSTRAK

Mutmainah, 2020/2021. Skripsi : *“The Use of Pictionary Game in Teaching Vocabulary at Seventh Grade Students of SMPN 4 Monta in Academic Year 2020/2021”*:Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Mataram.

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan permainan Pictionary berpengaruh positif terhadap kosakata siswa atau tidak. Ruang lingkup penelitian ini hanya berfokus pada kata benda dalam pengajaran kosa kata dan menganalisis perbedaan yang signifikan dalam skor siswa antara siswa yang diajar menggunakan permainan Pictionary dan tanpa menggunakan permainan Pictionary. Jumlah populasi penelitian ini adalah 66 siswa dan sampel penelitian ini adalah 22 siswa kelas eksperimen dan 22 siswa kelas kontrol. Instrumen penelitian ini menggunakan tes menjodohkan yang terdiri dari 20 butir soal. Pengumpulan data dilakukan dengan menggunakan pre-test dan post-test, kemudian dilanjutkan dengan analisis data menggunakan SPSS 21.0. Hasil penelitian menunjukkan bahwa rata-rata kelas eksperimen dan kelas kontrol pada pre-test adalah 38,86 dan 32,05, kemudian hasil post-test dari kelas eksperimen adalah 53,41. yang lebih tinggi dari hasil kelas kontrol yaitu 40,91. Berdasarkan uji berpasangan, $0,000 < 0,005$, maka dari uji Independent diatas jika sig. (2-tailed) sebesar $0,000 < 0,005$, artinya penggunaan game Pictionary memiliki perbedaan yang signifikan skor siswa antara siswa yang diajar menggunakan game Pictionary dibandingkan tanpa permainan Pictionary. Artinya penggunaan permainan Pictionary efektif dalam pengajaran kosakata pada siswa kelas VII SMPN 4 Monta Tahun Ajaran 2020/2021 Hipotesis Alternatif (H_a) diterima.

Kata kunci: permainan Pictionary, Kosakata

ABSTRACT

Mutmainah 2020/2021 A Thesis: "**The use of Pictionary Game in Teaching Vocabulary at Seventh Grade Students of SMPN 4 MONTA In Academic Year 2020/2021**": English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

The Purpose of this study was to investigate whether the use of Pictionary game has a positive effect on students' vocabulary or not. The scope of the study only focuses on noun in teaching vocabulary and analyze the significant different in students' score between students who are taught using Pictionary game and without using Pictionary game. The total population of this study involved 66 students and the sample of this study were 22 students in experimental class and 22 students for control class. The instrument of this study used matching tests which consist of 20 items. The data was collected by using pre-test and post-test, then followed by analyzing the data used SPSS 21.0. The result shows that the average of the experimental class and the control class in the pre-test were 38.86 and 32.05, then the result of post-test from the experimental class is 53.41. which is higher than the result of the control class that is 40.91. Based the paired test, test of $0,000 < 0,005$, then from Independent Test above if sig. (2-tailed) of $0,000 < 0,005$, it means that the use of Pictionary game has significant different in students' score between students who are taught using Pictionary game than without Pictionary game. It means the use of Pictionary game has effective in teaching vocabulary at seventh grade students of SMPN 4 Monta in Academic Year 2020/2011 Alternative Hypothesis (H_a) is accepted.

Key word: Pictionary Game, Vocabulary

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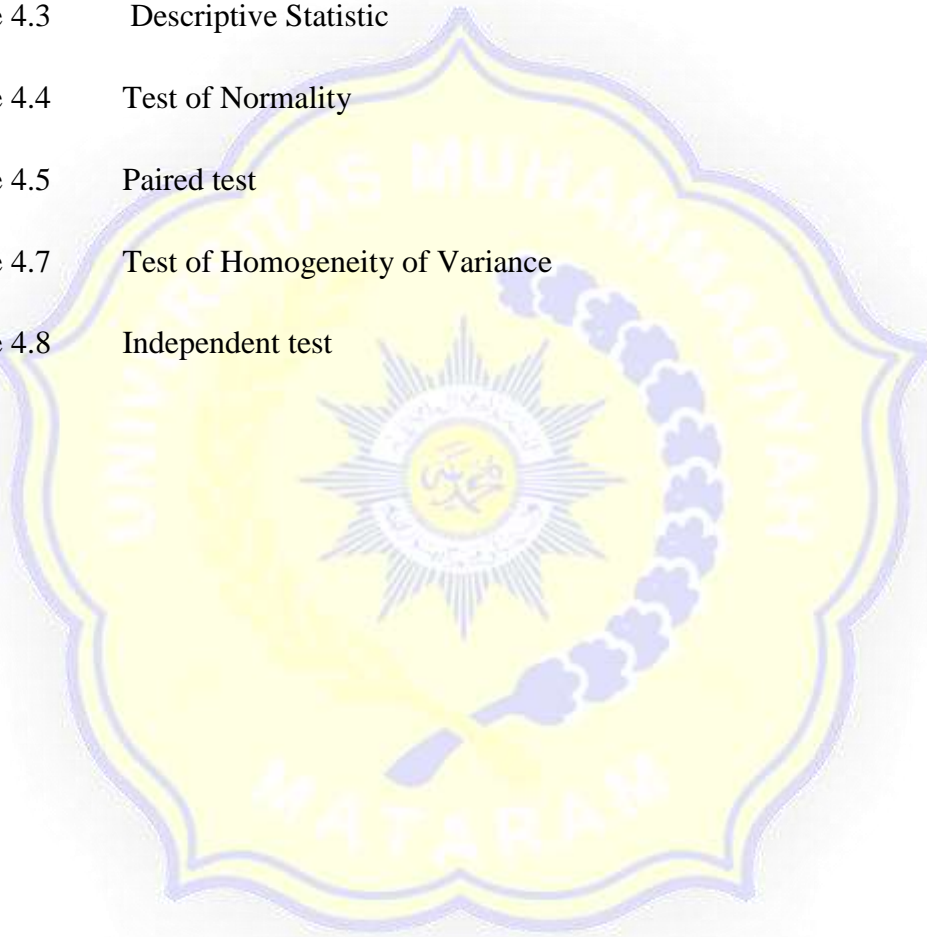
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BAB I

INTRODUCTION

This chapter discusses the background of the study, The Statement of the problem, The Purpose of the study, The Significance of the study, The scope of the study, The hypothesis of the study and The Definition of the key term.

1.1 Background of the study

English as an International language was used all over the world. Some countries speak English as their first language, and some others use it as their foreign language. English as a foreign language has four skills. Such as listening, speaking, reading, and writing. It means that does kills always need a wide vocabulary. Vocabulary is one of the basic elements of learning English. Without vocabulary, we do not understand the word what we speak, write, read and listen. It can be said vocabulary is one of the components which supports students in communication

Vocabulary is a vital component of language proficiency, according to Richard (2002:255), and it can serve as a foundation for learners to write, speak, read, and listen.

Based on the researcher's observation in SMPN 4 Monta. The researcher found that most students have less vocabulary, and students do not know the meaning of words that the teacher says. Besides, the students usually felt bored in the learning process, and another problem

is that the student's interest in learning is shallow. Students feel complicated to understand it, especially in nouns, because the students always forget it quickly. The researcher found that the teacher only gave the assignment to translate English texts to find and learn new vocabularies by themselves without motivating them by applying various teaching techniques or fun games that can help them remember the vocabularies further.

The teacher can use many methods to teach English to help students to improve their vocabulary mastery. In teaching vocabulary, the method should be appropriate with the materials and the student's needs. Teaching vocabulary without using a suitable method is ineffective in teaching English in the learning process. Performing language games is valuable and understandable in the teaching and learning process because it allows students to practice English in speaking skills. It means that performing language games in teaching vocabulary will make the students understand the vocabulary, interest, fun, enjoyable, and challenge, especially in introducing new vocabulary and understanding.

The game that the researcher tries to offer is a Pictionary game. The researcher used this game to teach vocabulary. Pictionary is a familiar game created by Milton Bradley and Charades; it is a simple game that provides the student with academic words. Pictionary game

is a picture guessing game where the player works in a group to guess the picture drawn by other players. Townsend (2009)

There was some researcher that has been conducted Pictionary Game method. The first is Rianda Rita Ayu's (2018) The effect of using Pictionary game on students English vocabulary at Seventh Grade Students of SMP Kemala Bhayangkari Pontianak. The result showed that the Pictionary game effect significantly students' English vocabulary achievement. The second is Aliy Nugroho Setiyajid (2015) The effectiveness of Pictionary game for teaching English vocabulary. The result showed that the Pictionary game was effective for teaching vocabulary. At the first grade students of SMP Muhammadiyah 1 Purbalingga in Academic Year 2015/2016.

Based on the background above, the researcher researched the title "The Use of Pictionary Game in teaching Vocabulary at SMPN 4 Monta in Academic Year 2020/2021.

1.2 The Statement of the problem

Does the use of Pictionary game has a positive effect on teaching vocabulary to the Seventh Grade students in SMPN 4 Monta in Academic Year 2020/2021."

1.3 The Purpose of the study

To investigate the use of the Pictionary game has a positive effect on students or not.

1.4 The Significance of the study

The Significance of the study consists of two aspects: they are theoretically and practically.

1. Theoretically Significance

This study is also useful for giving the students information on how to understand vocabulary quickly and for the teacher to apply this method in their class. Moreover, it can give the readers knowledge about this method in teaching and learning vocabulary.

2. Practically Significance

Hopefully, using the Pictionary game can help the students increase their vocabulary and more enjoy learning In the classroom, English is taught. The researcher hopes that this strategy might be adopted by English teachers as an alternative to teaching vocabulary to their students.

1.5 The Scope of the Study

The researcher limited the noun. The material is taken from the book of Bahasa Inggris: When Rings A Bell Class VII SMP/MTs (2017).

1.6 The hypothesis of the study

a. The alternative hypothesis (Ha)

Pictionary Game has a positive effect on teaching vocabulary at the Seventh Grade Students of SMPN 4 Monta in Academic Year 2020/2021

b. Null hypothesis (Ho)

Pictionary game has no positive effect on Teaching Vocabulary at Seventh Grade Students of SMPN 4 Monta in Academic Year 2020/2021.

1.7 The Definition of key terms

the following definitions are presented To read the information easier about the difficulty level,

1. Vocabulary is a vital component of language proficiency, according to Richard (2002:255), and it can serve as a foundation for learners to write, speak, read, and listen.
2. Pictionary and Charades are two well-known games designed by Milton Bradley. It is a basic game that delivers academic words to the student. Pictionary is a group guessing game in which participants work together to guess the picture drawn by others. Townsend is a town in the United Kingdom (2009)

BAB II

REVIEW OF RELATED LITERATURES

This chapter presents some related literature of the study in teaching vocabulary. The researcher gives some information related to vocabulary teaching using Pictionary Game at the Seventh Grade of SMPN 4 Monta.

2.1 Definition of Vocabulary

Vocabulary is one of the essential aspects of English that should be taught in the teaching-learning process. By learning vocabulary, the students will be able to master English.

Vocabulary, according to Neuman and Dawyer (2009) in Bintz (2011), is a set of words that we need to know in order to communicate successfully. The words denote expressive and receptive vocabulary in speaking and listening, respectively. Furthermore, according to Vocabulary, according to Linse (2006:121), is a person's collection of words. The growth of one's vocabulary is an important part of learning English. Unlike other languages, because learners must first acquire vocabulary before mastering the intricate grammar.

According to Richard and Renandya (2002:255), "vocabulary is an important component of language proficiency because it provides much of the foundation for how well learners speak, listen, read, and write."

According to McCarthy O'Dell (2008:8), organizing the words and expressions you encounter is an important part of acquiring vocabulary

because it will help you recall them better. According to Nation (2001:9), studies of native speakers' vocabulary imply that second language learners need to know a high number of words. words because studies of native speakers' vocabulary growth see all words as being of equal value to the learner.

Based on the explanations above, we can conclude that vocabulary is a core component of language proficiency and the total number of words we use in oral language.

2.2 Parts of Vocabulary

Folse (2008:14) the part of the vocabulary of an unknown word can present problems. He divides into some parts of vocabulary: noun, verb, adjective, and adverb. Each of this group vocabulary will be discussed in the following:

1. Verb

Verbs, according to William (2005:70), are the words we employ to express action or a state of being. They compose the predicate's head and are fascinating in part because they transmit information in phrases. Actions, for example, might take place in the past, present, or future, and verbs frequently alter when action occurs.

Most verbs are considered action verbs because they describe acts, according to Sargeant (2007:52). What people or objects are doing is described by an action verb. There are various types of verbs, including

transitive and intransitive verbs. A transitive verb is one that requires an object, while an intransitive verb is one that does not. A verb is a word that describes an action, a state of being, or an occurrence. The verb is the most important part of the phrase. Recognizing the verb is frequently the first step in deciphering the meaning of a phrase. For instance, you can run, walk, talk, drive, sing, and write. The verb is a word that expresses a particular state of being. The verb is essential because a phrase would not be complete without it.

2. Adjective

According to Seaton (2007:52), an adjective describes or provides more information about a noun or pronoun. There are three different sorts of adjectives:

- a. Proper adjectives describe a person or things with a certain name, such as Indonesian, Turkish, English, etc.
- b. Quantitative Adjectives describe the number of things (how much), for example, much, little, some, any, enough. Etc.
- c. Descriptive adjectives describe the condition of things, such as big, near, tall.

3. Adverb

An adverb is a word typically to serve as a modifier of a verb, an adjective, another adverb, or quality, place, time, degree, manner, or frequency. For example, *rarely, every day, three times, regularly*.

4. Noun

A noun is a word that describes a person, a place, a thing, or a concept.

A noun can be divided into three categories:

a. Common noun

The names of things, animals, and things we can see or touch are represented by common nouns, such as chair, table, book, and so on.

b. Proper Noun

Proper nouns begin with a capital letter and relate to specific things, people, or places: Jakarta (city), Indonesia (country name), John (person name), Fast and Furious (movie) (a movie).

c. Concrete Noun

Things that can be distinguished using our five senses are referred to be concrete nouns. We can see it, hear it, taste it, and feel it.

d. Abstract Noun

We could not be perceived by the senses of bewilderment, beauty, happiness, love, or dream because abstract nouns express our feeling or quality.

e. Collective Noun

They're used to refer to a collection of stuff, things, or people.

A herd of cows, an ant colony, a school of fish, a flock of seagulls, or a pack of rats, for example.

2.3 Teaching Vocabulary

In teaching vocabulary, the teacher should be able to find various methods and some teaching techniques suitable according to the situation of the students. It is really important to make the students

interested in learning vocabulary. Allen (2006:5) states that teachers should teach the students to recognize and understand the word in multiple contexts. Besides, the word used is beneficial to speak, write, listen, write, and provide language proficiency for students.

Graves (2000) in Diamond and Gutlohn (2006) states that if we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest. The teacher needs to make the students eager to learn new vocabularies by using enjoyable teaching techniques.

2.4 Definition of Game

Maroney (2001) defines a game as a form of play with goals and structure. In every game, a goal will be achieved by the players at the end of the game. The goals can be achieved if the players follow the structures of the game.

According to Maroney (2001), these structures consist of defined actions that the players take, a method for resolving the consequences of each action, and usually the sequence and timing of actions. It means that playing games is not about playing endlessly without getting anything and going through some steps. Every game is created with different purposes and ways to achieve it.

Simpson (2011) states that teachers should be encouraged to use games to help practice the new language in the classroom. He also states that games can indeed teach the students, and they offer a way to practice new structures and add genuine enjoyment to a lesson. In addition, Shaposhvili (2002:36-37) states that games can be important and enjoyable ways of practicing vocabulary for learners. This means that using games in the teaching-learning process, especially in teaching English vocabulary, will help the students learn English vocabulary in a less stressful way.

Khan (1996) in Hong (2002) states that teachers need to consider which games to use, when to use them, link them up with the syllabus, textbook or program and how, more specifically, different games will benefit students in different ways. Before deciding to implement some games in the classroom, the teacher should make some preparations to create a fine teaching learning process and create a positive atmosphere. The teacher should also use learning materials that are derived from the syllabus for the game. Thus the implementation of the game will be beneficial for the students.

2.5 Definition of Pictionary Game

According to Townsend (2009), Pictionary and Charades are two well-known games designed by Milton Bradley. It is a basic game that delivers academic words to the student. Pictionary is a group guessing

game in which players collaborate to guess the picture drawn by others players. Moreover, The Pictionary game, according to Thornbury, requires students to guess words or phrases from drawings. The game requires students to work in groups, with each team member taking turns as the artist. A list or card of vocabulary items, a whiteboard, chalkboard, or smartboard, and markers are required to play the Pictionary game. Students will be more engaged in classroom activities if games are used. Because Pictionary is a cooperative game, students will be able to learn English in a fun and participatory method.

2.6 Teaching vocabulary using Pictionary Game

Pictionary Game nowadays has been adapted into the game which can be applied in a classroom. Ku (2004) states that Pictionary Game is a board game about communication among team members, and we need at least two teams to play. Pictionary Game involves the students guessing words or phrases from drawings.

The writer applies several procedures in learning Pictionary games as follow:

1. The teacher divided the class into two groups, each group consisting of 11 students.
2. The teacher started the lesson by explaining the Pictionary games.
3. Then the teacher gives the simple example of the Pictionary game and its rules to the students.

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

2.7 Strength and weakness of Pictionary Game

a. Strength of Pictionary Game

The Pictionary game's strength helps the students will retain the new language they learn, and they will have a tool to review information. Because students try to produce the words orally, which helps them remember them, the Pictionary game helps them automatically recall the new vocabulary they acquire. This game also aids pupils in becoming more engaged in studying English; they are not bored, drowsy, or uninterested. They will become more excited about learning as a result of this game. Using this game instead of asking students to share what they've learned will be another useful technique for ensuring that they understand the topic. If the teacher simply asks all of the pupils whether they understand or not, some of the responses will be silent. Meanwhile, the teacher will be able to tell

whether or not the students have grasped the material completely by using this game. (Ellen Kottler 2007,92)

b. Weakness of Pictionary Game

The Pictionary game's flaw is that the loudness will be overwhelming. Student-centered games are the most common, and Pictionary is one of them. This game will compel all of the students to participate. It'll be deafeningly loud. That will not create any noise, unlike teacher-centered teaching and learning. Pictionary games are likewise incapable of describing abstract concepts. As a result, the Pictionary game can be used in drawing-based educational materials. Another flaw in the Pictionary game is if the kids who go on to become artists are unable to draw. It will make the artist's team unable to guess what the artist is drawing. As a result, the team is unable to score. A teacher-selected exercise will have both strengths and weaknesses. Because the Pictionary game has more advantages than disadvantages, it is necessary for the teacher to modify to the topic before using it.

2.8 Previous of study

The first study was from a thesis of Rianda Rita Ayu (2018) using Pictionary Games on student English vocabulary at Seventh Grade students' of SMP Kemala Bhayangkari Pontianak.

The research method is pre-experimental research with one group pretest-posttest. The t-ratio 9,58 was higher than the t-critical that was 2,093 on table distribution with $\alpha= 0,05$. Therefore, the alternative hypothesis (Ha), which stated 'teaching vocabulary by using Pictionary Game to Seventh Grade students of Kemala Bhayangkari of junior high school Pontianak affects the student's vocabulary achievement significantly" was accepted.

Second, Aliy Nugroho Setiyajid (2015) the effectiveness of Pictionary game for teaching English vocabulary at the first Grade Students of SMP Muhammadiyah 1 Purbalingga in Academic Year 2015/2016. This research was conducted by using quasi-experiment research. The participants of this research were the First Grade students of SMP Muhammadiyah 1 Purbalingga.

There were two classes: class A as the experiment group and class B as the control group consisted of 33 students of each class. In collecting the data, this research used a test. It was pre-test and post-test. The test consisted of multiple-choice items and matching test items. Based on the computation, the t-test result was 2,8, and the value of the t-table at the significant level 0,05 with the degree of freedom was 1,669. Thus, $(2,68 > 1,669)$ and it showed that the hypothesis was accepted of using the Pictionary game.

The researcher above discussed Pictionary, and according to their result, Pictionary is useful for teachers and students in the teaching-learning process to have fun using Pictionary and improve vocabulary for the students'. from the result of the researcher above hence my title (the use of Pictionary Game in teaching Vocabulary at SMPN 4 Monta in Academic Year 2020/2021



BAB III

RESEARCH METHOD

This chapter discusses the research design, population and sample, research instruments, data collecting techniques, data analysis techniques.

3.1 Research of Design

The design of this research will use Quasi-Experimental Design. The researcher involved two of the classes. One group would be treated as the experimental class, and the other would be treated as the control class. In experimental class, the researcher would apply the Pictionary Game in teaching vocabulary while in the control class without use Pictionary Game

The researcher uses pre-test and post-test designs in both experimental and controlled classes. It is a model of Quasi-Experimental Design (Sugiyono, 2014:79).

E O1 X O2
C O3 O4

Explanation:

E: Experimental class

C: Controlled class

O1: Result of Pre-test (in experimental class)

O3: Result of Pre-test (in controlled class)

X: Treatment that will be given for experimental class by using Pictionary Game

O2: Result of Post-test (in experimental class)

O4: Result of Post-test (in controlled class)

Based on formulation, the researcher divided the class. The first is an experimental class, and the second is a control class. First pre-test for (O1 and O3.) The pre-test is given aimed to investigate students' prior experimental class. The last post-test (O2 and O4) is given to both classes. The post-test is aimed to investigate the students' achievement in both classes. The score of both classes compared to see the improvement of them.

3.2 Population and Sample

3.2.1 Population

A population comprises objects with certain qualities and characteristics determined by researchers to be studied and then concluded (Sugiono, 2016). Based on the observation in October 2019 at SMPN 4 Monta, there are 66 students. Class of VIIA consists of 22 students, class VIIB consists of 22 students, and class VII C consists of 22 students.

3.2.2 Sample

The researcher will use the purposive sampling technique to take the sample. Therefore, the researcher two classes as the sample to get

representative data. The researcher divided the classes into VIIA class as an experimental class and VIIB class as a control class.

3.3 Research instrument

According to Sugiyono, a research instrument is a tool used to measure natural and social phenomena observed. While the research instruments used by the researcher are:

The instrument of this research uses a written test for collecting the data. The kinds of test are a vocabulary test which consists of 20 items about a noun. The form of a test is an objective test (matching the words with correct pictures).

3.4 Data Collection Techniques

In this study, data means all information that is directly gathered from the subject. The researcher used a test method to collect the data. The data is obtained through pre-test, treatment and post-test.

3.4.1 Pre-test

During the data collection procedure, the researcher comes to class as a teacher. Students are given topics related to their activities. The teacher gives a question sheet explaining the lesson; then, students match the vocabulary by using a written form. The total question is twenty vocabulary items in written form. From this test, the researcher obtained a pre-test score. This test is for both groups, either the experimental group or the control group. This test includes 20 written vocabulary test

items. The teacher will give a value of 5 if the answer is correct and 0 is wrong. The highest score for students is 100.

3.4.2 Treatment

Next, the researcher gives various treatments to both groups. In this treatment, the teacher comes to the class five times. The researcher will teach English vocabulary by using the Pictionary game to the student in the experimental group only; meanwhile, in the control group, the teacher does not use the Pictionary game but uses other methods or other games.

3.4.3 Post-test

After the teaching process, the researcher gives the students post-test to both groups. The tests are similar to the pre-test. The teacher gives a question sheet explaining the lesson; then, students match the vocabulary by using a written form. The total question is twenty vocabulary items in written form. From this test, the researcher obtained a pre-test score. This test is for both groups, either the experimental group or the control group. This test includes 20 written vocabulary test items. The teacher will give a value of 5 if the answer is correct and 0 is wrong. The highest score for students is 100.

3.5 Data Analysis Techniques

The researcher used SPSS 21.0 to analyze the data:

3.1.1 Data Description

Descriptive statistical data is useful for explaining and describing research data, including the amount of data, maximum score, minimum score, average score, etc.

3.1.2 Normality Test

A normality test is done to find out whether the research data is normally distributed or not. Standard data is an absolute requirement before we do parametric statistical analysis. There are two types of normality tests in parametric statistics that are often used, namely the Kolmogorov-Smirnov and Shapiro-Wilk test.

According to Singgih Santoso (2014: 191), the data is said to be normally distributed (symmetrical) in the Kolmogorov-Smirnov test and Shapiro-Wilk test, if the sig. Greater than 0.005.

3.1.3 Paired Test

Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs guidelines for decision making in the Paired Sample Test. According to Singgih Santoso (2014: 265), guidelines for decision making in the Paired sample test are based on significance values (sig). SPSS output results are as follows:

1. If the value is sig. (2-tailed) < 0.005 , then H_0 is rejected, and H_a is accepted.

2. Otherwise, if the value is $\text{sig. (2-tailed)} > 0.005$, then H_0 is accepted, and H_a is rejected.

3.1.4 Homogeneity Test

The homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not.

According to JokoWidiyanto (2010: 51), the basis or guidelines for decision making in the homogeneity test are as follows:

- a. If the significance value (sig) < 0.005 , it is said that the variance of two or more population data groups is not the same (not homogeneous).
- b. If the significance value (sig) > 0.005 , it is said that the variance of two or more data population groups is the same (homogeneous).

3.1.5 Independent Test

The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous. The independent sample t-test in this research is used to answer the problem formulation.