

THE USE OF Pictionary GAME IN TEACHING VOCABULARY TO SECOND GRADE STUDENTS OF SMPN 1 RAYA

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Abstract: Pictionary game is a fun and enjoyable guessing word game that can motivate students to learn English. This research deals with improving students' vocabulary by using the Pictionary game for the second-grade students in SMP N 1 Raya. This research aims to determine whether the Pictionary game can increase students' vocabulary. This study applied Classroom Action Research (CAR). The sample of the research was the second-grade students of SMP N 1 Raya in academic 2021/2022. The writer used two cycles that occur of two meetings. The finding of this study was that the Pictionary game can improve students' vocabulary. It can be proved from the calculation of the test in both cycles. In the pre-test, the mean of the students' score was 62,18. In post-test cycle I, the mean of vocabulary score was 72,84 and the mean score in post-test cycle II was 77,09. Based on the data, it could be concluded that there was a significant improvement in students' vocabulary by using the Pictionary game. Based on the research, it is suggested that English teachers should use the Pictionary game as a technique in teaching vocabulary.

Keywords: *classroom action research, pictionary game, vocabulary*

INTRODUCTION

Learning and understanding English is an unavoidable necessity because it can give us more understanding about international knowledge (Alrajafi, 2021). English has become an important subject in Indonesia. It is a compulsive subject from primary

school to college. When studying this subject, students must master the skills of English: writing, listening, reading, and speaking (Srinivas Rao, 2019). To master the skill, students need vocabulary because this component can be a tool to improve all English skills. People with rich vocabulary speak the language better than people with limited vocabulary. Thornbury (2002) says “you can hardly communicate without grammar and you cannot communicate without vocabulary” and it proves that vocabulary is very important. This argument is also supported by (Richards & Rodgers, 2002) saying that vocabulary is the basic building block of listening, speaking, reading, and writing. When we begin to learn a language, especially English, vocabulary plays an important role.

One of the popular middle schools in Simalungun SMP N 1 Raya. However, there are problems faced by the students. When the researcher taught English there, she found that students' skills were still low and efforts were needed to increase the students' vocabulary. Students had difficulty speaking and writing because they have limited vocabulary.

Teachers need strategies, skills, or methods to positively influence and improve vocabulary learning. Iswandari (2017) claims that teachers should be encouraged to employ games in the classroom to help students master new languages. Making students happy when they learn something is not an easy task. To solve this, involving children in games is the way to teach English so that they can have fun.

Pictionary game is an example of game that can involve students in learning vocabulary. Such a game can improve students' imagination because students are asked to draw pictures according to the words provided by the teacher. Thornbury (2002) defines Pictionary game as a game activity in which students will perform in a team, where every team member, in turn, becomes a painter. This game has been used in previous research analyzing its effectiveness to improve student's vocabulary. These research is supported by Bunau (2018) who says that Pictionary game is effective in teaching vocabulary. Through the use of Pictionary game, students who are inactive in learning can be more motivated to learn. Pictionary game also helps students understand words and their functions as they learn English and help memorize vocabulary more easily because they can practice to generate and guess words from pictures. In addition

to that, Hamer and Lely (2019) also state that Pictionary game can be utilized to make the students interact actively with their classmates.

REVIEW OF LITERATURE

Vocabulary

Vocabulary is a powerful carrier of meaning. Vocabulary can be defined in many ways. According to Kartini and Kareviati (2021), vocabularies are compilations of terms that a person is familiar with. Vocabulary holds an important role in language learning. The main aim of learning a language is to communicate, and that vocabulary plays a necessary role in communication. As cited in Asyiah (2017) vocabularies are the major constituent of language skills and allow the students to speak, listen, read, and write. Vocabulary is the key to learning a speech, allowing people to communicate with each other. Vocabulary is the basis of communication. Vocabulary knowledge is often considered necessary means for second language learners because the narrow vocabulary of the second language prevents effectual communication. Vocabulary refers to a person's understanding of the meaning of words.

Students's Motivation

Vocabulary learning is not an easy process. Students often feel unmotivated when learning vocabulary because of some reasons. For example, when they study English at school, they just follow the lesson because it is obligatory to pass the exam. It is not because they have the intention to study English. Many of them think even if they do not understand English, it is not a problem because it is not important to them (Riyanti, 2019). Furthermore, the teachers rarely use English as the language of instruction, even for simple words. They enjoy teaching English in Indonesian to give a clearer explanation.

Pictionary Game

Murga et al., (2020) says that game is a natural way for children to learn about their surrounding that requires them to cooperate with other players and compete against other teams or players. The Pictionary game is a game in which students guess a word or phrase from a picture. The game works in teams, where each team member in turn becomes an artist (Thornbury, 2002). Pictionary game is a graphic guessing word game designed by Gary Everson, invented by Robert Angel, and first go out in 1985 by Angel

Games Inc. While students play the Pictionary game, they must draw or paint their picture posit the English words listed on the tag. The materials are used in Pictionary games as vocabulary lists, blackboards or whiteboards, smartboards, markers, and chalk. Playing the Pictionary game has several advantages. Pictionary is an excellent educational tool for improving creative thinking skills and communication. It is suitable for students in visual learning to reinforce ideas in other subjects. It can generate and reinforce a wide variety of facts, figures, and concepts. The game can build the creativity of the students to communicate with the other member.

METHOD

This study used Classroom Action Research method. This research focuses on the issue of students in a classroom. Wulandari et al., (2019) explain that CAR is the methodical gathering of information for the sake of social change. Also, classroom action research is a study of people conducted by practitioners to improve and understand professional practice. It is the research center of the classroom and simply seeks to investigate what is happening within the classroom. Investigation of activities in the classroom is carried out on a cyclical basis and consists of four phases. This research begins with an action plan. The plan is then implemented as an action in the classroom and then observed. The reflection is done when analyzing the data obtained during the operation.

This study was carried out in SMP N 1 Raya, with 33 students from class VIII D as the participants. The study's quantitative data were gathered from the score of a vocabulary test. For the qualitative data, the researcher used observation sheet and field note to know the students' behavior and activity during the lesson process. The data were utilized to characterize the scenario in the classroom during the teaching-learning process. The data were collected and evaluated to solve the research questions.

This study was held in two cycles. In Cycle 1 and Cycle 2, the actions came in two meetings in each cycle. Every cycle was composed of planning, acting, observing, and reflecting. The pre-test was served to find out students' abilities before the treatment was implemented. After the researcher gave the treatment, students were given a post-test. Post-test was applied to discover the score of students' vocabulary after the treatment. As in this study there were two cycles, it means that the researcher gave two

post-tests to students to know the improvement of students' vocabulary after the treatment.

FINDINGS AND DISCUSSION

Findings

Quantitative Data

Pre-test

The pre-test was conducted on Wednesday, February 22nd, 2022 from 07.30-08.50 A.M and it took about 70 minutes. First, the researcher started the class by greeting, praying, checking attendance records, and inquiring about the student's condition. The researcher then had a vocabulary explanation for about twenty minutes. After that, the students took a pre-test. The test consisted of mentioned vocabulary and the meaning of nouns, verbs, and adjectives, and consisted of 25 items that could be completed in 50 minutes. The results of the pre-test are shown in the following table.

Table 1. The vocabulary score of students

Grade	Criteria of Assessment	Frequency	Percentage %
91-100	Excellent		
81-90	Very good		
71-80	Good	5	15,2%
61-70	Fair	10	30,3%
51-60	Poor	18	54,5%
Less than 50	Very poor		
	Total	33	100%

The data above show that only 15.2% of students that got scored 71-80, and only five students could exceed the standard value.

Planning

In planning, the researcher needed to do an observation, problem-solving, a planning determination, and a preparation. In the Observation, the researcher identified the problems in the classroom and made a discussion with the teacher. After that, in problem-solving, the researcher and teacher agreed to improve students' vocabulary through Pictionary game. After indicated problems were resolved, the researcher created a study plan that was used to teach the students and prepared for the action. The researcher made the planning of learning vocabulary in English and prepared the facilities needed for action like a lesson plan, attendance list, vocabulary card, and also

the post-test question. Then the researcher prepared an observation sheet. The researcher did this to confirm the student's involvement in the learning process.

Action

The action was the second step in this study. The action was done in two meetings and held in 80 minutes each. In this step, the researcher motivated the students and then did the treatment using the Pictionary game. In doing the action, the researcher used some materials in Pictionary game such as vocabulary lists, a whiteboard, and markers. This study used words about animals, things around us, and jobs. Before playing the game, the students were divided into groups. After that, the researcher explained the instructions and gave the word to paint by each group. Each group decided the member of the group who had to draw each word provided by the teacher.

When the student were already, the researcher gave a the signal to begin, and every group started to play. Having heard the signal, one student of each group took one of the tags, began to draw, and asked the group members to guess (the student who drew only answered (yes) if it was true and (no) if it was false). Every student in the group chose one of the words on the card and walked forward. The winner was the group that correctly guessed the most words in the shortest amount of time. When introducing the vocabulary game to students, the researcher modified the steps and rules based on the lesson plan for each meeting and adapted them to the materials and context of the classroom. After giving the treatment, in the second meeting, it was the time for the students to do the post-test.

Observation

This step was the time to observe the teaching process. It was found that in the learning process, the researcher still found passive students in the class. They were afraid to guess the word because they thought that was the wrong answer. Every student that was active in the learning process participated to guess the word from the picture that their friend drew on the whiteboard.

Reflection

From observing the results in the learning process in Cycle I, it can be deduced that the learning process has not reached the minimum passing grade ((*KKM*) of the research, which was 75. At the end of this cycle, the researcher analyzed and calculated all the processes such as the students' pre-test scores and the students' post-test results.

Table 2. The Vocabulary Score of Students' Post-test I

Grade	Criteria of Assessment	Frequency	Percentage
91-100	Excellent		
81-90	Very good		
71-80	Good	24	73%
61-70	Fair	7	21%
51-60	Poor	2	6%
Less than 50	Very poor		
	Total	33	100%

From the post-test Cycle I, twenty students were able to pass the minimum standard. Regarding the results of the post-test I and the observation of student activities, the subject matter did not go well and some students could not understand the material. Some were dissatisfied because most of the children did not pay attention to the teacher's explanation and had difficulty answering questions. Thus, some students failed the Cycle I test. Therefore, the researcher had to go through Cycle II which consisted of planning, action, observation, and consideration.

Table 3. The Vocabulary Score of Students' Post-test II

Grade	Criteria of Assessment	Frequency	Percentage
91-100	Excellent		
81-90	Very good	9	27%
71-80	Good	24	73%
61-70	Fair		
51-60	Poor		
Less than 50	Very poor		
	Total	33	100%

The researcher gave one more treatment and it was more detailed in post-test II. The total score of 33 students was 2404, and it was better than in post-test I, where the score of the students could be improved. The minimum passing grade was 75, and the total number of students that got through *KKM* was 100%.

The data were taken from the results of the vocabulary test. The first test was given without a treatment. The next test was post-test, which was given to the students after receiving a treatment.

Table 4. The Vocabulary Score of Students

	Pre-test	Post-test I	Post-test II
Total Score	2052	2404	2544
Mean	62,18	72,84	77,09
Percentage	15%	54%	100%

The data showed that in the pre-test, only 15% of all students could pass *KKM*. After giving a treatment, the author gave a post-test to students. There was an improvement in the Post-test of Cycle 1. 54% of the students could pass the minimum standard. However, the researcher still needed to give one more treatment and then gave a post-test for the Cycle 2. The researcher gave one more treatment and it was more detailed, in post-test II the total score of 33 students was 2404 with the percentage of student that passed the minimum value was 100%, and now it was better than in post-test I, where the score of the students could be improved.

The table above demonstrates that the students' scores go up from the pre-test to the post-test II. This suggests that playing the Pictionary game might help students enhance their vocabulary. The mean of students' scores in each vocabulary test revealed an improvement in students' vocabulary test scores.

Qualitative Data

Observation sheet

The author made observations during 2 cycles. There were several points proposed by the researcher as an assessment of students. This sheet contained the responses of the students to the teacher's explanation. There were some differences in students' behavior in each meeting.

Interview

Interviews were conducted by the researcher after giving the treatment in the last meeting. Four students were taken randomly to answer the question about Pictionary game. They said that the Pictionary game could help them improve their vocabulary. They were also more active and felt happy when they played this game.

Field note

Field note contained students' progress from each meeting. In the first meeting, not all students responded to the researcher, and also there was still a student who was not enthusiastic. However, on the next day, the student became enthusiastic and active while doing the treatment.

Discussion

The researcher saw that the students' vocabulary goes up significantly. Their post-test was better rather than their pre-test. When drawing the figure, the students did not find any trouble because before they played the game, they focused on the words. In

guessing the words, the students were trained to be viable and creative because to help them discuss with their group to guess the words. Therefore, by using the Pictionary game, the students not only got a lot of vocabulary but also practiced their creative critical thinking.

Games are a real group of language learning tools (Syafiqah Yaccob & Md Yunus, 2019). This means that games can be a potential way to learn a new language that can be built on daily life. The primary reason that games are regarded as an effective teaching aid is that they stimulate motivation and that students become addicted to the competitive aspects of games. Games have shown many advantages and effectiveness in the process of teaching and knowing vocabulary in many ways.

According to Thornbury (2002), Pictionary game is a fun and enjoyable game that helps students improve their motivation to learn English. Furthermore, when the students played the Pictionary game, they communicatively learned English. The researcher helped out the students memorize English vocabulary easily during the treatment without any stressful feeling. This game involved consolation and joy for the students and created motivation for students to participate actively in learning English. In addition, before the students played the game, they were asked to complete the task of matching the words which would be cohesive to the game. It means that the students were trained to rehearse the words. Therefore, by rehearsal the words it was easy for students to memorize the words and improve their vocabulary achievement. The game also helps out teachers create interactive classroom.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the discussion of results and data, we can conclude that Pictionary games are very effective in vocabulary education. This is supported by the average score on the vocabulary test. In summary, Pictionary games help students actively participate in lessons. Their engagement was also considerable and drew a lot of attention in the educational and learning process. The addition of the Pictionary game also greatly aided the learners' understanding of the content. In addition, the students' excitement has grown, and students also no longer feel the burden of answering the teacher's questions. Thus, after being treated in a Pictionary game, there was certainly a

significant difference in student vocabulary performance, so the research problem was solved.

Suggestions

Regarding the study's findings, the researcher would like to make some recommendations since English teachers are encouraged to be creative in selecting the best teaching approach for their students. For example, as a tool for teaching vocabulary, the Pictionary game can be used. It helps students learn to work in groups and can significantly improve the learning process over text boxes and teacher's explanations. The teacher should also be able to modify the Pictionary game to fit the students' needs, and the teacher should help them in teaching-learning. The researcher also suggests that other studies use this method for other materials that are appropriate for students' characteristics and school curriculum.

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