

## **The Effect of Using Pictionary Game Towards Students Vocabulary Mastery at Tenth Grade Student of Senior High School 8 Jambi**

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### **ABSTRACT**

*The researcher was conducted based on the problem the students in learning English especially in vocabulary mastery. The researcher said that in this study he used two classes. Researchers use this test as a tool to obtain data consisting of vocabulary tests. The test used is a multiple-choice test designed to identify the impact of the use of picture games on students' vocabulary. These test results are further analyzed for the impact of picture play on increasing students' vocabulary. Researchers calculated the data using quantitative analysis. Researchers tested the hypothesis using a t-test formulation. The survey results showed that the average score of the experimental class was 55.33 before applying the picture play technique. The control class average score was 56.88. On the other hand, after applying the picture game technique, the test class average is 64.77. The control class average score was 62.77. The researchers found t-test results with  $t_0$  higher than  $t_t - t_0$  was 5.835 and  $t_t$  was 1.669 ( $5.835 > 1.669$ ). This means that  $H_a$  was accepted and  $H_0$  was rejected. The conclusion of this study is that there was a significant effect of picture play techniques on her 10th grade vocabulary skills in Senior High School 8 Jambi.*

**Keyword:** *Communication Strategy, Teaching and learning English*

### **INTRODUCTION**

There are four skills in teaching of language, namely listening, speaking, reading, and writing. Those skills will be difficult to achieve if vocabulary can't be mastered because vocabulary is supporting elements to the mastery of the four skills learning. The learning of vocabulary is an important part in foreign language learning. The meanings of new words are very frequently emphasized, whether in books or in verbal communication.

Vocabulary is basic element to learn a language and to make a communication with another people. It is impossible to learn English if students are lack of vocabulary is basic element to learn a language and to make a communication with another people. It is impossible to learn English if students are lack of vocabulary. According to Lyne Cameron (2002) vocabulary is fundamental to using the foreign language as discourse.

Vocabulary is one of the components of language which will make the language meaningful. Therefore, without mastering vocabulary cannot have communication. The important one is students have to master vocabulary in English, thus students will not be

confused when they want to speak up in public. Vocabulary is the important key in learning a foreign language. The teacher gives the vocabulary or the word, asks the students to write down in their books, and then they have to memorize the words for the next meeting. This traditional method is quite boring 2 can make the students feel uncomfortable with English language lesson. The teacher has to know some interesting strategies, methods or games to increase student's vocabulary mastery, so the students will remember the word or vocabulary and also the students will enjoy class. The strategies, method or games that teacher uses will not only be benefit for student's but the teacher too, because the teacher will improve the way the teach and the teacher will know how important learning strategy is. Instruction is the arrangement of information and environment to facilitate learning.

### **REVIEW OF RELATED LITERATURE**

#### **Vocabulary**

Vocabulary is the knowledge of meanings of words. In addition, the American

Heritage Dictionary in Pikulski and Templeton (2004), vocabulary is “the sum of word used by, understood by, or at the command of a particular person or group.” Vocabulary is a challenge for learners, partly because of the size of the task, and partly because of the variety of 7 vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expressions. Vocabulary is not only confined to the meaning of words but also includes how vocabulary that learn words and the relationship between words, phrases, categories of words and phrases. In addition, Hornby (2005) stated that vocabulary is all the words that a person knows or uses; all the words in a particular language; the words that people used when they are talking about a particular subject.

In sum, vocabulary is a group of a words which becomes a basic thing in language and needs to be mastered by the language learner in supporting an effective communication, and express idea in the form of of oral and written.

### **Game**

The aim of using game in learning activities is the students can master the material or not. It also can look from students' responsibility in group. Most of games work in group. It means the students' have to communication with others member. By keeping the communication with other member, the students can improve their communicative skills, enhance their memorize the word, encourage students' interaction to other students in the class, enhance students' motivation and build good atmosphere. Language games can be competitive. Students' can be complete 16 against one another or they can use their language skills strategically in cooperative games, where they from groups to work together and achieve a goal (Quispevargas, 2016:5. Allsop & Jessel (2015) state that pedagogical approaches within education are not necessarily detached from cultural traditions and beliefs, thus transforming education system to accommodate game-based

learning is a more complex task than rearranging a classroom space.

### **Pictionary Game**

According to Karam (2012) in Dwi (2017) states that Pictionary board game is extraordinary game for vocabulary learning because this game depends on words, definitions, and how learner plays the strategy. In playing Pictionary game, the students will work in group and the student who takes the card have to make their own picture or drawing based on English vocabulary and other members in group have to guess what vocabulary that the students draw.

Pictionary group can increase communication and creative thinking skills. The members who guess the vocabulary have to have a good communication with other members who guess too and the students who draw have to able draw the vocabulary clearly and creative, so the members can guess what the student draws. Pictionary game focuses on creativity and corollary thinking. It means be student is not only creative but the student has to be able draw that will effectively communicate to their group. Furthermore, Pictionary game helps the students visualize concepts and creates positive group dynamics. Pictionary game is designed for small class about 10 to 25 students.

### **Procedure Pictionary Game**

Peterson (2017) states that the procedures of Pictionary game are:

- 1) Teacher prepares some sheets that have written the words or vocabularies. The students mark their team or give a specific name for signing their group.
- 2) Teacher writes down the name of their team on the board, where the scores will be tallied.
- 3) To begin the game, one student from the first team comes to the front of the class and selects a sheet that has prepared by the teacher. Make sure the students do not show the word to the class. The student is given chance around 21 15 to 30 seconds to think about how to draw the word or vocabulary. then the student is given up to one minute

to draw the term on the board. Only the student's team members can answer the words or vocabulary by guessing from the picture.

- 4) The student is not allowed to give a clue by writing words or numbers and verbal cues. If the team can guess the word or vocabulary, the team gets a point. If the drawer of the team cannot identify the illustration in a minute, the next team can give one guess to indicate the word or vocabulary. If this team identifies the word or vocabulary, they get the point.
- 5) After the first team has done, other team gets the opportunities to play the game.
- 6) During playing the game students are not allowed to open their notebook, the activities based on review the material before the class.

## **METHODOLOGY**

This research used quantitative research with experimental method. According to L.R Gay, experimental research is the only type of research that can test hypothesis to establish cause and effect. According to Creswell (2013), quantitative research is a type of research that explains a problem by collecting numerical data and analyzing it using statistics. It means that to know the cause and effect between a variable to another variable we can use experimental research. The researcher used two classes in this research at Senior High School 8 Jambi. One of the classes will be taught by pictonary game technique and called as experimental class. The other class will be taught by conventional technique called as control class. The experimental class with 36 students and as the controlled class with 36 students. The pre-test was given to both classes to find out their vocabulary mastery being taught by using pictonary game. The treatment was applied only to the experimental class by teaching using pictonary class while the controlled was not. The post-test was also given to the samples to find out their vocabulary mastery after being taught by using pictonary game.

## **FINDINGS AND DISCUSSIONS**

This research was conducted on students of grade X-1 and X-3 Senior High School 8 Kota Jambi in the 2022/2023 school year. Researchers conducted a study for 2 (two) weeks to find data and facts about the use of pictonary game on its vocabulary. the study was conducted on 17 male students and 19 female students in grade X1(experimental class) and 15 male students and 21 female students in grade X3 (control class). Researcher used the test as a tool used to obtain data consisting of vocabulary test and the test used is a multiple choice that serves to recognize the influence pictonary game usage can have on student vocabulary. Thus, the test result are futher analyzed on the influence pictonary game in increasing student vocabulary. Before the researchers taught students in both experimental and control classes, the researcher provided a lesson plan of material for guidance in the class. The lesson plan numbered eight meetings which are consisted of the experimental and control class.

The data showed that the differential coefficient of students who were taught by a game pictonary using vocabulary is 5.835. The statistical method was used to find a significant difference in the student scores before and after being taught by using the Pictonary technique. To know the effect of the Pictonary technique in the student vocabulary mastery, the data was collected from students are given a pretest. It is given before the researcher gives material and treatment applied to the experimental group. The pre-test is given to know the level of the student vocabulary skills before the treatment. The second isa post – test. It is given to the students after the material is taught and treatment is given to the experimental group.

## **CONCLUSIONS**

Based on the result of the research, before using pictonary game technique the mean score of experimental class was 55.33. and the mean score of control classs was 56.88. Meanwhile, after using pictonary game technique the mean score of experimental class 64.77. and the mean score of control class was 62.77. The researcher found the result of t-test

where  $t_0$  was higher than  $t_t - t_0$  was 5.835 and  $t_t$  was 1.669 ( $5.835 > 1.669$ ). it means that where  $H_a$  was accepted and  $H_0$  was rejected. The conclusions of this research were there was a significant effect of pictionary game technique on vocabulary mastery at grade tenth students of Senior High School 8 Jambi City.

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