The Effectiveness Using Pictionary Game Toward Students Vocabulary Mastery

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan permainan Pictionary efektif terhadap penguasaan kosakata siswa kelas IV SDN Gajah 2 yang mengalami kesulitan dalam penguasaan kosakata dan mempunyai nilai rendah dalam pembelajaran kosakata. Teknik yang digunakan dalam penelitian ini adalah permainan Pictionary. Peneliti menggunakan desain penelitian eksperimen one-group pertest post test yang dilakukan dalam 4 kali pertemuan. Dalam penelitian ini, Peneliti menggunakan instrumen berupa observasi dan tes untuk mengumpulkan data dengan jumlah peserta 14 siswa. Hasil observasi menunjukkan bahwa guru telah melaksanakan proses penggunaan permainan Pictionary dengan baik, siswa menunjukkan respon yang positif dan kemampuan siswa berkembang dengan baik di setiap pertemuan. Sedangkan hasil uji t sampel berpasangan menunjukkan bahwa hipotesis alternatif (Ha) diterima karena Thitung > Ttabel yaitu 2,810 > 2,160 dengan pengaruh signifikansi 0,05 yang berarti permainan Pictionary efektif terhadap penguasaan kosakata siswa SDN Gajah 2.

Kata Kunci : Permainan pictionary, kosakata siswa, penguasaan kosakata.

Abstract

The purpose of this research is to know whether use of Pictionary game effectives on students vocabulary mastery of class IV students at SDN Gajah 2 who found it difficult to mastering vocabulary and have a low score in vocabulary learning. The technique used in this research is Pictionary game. Researcher used one-group pertest post test experimental research design that was conducted in 4 meetings. In this research, Researcher use instrument in the form of observation and test to collect data with count of participant is 14 students. The results of observation showed that teacher has implemented process using the Pictionary game well, students showed positive responses and students abilities progressed well in each meeting. Meanwhile the results of the paired sample t-test show that alternative hypothesis (Ha) was accepted because T-count > T table which 2.810 > 2.160 with significance effect 0.05 means that Pictionary game is effective toward students vocabulary mastery of SDN Gajah 2 students.

Keywords : Pictionary game, students vocabulary, vocabulary mastery.

INTRODUCTION

Vocabulary is an essential component that novice learners must learn because Vocabulary is a fundamental component that will help students to master the primary skills found in languages, especially English. There are many opinions about vocabulary according to experts. (Yelvia et al., 2023) states that vocabulary is the most important aspect of learning a language. So that people can communicate with each other and vocabulary is word storage to used as a tool for communication.

According to (Amelia Yustina Fatmawati, 2022) state that Pictionary game is a game in which students must guess an image that make by another students in order to motivate the other students to learn English and the students increase their vocabulary mastery by using a picture or image. According to (Wahidin, 2017) state that Pictionary game is a game that can be used to help students acquire vocabulary. Because this game is important for developing students capacity to achieve and comprehend learning English vocabulary.

According to (Hamer & Lely, 2019) the ideal conditions for students in vocabulary learning must be implemented effectively, actively, creatively, and fun to increase motivation and doesn't make students bored.

Based on the preliminary study that conducted by Researcher on February 2nd 2023. Researcher found a research gap between ideal conditions and actual conditions in the vocabulary learning process of grade fourth students SDN Gajah 2. where the actual condition states that there are academic problems being experienced, these problem include students unmotivated in learning and students get low scores in vocabulary learning.

In order to bridge the gap between ideal and actual conditions that the students of the Class IV encounter, the researcher conducts research with the title "The Effectiveness Using Pictionary Games Toward Students Vocabulary Mastery" to increase students understanding about vocabulary and also to increase student's motivation. Hopefully, after this game was implemented , students can be motivated to learn, students can stimulate their ability to remember and understand vocabulary so that students get better score than before.

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The grand theory implemented in this research is game as an education by (Hamer & Lely, 2019). Harmer argue that game can exercise students motoric ability, stimulate students thinking skill in remembering and understanding vocabulary, increase students motivation and also giving knowledge to students through the learning process of plays.

In this research, Researcher used pre experimental one group pre-test post test research design which was stated by (Sugiyono, 2013). In this research, Researcher conducted this research for 4 meetings. To collect the data Researcher used instrument such as observation and test. Meanwhile to analyse the data Researcher use Normal Distribution Test and Paired Sample T-test.

The material of the research is based on Teaching Module Independent Curriculum. This teaching module of the research focuses on learning vocabulary about time, name of the rooms, and transportation. This research focuses on the effectiveness of implementing Pictionary game in influencing students ability to master vocabulary. The research objectives are:

1) To find out the process of the use of Pictionary game in influencing students learning enthusiasm.

2) To find whether the effectiveness of Pictionary game Toward students vocabulary mastery.

LITERATURE REVIEW

Definition of Vocabulary

Vocabulary is an essential component that novice learners must learn because Vocabulary is a fundamental component that will help students to master the primary skills found in languages, especially English. (Lestari et al., 2019) state that vocabulary is an essential component of language. Which is the many words students now, they can communicate in a wide range of situations.

According to (Rusyda & Suparman, 2022) state that vocabulary is an important aspect of language in which the students should learn to master foreign language. According to (Ain & Nawir, 2022) state that vocabulary is an important component of language proficiency because it serves the foundation

for how well students can speak, listen, write, read. According to (Wahidin, 2017) vocabulary is the basic thing to learn of skill in english.

From some of the opinions above, it can be conclude that vocabulary is an important basic component in aspect of learning a foreign language. Vocabulary plays an important role in learning language. The important role of vocabulary is also used as a tool for communication.(Alqahtani, 2015) stated that mastering vocabulary for students is very important because vocabulary affects one's success in communicating. So it means that students must master vocabulary to make it easier for them to convey words and communicate with other people. Because if students have difficulty conveying words, it was make them difficult in doing communication Because without vocabulary nothing can be conveyed. Meanwhile (Syahar Nurmala Sari, 2021) state that vocabulary is crucial in communication, and we cannot speak well unless we have a large vocabulary. People will find it easier to communicate in foreign languages if they understand vocabulary. Besides that vocabulary is also used to develop the four main skills such as listening, writing, speaking, and reading. (Hamer & Lely, 2019) state that vocabulary have an importance function in language. By having a lot of vocabulary the learners are expected to master of four skills in English such as listening, reading, speaking and writing. It means that the students can listen and understand the materials easily delivered by the teacher.

Definition of Pictionary Game

Pictionary game is a game that can be used as media for teaching students vocabulary. Especially for teaching vocabulary to young learners. There are many opinions based on the experts about the Pictionary games. According to (Amelia Yustina Fatmawati, 2022) state that Pictionary game is a game in which students must guess an image that make by another students in order to motivate the other students to learn English and the students increase their vocabulary mastery by using a picture or image. According to (Purba, 2022) state that Pictionary game is an example of game that can involve students in learning vocabulary. This game can improve students imagination because students are asked to draw pictures according to the words provided the teacher. According to (Aminah&Mayasari,2022) Pictionary game is the classic game of quick draw where it has been identify as one of the most significant games to improve students vocabulary.

From the explanation above it can be resumed that Pictionary game is a game that can be used as a tool to improve students vocabulary by developing students communication skills with their friends in a group, developing students ability to think creatively , developing students stimulation in the form of the ability to imagine words and then convey in the form of pictures so that students vocabulary understanding increase and develops students enthusiasm and high motivation to learn vocabulary.

Connection Between Pictionary game and Vocabulary

The connection between Pictionary game and vocabulary is linked by game as an education by (Hamer & Lely, 2019). Harmer argue that game can exercise students motoric ability, stimulate students thinking skill in remembering and understanding vocabulary, increase students motivation and also giving knowledge to students through the learning process of plays. Based on Harmer's statement it can be conclude that through games students vocabulary learning process becomes more enjoyable, students can develop their ability to remember and understand through the stimulation provided in the form of picture represented by their friends on the blackboard, through playing Pictionary games students can be more motivated to learn because students have the enthusiasm to win the game students compete with other teams.

Besides that, the connection between Pictionary game and vocabulary is also related to the characteristic of young learners. According to (Bakhsh, 2016) young learners have characteristic such as they don't like studying individually and prefer studying with friends and they have a high curiosity. Meanwhile According to (Ar & Ula, 2010) state that young learners have characteristics that they are imaginative and like fantasy. Meanwhile according to (Rusiana, 2016) state that young learners have characteristic that they really like physical activity. From these several statements it can be seen that Pictionary game meets all the criteria contained in the characteristics of young learners, so that Pictionary game is suitable for young learners who want to learning vocabulary.

METHOD

Research Design

According to (Sugiyono, 2013) stated that pre experimental research is experimental research where the research has the influence of other elements in influence the dependent variable, with ensure that the independent variable is not only component influence the research outcomes. . In this research the researcher apply one group pre-test and post-test design. This design compares the pre-and post-treatment results use pre-test and post-test to get more accurate results. In this research Researcher used this research design for 4 meetings.

Participants

Subject of this research is classroom IV students of SDN Gajah 2, consisting of 14 students (8 students male and 6 students female).

Data Collection

In this research to collect the data the researcher use some instrument there are :

1) Observation

Researcher used observation to observed the process of implementing Pictionary game, how is the students response when this game was implemented, and to observed the students progress after students being given treatment.

2) Test

The Second instrument that used to collect data in this research is use a test. Test is an instrument that use to measure the level of students ability to understand the vocabulary. In this study the researcher used two types of test there are pre-test and post-test. Pre-test is a test that use to measure students ability in understand vocabulary before students receive treatment. Meanwhile post test is test that used to measure students ability in understand the vocabulary after students receive treatment.

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Data Analysis

To analyse the data in this research, Researchers carry out analysis by testing the test results. The researcher employs the subsequent testing there are:

1) Normal distribution test
2) Paired sample t-test

FINDINGS AND DISCUSSION

FINDINGS

The result of observation

Based on the findings from observations, the researcher want describe the results of the process of implementing Pictionary game, the response and progress experienced by students when given treatment in 4 meetings.

The Process of Implementing Pictionary Game

The results of the process of implementation Pictionary game at the first meeting on May ,27th 2023 is that in the first step is the teacher begins the opening activity well includes (opening the lesson, greeting students and then starting to divide students into 2 groups). Second, at the core activity the teacher explain the subject matter quite well about "be on time" where students will learn vocabulary related to time/hours for example such as a quarter, a half, past, to, etc. Then teacher explain about the rules of Pictionary game quite well to student, then start the game well. Third, after finished /completing the Pictionary game, the teacher give reinforcement to student where the teacher only reviews a few important point to students and guiding students to make conclusion, then close the learning activity well. However in this first meeting the teacher had a problem. The problem is the teacher is difficult to discipline students so that the atmosphere of learning activities is less conducive.

The results of the process of implementation Pictionary game at the second meeting on June 3rd 2023 is that in the first step is the teacher begins the opening activity well includes (opening the lesson, greeting students and then starting to divide students into 2 groups). Second at the core activity the teacher explain the subject matter well about " my room is beside the kitchen" where the students will learn vocabulary about the names of the rooms in the house such as living room, dining room, etc. Then teacher explain about the rules of Pictionary game well to student, then start the game well. Third, after finished

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/completing the Pictionary game, the teacher give reinforcement to student where the teacher only reviews a few important point to students and guiding students to make conclusion, then close the learning activity well. In this second meeting, learning activities can be carried out well because students can be more conducive than in the previous meeting.

The results of of the process of implementation Pictionary game at the third meeting on June 10th 2023 is that in the first step is the teacher begins the opening activity very well includes (opening the lesson, greeting students and then starting to divide students into 2 groups). Second at the core activity, the teacher explain about subject matter very well about " where is my pencil" where students will learn about names of objects in a room. Then teacher explain about the rules of Pictionary game very well to student, then start the game very well. After the Pictionary game activity is finished, Third the teacher give reinforcement to student very well, then guide student to make conclusion very well then close the learning activity very well. At the third meeting, learning activities could be carried out better and at this meeting students were seen starting to be able to conclude the contents of the results of learning activities.

The results of the process of implementation Pictionary game at the fourth meeting on June 17th 2023 is that in the first step is the teacher begins the opening activity very well includes (opening the lesson, greeting students and then starting to divide students into 2 groups). Second at the core activity, the teacher explain the subject matter "How do you go to school" where at this meeting the students will learn vocabulary about transportation. Then teacher explain about the rules of Pictionary game very well to student, then start the game very well. After the Pictionary game activity is finished, Third the teacher give reinforcement to student very well, then guide student to make conclusion very well then close the learning activity very well. At the fourth meeting, learning activities can be carried out better and at this meeting students can be able to memorize vocabulary, understand vocabulary very well, motivate themselves very well and conclude the main points from the learning activities very well.

Students Response and Progress

The results of students responses indicate that students give positive responses where they play an active role in learning using Pictionary game

media. Students actively discuss with their teammates to guess the picture presented by a representative of one of the team members. However, in this level of activity students experience different levels of activity in each meeting. where the level of students activity in the first meeting was very low, there are 10%, while in the second meeting the level of students activity increased to 50%, then the level of students activity increased again in the third meeting to 80%, and in the fourth meeting the level of students activity increased to 90%.

Meanwhile, when this Pictionary game was implemented, students experienced very good progress. Where students were able to remember vocabulary easily, students understanding of vocabulary increased, students learning motivation increased, and students became more enthusiastic in learning vocabulary , and students can be able to conclude important points from learning activities.

The Description of The Data

Based o the findings from the test, Researcher will describe the results from the pre-test result and post test results and then researcher want to compare the difference from the result of pre-test and result of post test.

Table 1: The score of pre-test and post-test

No .	Name	Pre-test score	Post test score	Pre-test result category	Post test result category
1.	Students 1	80	93	Good	Excellent
2.	Students 2	30	70	Poor	Fairly good
3.	Students 3	64	78	Fairly poor	Fairly good
4.	Students 4	67	88	Fairly poor	Good
5.	Students 5	62	91	Fairly poor	Excellent
6.	Students 6	34	72	Poor	Fairly good
7.	Students 7	62	71	Fairly poor	Fairly god
No .	Name	Pre-test score	Post test score	Pre-test result category	Post test result category
8.	Students 8	62	75	Fairly poor	Fairly good
9.	Students 9	30	70	Poor	Fairly good
10.	Students 10	65	76	Fairly poor	Fairly good
11.	Students 11	95	100	Excellent	Excellent

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12.	Students 12	30	78	Poor	Fairly good
13.	Students 13	56	74	Poor	Fairly good
14.	Students 14	53	76	Poor	Fairly good
	Mean	59	79		
	Max	95	100		
	Min	30	70		

Based on the test results data, it can be conclude that before students were given treatment (pre-test), students get a low score in the low category with an average/mean of 59. Meanwhile after students were given treatment (post test), students get a score in a fairly good category with an average / mean of 79. This show that the Pictionary game is effectively applied in vocabulary learning, because it can influence students ability to master vocabulary.

Data Analysis

Result of Normal Distribution Data

In carrying out data analysis, researcher used a data normality test to test whether the data from the test results (pre-test &post test) were normal distributed or not. Because the sample size was small or less than 50, researcher used Shapiro Wilk method to test the normality of the data. According to (Tri Cahyono, 2015) state that Shapiro Wilk normality test method is a method used to test data with relatively small samples or less than 50 samples.

Table 2 The Result normality of pre-test

Pretest score		
$w = \dfrac{b^2}{SS}$	**Shapiro wilk table**	**Df**
0.905	0.874	14

Based on the result of the table it can be conclude that W count is 0.905 with a data frequency of 14, which in the Shapiro Wilk table shows a value of 0.874. so the distribution of pretest is said to be normal because W count (0.905) > Shapiro Wilk table (0.874).

Table 3 The Result normality of Posttest

Posttest score		
$w = \dfrac{b^2}{SS}$	**Shapiro wilk table**	**Df**
0.851	0.874	14

Based on the results of the table it can be conclude that W count is 0.851 with a data frequency of 14, which in the Shapiro Wilk table shows a value 0.874. so the distribution of posttest is said to be abnormal because W count (0.851) < Shapiro Wilk table (0.874).

Result of Paired sample t-test results

Next to analyse the data Researcher use paired sample t-test to analyse the significant difference between pre-test and post test result and also to test the effectiveness of the use Pictionary game. According to (Prof.Dr. Sugiyono, 2019) paired sample t-test analysis is uses for do a test on one sample that gets the next treatment will compare the average of these sample between before and after treatment.

Table 4 paired sample t-test results

t-Test: Paired Two Sample for Means		
	PRETEST	*POSTEST*
Mean	56.42857	79.42857
Variance	383.8022	91.95604
Observations	14	14
Pearson Correlation	0.767096	
Hypothesized Mean Difference	0	
df	13	
t Stat	-6.28415	
P(T<=t) one-tail	1.410005	
t Critical one-tail	1.770933	
P(T<=t) two-tail	2.810005	
t Critical two-tail	2.160369	

Based on the table paired sample t-test results it show that T-count is 2.810 then with a significant level of 0.05 due a two tailed test , and a df is 13

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which in the T-Table shows a value 2.160. So, it can be conclude that the value of t-counts (2.810) > T table(2.160) it means that Ha was accepted and show that there is a significant difference effect between pretest and posttest results and it show that Pictionary game is effective on students vocabulary mastery.

DISCUSSION

Based on the findings of this research show that the result of observation show that Pictionary game was implemented well, students give positive response, and students progress increase well after Pictionary game was implemented well. Based on the findings of test result show that there is difference result between pre-test and post-test scores, it show that the mean score is (59) and the mean score of post-test is (79) while the results of T-test show that T-count > T table which 2,810 > 2,160 its indicate that Ha was accepted it means that Pictionary game is effective and has an effect on students vocabulary mastery at students SDN Gajah 2. My finding was in line to the previous study by Aminah & Mayasari (2022), Yelvia(2023), Purba (2022).

The Finding result of this research support the finding result from previous research by Aminah &Mayasari (2022) found that using Pictionary game has an effect on students vocabulary mastery which is because the mean score of pre-test is (38) and the mean score of post-test is (73) and the result of T-test is T count (4,00) is higher than T-table (2.72) it means indicate that Ha was accepted and H0 was rejected so it can be conclude that there is a highly significant effect of using Pictionary game on students vocabulary mastery. But the contrast previous research conducted by (Aminah &Mayasari, 2022) did not explain the process of implementing Pictionary game in detail, did not explain students response when this game was implemented, and did not explain the students progress after being given treatment.

The finding result of this research also support the finding results from previous research by Yelvia (2023) found that using Pictionary game also has an effect on students vocabulary mastery because the results the test show that T count (12,92) which is greater than T table (2,042). But the contrast previous research conducted by (Yelvia. 2023) did not explain the process of implementing Pictionary game in detail, did not explain student response when this game was implemented, and did not explain the student progress after being given treatment.

The finding results of this research also support the findings result from previous research by Purba (2022) found that using Pictionary game can change students vocabulary scores to be better than before because this is shown by the mean score of pretest is 62 while the mean score of posttest is 77. Based on the test results showed that there is a difference before and after using Pictionary game and it be conclude that Pictionary game is effective and have an effect toward students vocabulary mastery. But the contrast the findings in previous research conducted by Purba (2022) is did not carry out a t-test on the pretest and posttest results and also did not explain the process of using Pictionary game, did not explain the students respond and progress of students after Pictionary game was implemented.

CONCLUSION

Vocabulary is a basic component of a language that must be matered by elementary school students when students are going to learn a languge especially english. Based on the results from findings and discussion the researcher conclude that:

1) The procces of teaching vocabulary using pictioanry games is divided into 3 steps, There are, the teacher open the lesoons and divided students into 2 teams, the teacher explain the material and rules of pictionary game to students then start the game, the teacher give reinforcement to students after finishing playing game and close the learning activities. In the process of using pictionary game students showed a good response when this game was implemented and students also have a good progress at each meeting.

2) The effectiveness of pictionary game is proven by the results of paired sample t-test results. Which the results is T value > T table where 2.810 > 2.160 it show that there is a significant difference & pictionary game is effective toward students vocabulary mastery. based on the ressults of findings above it can be conclude that pictionary game is effective toward students vocabulary mastery at 4 grade students SDN Gajah 2.

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