

THE EFFECT OF USING Pictionary GAMES ON STUDENTS' VOCABULARY MASTERY

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ABSTRACT

This research was conducted since most of the students still had problems in learning English, especially in vocabulary mastery. Most of the students had difficulties mastering vocabulary, lack of practice in English and students were not motivated to study English. Thus, this research aimed at finding out the effect of using Pictionary Game on students' Vocabulary Mastery in seventh grade in SMPN 2 Bukittinggi. A quasi-experimental design was used in this study. This study employed two classes: experimental and control. The population was drawn from SMPN 2 Bukittinggi seventh-grade students. In this study, the sample was 28 students from the control group and 31 students from the experimental group. To analyze the data collection procedure, a t-test formula was used. According to the results for the experiment class's pre-test and post-test scores, the t-obtained (12,92) was greater than the t-table (2,042) with the degree of freedom (df) 30 and (0,025). The t-obtained in the calculation of the post-test for both classes was (2,011), which was higher than the t-table (1,672) with (df) 57 and =0,05. So, it can be concluded that the entire hypothesis were accepted. It has been indicated that using a Pictionary game can assist students in improving their vocabulary mastery.

Keywords: *Pictionary game, Vocabulary mastery*

INTRODUCTION

One of the most crucial aspects of learning a language is developing one's vocabulary. The ability to construct sentences and eventually communicate with one another is made possible by students having diverse vocabulary. Rini Susanti (2013) stated that vocabulary is considered central to language learning and it is primary importance to language learners. It means vocabulary is the basis of learning a foreign language. In addition, Vocabulary is an important element of English proficiency, forming the foundation for how well learners

speak, listen, read, and write (Fachrurrozy Ahmad, 2015). By learning vocabulary the students can add many new words and also help the students to be successful in learning English. One of the most crucial aspects of learning a foreign language, such as English, is vocabulary. Vocabulary is the most important aspect of learning a language so that people can communicate with each other. According to Cameron (2001), the aspects of vocabulary mastery include pronunciation, spelling, and meaning. Vocabulary is a familiar collection of words that we frequently hear in a person's language. So vocabulary is word storage that is used as a tool for communication. Without vocabulary, the students can not be mastery English.

A good understanding of vocabulary is essential when learning a language, especially for students. Vocabulary is fundamental in English teaching because students neither understand others or communicate their own thoughts without it. According to Wilkins in Michael Lessard-Clouston (2013) "without grammar very little can be conveyed, without vocabulary, nothing can be conveyed." Vocabulary is more important than grammar. Students can speak English without using grammar to a limited extent. We will be unable to communicate if students lack of vocabulary.

Teaching vocabulary can help the students to understand and communicate with others in English. Stephen & Tracy (1988) stated that the basis for communicating is vocabulary. Due to limited vocabulary in a second language impedes successful communication. Vocabulary knowledge is frequently regarded as a key tool for second language learners. It means that vocabulary is the group of words that the students know and practice in everyday conversation. Students will be able to improve their English skills by improving their vocabulary.

Learning vocabulary is not easy for learners, because it has a wide range, and also a variety of vocabulary to be learned, including words, phrases, collocations, and strategic vocabulary, as well as grammatical patterns, idioms, and fixed expressions (McCarten, 2007). Darmawan and Fatmawati (2019) stated that although the teacher's clear explanation the majority of the students find it challenging to understand vocabulary since the teacher presents the material in a monotonous way. Therefore, the teacher should be creative because English is a foreign language for the students. There is a need to create ways to help students learn more vocabulary by employing effective teaching methods or by techniques their interest in the teaching and learning process (Kartini and Kareviati, 2021). There are many techniques in teaching vocabulary, one of them by using games. According to Andrew Wright (2006),

games can help students experience language rather than just study it. In line with the statement above, Harmer in Kartini (2021), said that games can make students interested and more active when learning English. Using games as a technique in teaching vocabulary, the teacher is likely to be able to observe students' personalities, this technique also teaches how students work as a team to build relationships with one another, and can practice skills in a more fun way.

One of the games that can be used by the teacher to attract the attention of students is a Pictionary games. Hinebaugh in Ferdinandus (2020), Rob Angel, a part-time waiter from Seattle, Washington, created the Pictionary board game in 1985. Region Esa (2006) explained the Pictionary game is a guessing word game in which teams or players attempt to identify specific words from their teammates' drawings. The classic game of quick drawing, Pictionary, has been identified as one of the most significant games of the century. In addition, according to Thornbury (2002) Pictionary is a game in which students guess words or phrases from drawings. This game work in a team and each member of the team takes a turn to be the "artist". They need to communicate effectively with their team, students are taught to be active and creative learners when guessing the words from the artwork.

In addition, Hamer and Lely (2019), using a Pictionary game can increase learners' motivation to practice their English skills while also making the environment of teaching and learning English more enjoyable and fun. In addition, Spangler and Mazzante in Tiwa Mur Wijianto (2021) stated the purpose of Pictionary is to provide students with images as a means of learning new vocabulary and to allow students to produce vocabulary in a non-linguistic context. It is a fun way for students to review their vocabulary because it encourages them to expand their vocabulary.

Besides that, Jumarthini(2022) stated that the Pictionary Game is a suitable technique to be applied in the classroom for teaching vocabulary, particularly in reviewing vocabulary that students have studied because the teacher allows students to be active participants in recalling English vocabulary by describing the vocabulary through their drawing. It means that Pictionary games make use variety of techniques. Furthermore, the Pictionary game, according to Akrimah (2017) is designed to teach specific grammar and vocabulary skills. Students can learn many English words by guessing the picture in the Pictionary game.

There are several important things about using Pictionary games in teaching English vocabulary, such as; first, the Pictionary games can improve students' ideas, facts, words, and concepts directly without written communication. Second, the Pictionary games could

increase students' vocabulary and association. Last, the Pictionary game could help students' writing skills by using Pictionary cards in a fun creative writing exercise (Siti Aminah, 2022).

In addition, according to Hinebaugh in Fatmawati, (2022) there are some advantages of using pictionary game in teaching vocabulary. The first is a Pictionary game is suitable for strengthening students' thinking about the subject, especially for visual learners. The other advantages are that the Pictionary game can make students more creative by predicting the game. It is good for vocabulary development.

Based on observation and interview with the English teacher in seventh grade in SMPN 2 Bukittinggi in July and September 2022, the problems that the researcher found were some of the students had difficulties in mastering vocabulary, and students often forgot the vocabulary so vocabulary mastery has not been achieved. The students had difficulties understanding the material when the teacher taught them by using English. However, most of the students were not motivated to study English because of their mindset that English is difficult and students lack practice in English. As a result of the differences between what is written and what is spoken, the students had difficulty remembering new vocabulary, making them easily bored and disinterested in the learning process.

Based on the problem above, this research decided to using the Pictionary game technique as an effective way to increase students' vocabulary mastery. The reason the researcher chose the Pictionary game is that looking at the difficulties that students when learning vocabulary, it can be stated that the teacher must be able to select alternatives to overcome the problem of insufficient vocabulary sequentially so that students may learn English successfully. Pictionary game is one of the instructional media or techniques that can help learners improve their vocabulary mastery.

Based on previous research that has been applied by Dwi (2017) and Tahmit, Nastiti & Rahim (2019), looked at how to teach vocabulary to elementary school students through Pictionary games. It was discovered that students' vocabulary skills might be improved by playing pictionary. Another research was conducted by Abdul Rahman, Choo, et al (2016) about the use of e-Pictionary in vocabulary instruction of the primary school in Malaysia. This study investigate the use of e-pictionary designed using the software of iSpring Pro 6.2 as a teaching the vocabulary of English as a Second Language (ESL) learners. Both of the previous research was done for young learners' level.

On the other hand, this research was focused on junior high school students, exactly for students in the seventh grade at junior high school. Furthermore, this study was going to

investigate the effect of using Pictionary game on learning English vocabulary mastery especially at SMPN 2 Bukittinggi. Hence, the purpose of this study is to ensure whether Pictionary games has an effect on students in learning English vocabulary mastery or not.

METHOD

The design of this research was quasi-experimental. According to (Johnson, 2014), a quasi-experimental research design is an experimental research design in which potential confounding variables are not completely controlled. In conducting the research, two classes of seventh-grade students at SMPN 2 Bukittinggi had participated. The first group was an experimental group that was treated with the Pictionary game, and the second group was a control group that was not treated with the Pictionary game. However, the materials provided and the goal of the research will be the same for each class group. This study employed two types of tests. They were a pre-test administered before treatment and a post-test administered following treatment.

This study's populations were students in the seventh grade at SMPN 2 Bukittinggi. The total number of students was 303, who were divided into seven classes. Purposive sampling was used in this study, and the researcher chose two class samples. At the same level as the sample, there were 59 students. The research involved two classes with 28 and 31 students, in both. They were given a pre-test and a post-test. They were split into two groups: 31 for the experimental group and 28 for the control group. The experimental class was taught using Pictionary Game, whereas the control class was not taught using Pictionary Game. This research used a test as the instrument. The data for this study were collected using a multiple-choice and matching instrument. This research implemented two types of tests: pre-test and post-test. The tests were vocabulary tests with a total of 25 items. A good test must be both valid and reliable. The researcher used both content validity and expert validity in this research.

The validity and reliability of the test were determined by the researcher. The calculation of the validity was used Aiken's V. Based on the content validation calculation using Aikens V formula, that the all items show a valid category, with the lowest index of 0,66 and the highest index of 0,88. If the indexes of the agreement is less than 0,4 then the validity is low and if more than 0,8 meant to be very high. The researcher tasted the reliability of the instrument of all valid items being tasted for reliability. The researcher tasted the reliability of the items using Intraclass Correlation Coefficient (ICC). the results of the inter-

rater reliability test calculations with 3 experts and analyzed using Intraclass Correlation Coefficient (ICC) obtained the results of the assessment with the reliability coefficient $r_{xy}=0,924$ and has a Cronbach's Alpha value between 0.91-1,00 which means the instrument has excellent reliability.

Furthermore, the t-test was used to analyze the data in this study. The t-test, according to Arikunto, is used to analyze data in experimental research. For three hypotheses, the researcher used the paired sample t-test and the independent sample t-test. The paired sample t-test is used in the paired sample test to determine whether there were differences in the average of the two sample pairs' guidelines for decision-making. The independent sample t-test is used to determine whether the average of two unpaired samples differs. If $t_{obtain} > t_{table}$, then the alternative hypothesis (H_a) is accepted. If $t_{obtain} < t_{table}$, the null hypothesis (H_o) is accepted.

FINDINGS AND DISCUSSION

Findings

The first hypothesis of this research is that using Pictionary games has a significant effect on students' vocabulary mastery. The table below shows this.

Table 1: Paired Samples Test

Paired Differences					t	f	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
25,806	11,116	1,996	21,729	29,884	12,926	0	,000

Based on the table above, the t-value obtained was 12,926 and the t-table for the degree of freedom (df)=30 with a level of significance $0,025= 2,042$ was greater than the t-table. Finally, the null hypothesis (H_o) was rejected while the alternative hypothesis (H_a) was accepted. As a result, Pictionary games were found to have a significant impact on students' vocabulary mastery.

Furthermore, there were significant differences in teaching using Pictionary games versus teaching without Pictionary games on students' vocabulary mastery in the second hypothesis. To test the hypothesis, the researcher used an independent sample test. The results of the independent sample test are shown in the table below.

Table 2: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
V a l u e	Equal variances assumed	,000	,993	,2011	57	,49	5,894	2,931	,025	11,763
	Equal variances not assumed			,2008	5,957	,50	5,894	2,936	,013	11,775

According to the data, t-obtained 2,011 was greater than t-table 1,672. Furthermore, the sig (2-tailed) was 0.49, while the alpha was 0.05, which was less than the alpha. As a result, there were significant differences in vocabulary mastery between students who were taught using the Pictionary game and students who were not.

According to the last hypothesis, the mean post-test score in the experimental class was 82,71, while the mean post-test score in the control class was 76,43. It means that the experimental class's mean score is higher than the control class's mean score. As a result, students who were taught using the Pictionary game had better vocabulary mastery than students who were not taught using the Pictionary game. The table below shows this.

Table 3: Students' Score

Class		Mean	Standard Deviation (SD)	The Lowest Score	The Highest Score
Experiment	1	56,52	14,413	36	88
Control	8	58,86	13,764	36	88

Discussion

Vocabulary is one of the most important aspects of learning English. Students will have difficulty learning if they do not master their vocabulary. They would find it difficult with listening, speaking, writing, and reading. As a result, the teacher should devise an efficient technique for increasing students' English vocabulary mastery. One technique that could be

used to improve students' vocabulary mastery is the Pictionary game. Students can use the Pictionary game to help them improve their vocabulary mastery.

H_0 was rejected the first, second, and third hypotheses based on the data analysis results. It shows that H_a was accepted. The testing hypothesis was explained in some detail above. First, the researcher discovered that using Pictionary games to improve students' vocabulary mastery had a significant effect on students' vocabulary mastery. The t-test results showed that the obtained t-value was consistently greater than the t-table. The treatment was responsible for the difference between the two classes. This finding was supported by Akrimah (2017), who developed a pictionary game to teach specific grammar and vocabulary skills. The Pictionary game had a significant impact on the student's vocabulary mastery, it can be concluded. To increase the student's interest.

The second hypothesis of this study is whether or not there is a significant difference in students' vocabulary mastery when a Pictionary game is used versus when it is not used. According to the t-test results, the obtained t was greater than the t-table, $2.011 > 1.672$. The treatment was responsible for the difference between the two classes. The findings of this study are consistent with the findings of Lestari (2019), who discovered that the Pictionary game had a significant difference in the students' vocabulary mastery.

Finally, data from the experimental and control classes were obtained to show that students who are taught using a Pictionary game perform better than students who are not taught using a Pictionary game. The mean post-test score of the experimental class was higher than that of the control class ($82,71 > 76,43$). This result was also supported by (Sry Jumarthini, 2022), who stated that a pictionary game is an appropriate technique to implement in the classroom for teaching vocabulary, particularly in reviewing vocabulary that students have studied. The Pictionary game has the potential to help learners develop their vocabulary mastery.

CONCLUSION AND SUGGESTION

Based on the findings and the discussions, it was found that the use of the pictionary game in teaching vocabulary was effective, as indicated by the mean score of the pre-test which was greater than the the mean score of the post-test. This implies that playing Pictionary games has a significant impact on students' vocabulary mastery. Students who were taught using a Pictionary game had significantly better results than those who were not. It means that there is significant impact of using pictionary game through students'

vocabulary mastery. In addition, the vocabulary mastery of the experimental class had increase more significantly after using pictionary game compared with the control class which is not using pictionary game. According to the explanation above, teaching vocabulary mastery through a Pictionary game is better than teach it through a Pictionary game. Then, this research is wished to give new information for those who read this and also as a reference for ather researcher. As there may be lack somewhere in this research, the researcher hope that futher there will be another researcher who condut a study about the same topic or not in order to enrich the knowledge of teaching and learning.

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