

THE USE OF Pictionary GAMES IN IMPROVING STUDENTS' VOCABULARY MASTERY IN SMP NEGERI 8 SATAP TONDANO

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Abstract : The purpose of this study was to determine how well junior high school students learned vocabulary using Pictionary games. This study employed a quantitative approach with a one-group pre-test and post-test (pre-experimental design). Students take the pre-test (T1) prior to treatment, and the post-test (T2) is administered following treatment. In particular, 7th grade students from SMP Negeri 8 Satap Tondano were targeted for this study. There were three classes of 7th graders, but the researcher will only take one of them, and that class will be selected as the subject of the study with a total of 23 children as participants. Based on the results, it is possible to draw the conclusion that using Pictionary as a learning tool to increase students' vocabulary mastery is an excellent strategy to address this issue, particularly the knowledge of each English word's meaning. The outcome revealed that the post-test score (91.08) was much greater than the pre-test score (73.26). The majority of students discovered that this approach worked well for their reading, speaking, and listening assignments when learning English. Regarding the manner in which they teach vocabulary, English teachers are advised to take into account the following ideas: 1) Pictionary games are advised for use by junior high school English teachers to aid their students in learning vocabulary. 2) Teachers must exert control over the pupils in groups to encourage initiative and activity. 3) Instructors must use creativity to develop a teaching strategy that will increase their pupils' command of vocabulary.

Keywords : *Pictionary, Games, Vocabulary*

INTRODUCTION

Maintaining learning without interruption during the pandemic is a challenge for teachers throughout the world. In Indonesia, open online learning practices are still not applied. Online learning in junior high schools at levels 7-9 is still as far as learning with the help of the internet or mixed learning. Thus, this research will be conducted to provide innovative treatment for every student to have a new experience in re-spurring their enthusiasm for learning English. Therefore, this research will involve all

aspects of existing learning, namely cognitive, affective, and psychomotor students to be able to implement them in their achievements and skills in mastering English vocabulary on an ongoing basis.

"Vocabulary is central to language and is of great importance to language learners," according to Hatch and Brown (1995). Because they label things, actions, and ideas, words are the building blocks of a language. Without them, people can't say what they mean. Theorists and researchers in the field have recently recognized the significant role that vocabulary knowledge

plays in learning a second or foreign language. As a result, numerous approaches, methods, exercises, and practices have been introduced into the vocabulary education field (Hatch & Brown, 1995). English also makes it easier for us to communicate with our friends. Because they have to use a variety of teaching methods to help students succeed academically. According to Huyen & Nga (2003), students find the teaching and learning process to be dull if they only listen to what the teacher says and do nothing else. As a result, Thornbury (2002) stresses the significance of creating a fun and relaxed learning environment in the classroom in order to alleviate students' fears of inaccuracy, which frequently impede learning. One possibility for generating meaningful learning is a game.

The researcher attempts to provide a Pictionary game. This game will be used by the researcher to teach vocabulary. Milton Bradley developed the well-known games Pictionary and Charades (Townsend, 2009). It is a straightforward game that teaches the student academic vocabulary. Pictionary is also a game of "picture guessing," in which players work together to guess the picture drawn by others (Townsend, 2009). It is possible that playing a game of piquet will work better than using a word list. The game of Pictionary can be more entertaining, interesting, and creative than other methods for improving vocabulary word recall. Language is a tool for self-expression, communication, and social control, according to Hampp (2019). The teachers provide some materials for the English class, but sometimes their teaching style bores the students and makes them believe that the class is not interesting. Therefore, the use of its games will not only serve as a tool for teaching and

learning, but it will also increase student motivation to learn English.

RESEARCH METHOD

This study used a one-group pre-test and post-test design with pre-experimental quantitative research. Prior to starting treatment, students take a test called the pre-test. Moreover, a follow-up test is given. The pre-test (T1) and the post-test (T2) are the two tests. When the intervention is denoted by an X, a post-test will be given to see how well the students have mastered the language after the intervention. The pre-test (T1) and the post-test (T2) are the next two tests. The treatment is denoted by the letter X. The design is shown as follows:



Chart 1. One Group Pretest-Posttest Design

The subject of this research is SMP Negeri 8 Satap Tondano especially seventh grade students (one class only). There are three classes of the first level students, and the researcher will take one class only and it will be chosen as the subject of study with a total number of participants 23 students. There are several steps in order to collect the data of this research:

1. Obtaining a study permit from the school's headmaster.
2. Assure the homeroom teacher that English will be taught for the research project based on the COVID-19 Health Protocol.
3. Setting up the curriculum as the manual for instruction.
4. In the process of teaching and learning, create a lesson plan.

5. Before presenting the material, administer the pre-test.
6. Conduct an analysis of the pre-test data in order to develop a treatment strategy for the pupils.
7. Apply the therapy by playing Pictionary games
8. Conduct the final exam.
9. Get all the information.
10. Create a table using the data.
11. Evaluate the data.

To analyze the data the writer used the Mean Score formula and Standard Deviation proposed by Sugiyono (2010). To ensure the result of the calculation, the writer also used the Microsoft Excel application. Those formulas defined the median as a location measure; that is, it reveals the location of the data. The mean score and standard deviation are calculated as follows:

$$\text{Mean} = \frac{\sum x (\text{Students' total score})}{n (\text{Number of Students})}$$

$$\text{Std Dev} = \sqrt{\frac{\sum (X - \bar{X})^2}{n - 1}}$$

Where:

Std Dev = Standard deviation

n = Number of samples

\bar{X} = Mean

X = The score of samples

FINDINGS AND DISCUSSIONS

Implementation of Pictionary games at SMP Negeri 8 Satap Tondano

In the process of research through teaching and learning activities, several recommendations were found from the implementation of this research, namely the application of pictionary games for students at SMP Negeri 8 Satap Tondano, this was based on research activities carried out in the form of teaching and learning

activities at school. So there are strengths and weaknesses of Pictionary games in relation to the implementation of teaching and learning activities for students in schools, including:

Strengths of Pictionary Games

According to research conducted at SMP Negeri 8 Satap Tondano, the strength of Pictionary games is that they provide students with tools for reviewing information and help them retain the new language they are learning. Pictionary games help students automatically memorize new vocabulary as they attempt to produce words orally, which helps them remember them. Additionally, these games may encourage students to become more involved in their English education. They are not disinterested, sleepy, or bored. Because of this game, they will be more excited about learning. Another useful method for ensuring that students comprehend the material is to use this game rather than asking them to share what they have learned. Some of the responses would be silent if the instructor simply asked each student if they understood. During this time, the teacher can use this game to determine whether or not students have mastered the material.

The weakness of the Pictionary Game

The dominance of psychomotor activity, which will overwhelm students, is the focus of this study at SMP Negeri Satap 8 Tondano. Pictionary is one of the most common student-centered games. Every student will be required to participate in this game. It will be audible. Unlike teacher-centered instruction, it won't make any noise. Pictionary games are additionally not equipped for portraying dynamic ideas. As a result, image-based educational materials can incorporate Pictionary games. The fact that the children

who become artists are unable to draw is another flaw in Pictionary. The artist team won't be able to guess what the artist is drawing because of this. The team cannot score as a result. There will be advantages and disadvantages to the exercises that the teacher selects. Before using the Pictionary game, the instructor must modify the subject. The game has more advantages than disadvantages.

The Tests

To find the effectiveness of the Pictionary games in teaching vocabulary, the researcher applies the pre-test and post-test to find the mean score of each test and compare them. The mean score is used as an indicator of the effectiveness of the Pictionary games. After administering the pre-test and post-test, the researcher found the following results presented in Table 1.

Table 1. Data Matrix of the Pre-test and Post-test.

Students No.	Pre-Test Score	Post-Test Score
1	70	90
2	80	85
3	85	90
4	75	95
5	85	100
6	75	95
7	70	85
8	70	90
9	70	100
10	70	85
11	70	90
12	80	100
13	70	80
14	65	80
15	70	95
16	80	90
17	60	100
18	60	100
19	65	95

20	80	90
21	80	85
22	70	80
23	85	95
Max Score	85	100
Min Score	60	80
Total Score	1685	2095
Average Score	73.26	91.08

Based on the presentation on Table 1, it could be clearly seen that the highest score in the pre-test was 85 (eighty-five) gained by 3 students or in percentage 11.08% and 2 students obtained 60 (sixty) or 5.21% as the lowest score. Thus, the average score in the pre-test is 73,26. Table 1 also showed the highest score of the post-test was 100 (one hundred) gained by 5 students or in percentage 21.73% and 3 students obtained 80 (eighty) as the lowest score. In addition, the average score in this post-test is 91,08.

The purpose of this score is to adjust to the school curriculum and provide an objective evaluation of each application of the material or test that has been taken. The comprehensive data analysis revealed the precise fact that follows. Twenty-three students took the test, of which twenty-three participated in both the pre- test and post-tests. The following is how the researcher determined the significance of treatment success: After looking at the results of the post-test, students who scored between 60 and 80 on the pre-test indicated that they had successfully completed the treatment. A size specification and scoring algorithm is used to generate a numerical result known as a size score. The sum of all participant-level data pertinent to the being measured is represented by the calculated measurement score. The entity being measured and the person to whom the size score applies are specified in the size specification.

In addition, the researcher discovered, after analyzing the data, that the results of the post-test were superior to those of the pre-test. In the post-test, the highest score was 100, while the lowest score was 80. In contrast, the lowest score on the pre-test was 85 (85), which was a percentage of 11.08 and sixty, or 5.21 percent. In a research study, participants are given a pretest, an assessment measure, prior to receiving any treatment. As part of a research study, participants are given a posttest as an assessment measure after receiving treatment. In order to determine whether any changes can be linked to the treatment, a pretest-posttest research design must provide participants with the same assessment measures before and after treatment (Nasution, 2005). According to the preceding data, the post-test scored higher than the pre-test. Pre-test results showed that the mean score ($T1 = 73.26$) and standard deviation ($S12 = 7.47$) were lower than post-test results ($T2 = 91.08$) and $S22 = 6.73$, respectively. The standard deviation is a measurement of the data's dispersion from the mean. Whereas data with a high standard deviation are more dispersed, those with a low standard deviation are clustered around the mean. Whereas a standard deviation that is either large or low suggests that the data points are either above the mean or below it, one that is close to zero indicates that the data points are close to the mean (Browne, 2001). It shown that the post-test outcome after therapy was better than the pre-test outcome before treatment. The research's conclusions support the usefulness of using Pictionary Games to increase students' vocabulary proficiency.

Based on the justification provided, the study's conclusion is that playing Pictionary helps kids' vocabulary. This indicates that this form of media can be

utilized to teach speaking to students. When compared to earlier study by Triandini (2017), it shows that the Pictionary game significantly influences students' language retention. High marks in vocabulary proficiency are achievable by the students. Iswandari also conducted the identical study in 2017. Her research demonstrates that the Pictionary game can enhance pupils' language proficiency. According to Darmawan & Fatmawati (2019), the Pictionary game enhances students' vocabulary mastery more than the chain word game does. In line with Hinebaugh's (2009) statement that Pictionary games can develop students' communication and creative thinking skills.

CONCLUSIONS

After doing the study, it was feasible to draw the conclusion that an effective way to address the problem is by employing picture books as a learning tool to increase students' vocabulary proficiency. Students lacked vocabulary mastery prior to the intervention, especially the capacity to understand the meaning of each English term. The majority of students noted how useful this method was in their English learning activities, including reading, speaking, and listening, and the post-test score was much higher than the pre-test score.

The benefits of picture language also show students that learning English is easier than they initially believed and that it can be taught in a variety of methods, such as through games, interesting activities, pictures, and other means.

Last but not least, the results showed that the strategy maximizes students' enthusiasm in learning English by using a variety of resources as supporting references for their English development,

including smartphones, social media, traditional games, the internet, and others. These resources were discovered to be very helpful and successful for kids' vocabulary learning.

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