IDEAS

Improving Students' Vocabulary through the Use of Pictionary Game

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Abstract

This research is aimed at proving if the use of Pictionary game can improve vocabulary of the eighth-grade students of SMP Negeri 5 Sigi. This research used a quasi-experimental design consisting of experimental and control groups. The Population of this research was the eighth-grade students of SMP Negeri 5 Sigi. This research used a purposive sampling technique to select the sample. The sample of this research was two classes, in the amount 56 students of VIIIA and VIIIB. During the data collection process, this research used a vocabulary test. The test was administered twice as pre-test and post-test. The vocabulary test as the data was analyzed statistically using SPSS 22 version program. Based on the result of the hypothesis test (t-test), the value from the data analysis that has been conducted shows the significance values of 0.008<0.05. It can be interpreted that the hypothesis was accepted. Therefore, Pictionary game can improve vocabulary of the eighth-grade students of SMP Negeri 5 Sigi. The implication of this finding to the teaching practice is that teachers need to apply the Pictionary game to make teaching a vocabulary better.

Keywords: *Vocabulary, Improving, Pictionary Game*

Introduction

Vocabulary is the basis of communication (Purba et al., 2022). Vocabulary is also one of language components that are taught integratedly with other language components such as pronunciation, structure, spelling, etc. It has a very crucial role in building up students' ability to read, to speak, to listen and to write. In reading, vocabulary has an important role, namely that it can help understand the text being read. The more words you know, the easier it is to understand the content of the

text, including implied meanings and important details. In speaking, good vocabulary mastery allows someone to speak fluently and effectively. It also allows speakers to convey ideas, feelings, and information more clearly and precisely.

In listening, a strong vocabulary helps in understanding conversations, lectures, or information heard. This is very important to capture the essence of what is being conveyed. And in writing, can express their ideas in more creative and varied ways, enriching their writing and making it more interesting for readers. Things that are needed for successful learning, one of which is vocabulary. Since it is regarded as a basic language ability, students will have difficulty in fluency and understanding if they only have a limited vocabulary knowledge. According to Wilkins (1972), claim any learning will not be conveyed without vocabulary. Therefore, without knowing the vocabulary, communication with other people will be hampered.

In real life, most of English as a Foreign Language (EFL) or English as a Second Language (ESL) students continue to have problems with vocabulary memory. A lot of EFL or ESL students have problems memorizing words for a variety of reasons. First, it can be challenging for EFL or ESL students to build sentences or understand more complicated texts due to their restricted fundamental vocabulary. Second, some students engage in poor active practice by only learning a language passively through reading or listening, without ever using it in writing or speaking. Third, lack of motivation or inappropriate teaching methods for the students. Techniques for learning that are engaging, creative, and successful are required to get over this.

In this research, eighth grade students often face a variety of challenges in memorizing vocabulary, especially in the context of learning a new language or expanding their understanding of more complex vocabulary. Specific challenges they may face include a lack of interest or motivation in students, students often have to memorize a large number of words in a short period of time, which can feel overwhelming, time constraints make it difficult for them to practice or revise vocabulary effectively and limitations in learning strategies or techniques.

For English teachers, teaching vocabulary to students is a challenging undertaking. When teaching vocabulary in the classroom, teachers need be certain that students have sufficient knowledge of vocabulary in English to understand the concepts being taught. Teachers require strategies, skills, techniques or methods to effectively enhance and positively influence vocabulary learning. Using games techniques is one of many methods, skills, or techniques for teaching vocabulary. It is a good idea to support teachers who employ games in the classroom to assist in their students' language learning.

One of techniques that is considered appropriate in teaching vocabulary is through pictionary game. Pictionary game is a game that involves students in groups guessing words or phrases from pictures. This is because the pictionary game requires students to work in groups to help each other guess words. There are several advantages in implementing the pictionary game, including that it can increase student creativity, pictionary requires players to draw concepts or words that they see on the cards, which can help increase creativity and drawing skills. This game can also improve teamwork because pictionary is played in teams, players have to work together and communicate well to guess the picture correctly. This can strengthen bonds and teamwork. Hone quick thinking skills, players have to think quickly to draw or guess words in a limited time, which can help hone fast thinking and problems solving skills and can increase vocabulary.

In this case, pictionary game can attract students' enthusiasm in increasing vocabulary. These findings align with a previous study by Fatmawati et al. (2023) found that the use of pictionary games can help enrich students' vocabulary. Similarly, Yelvia et al. (2023) found that the pictionary game was effective to increase students' vocabulary mastery and the application of pictionary games in vocabulary learning adds to the activeness of students while studying and students are also interested in using the technique of this game.

These findings also match up with Reniati & Sofa (2023), who stated that the pictionary game improved vocabulary. It can make learning enjoy and consistent in vocabulary learning. Likewase, Pranata et al. (2022) Pertaining of the effect of pictionary game on the students' vocabulary mastery. Pictionary game was effective to be applied in promoting vocabulary because they provide information about unknown words, makes students actively involved in learning vocabulary, and can be used as a tool or medium to review any material. Based on the previous findings, the use of pictionary games can effectively improve vocabulary. And for the research question: Can the use of pictionary game improve vocabulary of the eighth-grade students of SMP Negeri 5 Sigi?

Method

To investigate the effectiveness of Pictionary Game in improving vocabulary, this research used a quasi-experimental design with non-equivalent control group design. This research was conducted by involving 56 eighth grade students of SMP Negeri 5 Sigi. In this research, the researchers selected the sample by using a purposive sampling technique. The researchers chose VIII A as the experimental class and VIII B as the control class. In collecting the data, the instrument used a vocabulary test. For the type of test, the researchers provided a vocabulary test in the form of multiple-choice questions and a matching test.

Multiple-choice consisted of 20 items, and each item was given a score of 1 for the correct answer. The matching test consisted of 10 items, for which the correct answer was awarded 1 point. The test was administered twice as pre-test in the first meeting and post-test in the last meeting. There were six meetings for doing the treatment and two meetings to do the test, including:

1. During the first meeting, the students were asked to do the test. The test was given for 40 minutes in the experimental class and then given to the control class on the same day. Students were given a pre-test before being given treatment to obtain data that would be compared with the post-test.

2. In the second to seventh meetings, the researcher taught the experimental class and the control class on the same day but at different times. The experimental class was taught using the Pictionary game, while the control class was taught without using the Pictionary game. In the control class, the researcher taught like teachers in general using conventional methods and books.

3. At the eighth meeting, the researcher gave a post-test to both groups on the same day but at different times. This post-test was given after the treatment and lasted for 40 minutes. This test was different from the pre-test previously given. The aimed to measure the groups' skills and see whether the treatment was effective in improving students' vocabulary.

After collecting the data, the researchers analyzed the data by using SPSS 22 version program.

Result

To answer the research question firstly, the researchers calculated the students' scores as shown in the Table below.

Table 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental	28	13.00	70.00	45.5800	16.07601
Pretest Control	28	23.33	70.00	45.1157	12.61964
Posttest Experimental	28	53.33	90.00	74.4011	10.02288
Posttest Control	28	56.66	86.66	68.2121	6.57270
Valid N (listwise)	28				

Based on Table 1, it shows that the highest score obtained by the students in the experimental group on the pre-test is 70 while the lowest score is 13. Then, on the post-test scores, the highest score is 90 while the lowest score is 53.33. The mean score achieved by the experimental group in pre-test is 45.58 and the mean score in post-test is 74.40. Furthermore, the highest score obtained by the students in the control group on the pre-test is 70 while the lowest score is 23.33. Next, on the post-test scores, the highest score is 86.66 and the lowest score is 56.66.

Table 2 Tests of Normality

| | Class | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
| | | | | | Statistic | | |
		Statistic	df	Sig.		df	Sig.
Students learning outcomes	Pre-test experimental	.115	30	.200*	.963	30	.359
	Post-test experimental	.158	30	.053	.905	30	.011
	Pre-test control	.139	30	.144	.949	30	.161
	post-test control	.185	22	.049	.925	22	.095

*. *This is a lower bound of the true significance.*

a. *Lilliefors Significance Correction*

In analyzing the normality of the data test of pre-test and post-test in the experimental and control group scores (sig.). The significance value (sig.) of the pre- test and post-test can be seen in the analytical test result above. The pre-test significance value in the Kolmogorov Smirnov column is 0.200 in the experimental group and 0.144 in the control group. Based on the results of the normality test between the pre-test and the post-test of the experimental group and the control group shows that the distribution of the data is normal because the significance value of both classes is >0.05.

Table 3 Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students learning outcomes	Based on Mean	5.990	1	54	.018
	Based on Median	6.488	1	54	.014
	Based on Median and with adjusted df	6.488	1	53.210	.014
	Based on trimmed mean	5.823	1	54	.019

After getting the normality test, the next step is the homogeneity test. It purposed to test the similarity of the sample in both classes. The result of the data, the significance score of 0.018 is higher than >0.05. It means that the mean score of the post-test of the experimental and control group is homogeneous.

Testing Hypothesis

After conducting normality and homogeneity tests on the existing research data, the researchers proceed with hypothesis testing. Hypothesis testing involves using statistical methods to determine if the results are significant. By

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students learning outcomes	Equal variances assumed	5.990	.018	2.732	54	.008	6.18893	2.26510	1.64768	10.73017
	Equal variances not assumed			2.732	46.598	.009	6.18893	2.26510	1.63110	10.74675

Based on Table 4 shows that the scores sig. is 0.008 which indicates that Ha (alternative hypothesis) is accepted, and the Ho (null hypothesis) is rejected. In conclusion, the use of pictionary game is effective in improving students' vocabulary. Pictionary is a game that involves drawing and guessing, which has various aspects that can contribute to improving skills, such as increasing creativity, teamwork and collaboration, developing nonverbal communication skills, cognitive development and problem solving which can improve scores as in the data above.

Discussion

In this section the researcher discusses the research results. This research was conducted at SMP Negeri 5 Sigi using a quasi-experimental research design with a sample of 56 students selected using purposive sampling technique. Data were collected through vocabulary tests given twice, namely pre-test and post-test, for the experimental and control groups. The pre-test results showed that the mean score of experimental group was 45.58 and the mean score of control group was 45.11, while the post-test results showed that the mean score of experimental group was 74.40 and the mean score of control group was 68.21.

In inferential analysis, hypothesis testing is used to test research hypotheses. In this research, the SPSS program was applied. Before testing the hypothesis, the researcher first carried out normality and homogeneity tests. Based on the results of the analysis, the data obtained is normally distributed and homogeneous, then the t test can be carried out. The research results show a significant effect of 0.008<0.05, which means the Alternative Hypothesis (Ha) is accepted while the Null Hypothesis (Ho) is rejected. Therefore, the pictionary game is effective in increasing students' vocabulary.

Pictionary game can boost students' enthusiasm for expanding their vocabulary. Similarly, Odang et al. (2023) found that Pictionary game can help students participate in teaching and learning activities, be motivated in English lessons, and retain more vocabulary. These findings align with a previous study by Sihombing (2023) regarding a teaching and learning method to enhance students' vocabulary. This Pictionary game can increase students' creativity in learning, where this Pictionary game requires players to draw concepts or words that they see on cards, which can help improve creativity and drawing skills, and can improve teamwork because the Pictionary game is played in teams, players must work together and communicate well to guess the picture correctly. This can strengthen bonds and teamwork. These findings also match up with Yelvia et al. (2023), who stated that the use of Pictionary game has many advantages, one of which is helping students learn vocabulary because by playing this game students can spell, understand, remember, and use words. This is supported by Lestari et al. (2024) finding that the development of Pictionary game in learning vocabulary can make it easier for students to memorize English vocabulary through the implementation of Pictionary game.

However, in using Pictionary game as a learning technique, the teacher needs to guide students throughout the learning process. During the learning process using Pictionary games makes the class atmosphere live and students become enthusiastic. Although, it can make the class seem noisy and worry about disturbing other classes which can result in time constraints and some students

may find it difficult to draw abstract ideas or participate actively. To overcome this problem, researchers implemented rules before starting the game by ensuring that students understood the time limits, how to play, and how they had to behave.

Based on the findings above, the use of Pictionary game is effective to improve students' vocabulary. It can solve the students' problems in vocabulary and effective technique and it can be used as an alternative way in teaching vocabulary because it is easy to be implementation and it is one of the interesting techniques that suits students' learning activities. The students are involved actively in teaching learning process. This makes it easier for students to understand the material, so it can improve students' vocabulary.

The researchers hope that this game can be applied at all levels of education. For early childhood education, Pictionary games are expected to focus on vocabulary development, such as using pictures that are simple and relevant to everyday life, such as animals, fruit, or household objects, to help expand their vocabulary. For elementary education, Pictionary games are expected to enrich vocabulary and spelling, such as introducing new words and teaching correct spelling. For secondary and higher education levels, the Pictionary game is expected to encourage students to work together and communicate clearly, and can train students in explaining concepts visually, which is an important skill in presenting and conveying ideas. And for non-formal education levels, it is hoped that the Pictionary game can be used as an icebreaker game to break the ice and motivate people to participate more actively.

Conclusion

Based on the result of the tests and the analysis of the data, there was an increase in vocabulary in eighth grade students of SMP Negeri 5 Sigi after using the Pictionary game. It can be seen from the improve in students' scores in pre-test and post-test classes. The pre-test results showed that the mean score of experimental groups was 45.58 and the mean score of control group was 45.11, while the post-test results showed that the mean score of experimental groups was 74.40 and the mean score of control group was 68.21. As a result, the t-test results showed that the alternative hypothesis (Ha) was accepted while the null hypothesis (Ho) was rejected.

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