

The Effectiveness of Pictionary Game in Teaching Vocabulary of the Fifth grade students at SD Negeri 137 OKU

Nida Fitri¹, Dr. Nurhasanah, M.Pd.², Henny Yulia, M.Pd.³

English Education Study Program, Faculty of Teacher Training and Education, Baturaja University

E-mail: nidafttrs@gmail.com

ABSTRACT

The problem of this study was concerned to improve the fifth grade students' vocabulary at SD Negeri 137 OKU by using Pictionary game. The objective of this study was to find out whether it was significantly effective or not using Pictionary game in teaching vocabulary of the fifth grade students at SD Negeri 137 OKU. In this study, the writer used pre experimental method, and its population of this study was all of the fifth grade students of SD Negeri 137 OKU, the total of population was 46 students. In this case, the writer took the sample of the fifth grade students consisted 22 students. The written test in multiple choice form were used as the techniques for collecting the data. The students' mean score of pre-test class was 51,8 and the students' mean score of post-test was 72.2. it meant that the fifth grade students' vocabulary at SD Negeri 137 OKU by using Pictionary game were improved. Based on the result of the students' mean score above, it meant that it was significant improvement fifth grade students who are taught by using Pictionary game at SD Negeri 137 OKU.

Key word: Effectiveness, Vocabulary, Pictionary game.

Introduction

Vocabulary is important to be improved in the language learning process in order to get other competencies like reading, writing, listening, and speaking. Cahyono (2008) identified vocabulary is all the words in a particular language. Without vocabulary people cannot communicate effectively. Poor vocabulary knowledge of Indonesian students is a matter of serious concern and their quest for finding suitable way to improve vocabulary knowledge is getting more intense. To overcome the problems above, the role of the teacher is important to give motivation for students to understand the meaning of vocabulary that have learnt in the classroom, not only to be understand at that moment, but will be remembered onwards for long time and the teacher should use the suitable and also interesting technique to help students improve their vocabulary understanding. Games have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about learning the correct forms. Games encourage learners to interact, cooperate to be creative and spontaneous in using the language in a meaning ful way. Learners want to take part in activities; to play games and are generally quite competitive. In order for them to take part they must be able to understand and communicate in the target language. Games also encourage learners to keep interested in the work and a teacher can use them to create contexts in which the language is useful. Games are used as methods or techniques to involve students in learning. Well chosen and designed games are invaluable as they give students a

break and at the same time allow learners to practice language skills. The benefits of games range from cognitive aspect of language learning to more co-operative group dynamics and as a result games are highly motivating since they are amusing and at the same time challenging. Ersoz (2000) stated that games can be used to give practice in all language skills and they can be used to practice many types of communication. Huyen (2003) identified the advantages of using games to learn vocabulary in the classroom: a) Games add relaxation and fun, so the learners retain words more easily. b) Games involve friendly competition, so it keeps learners interested and motivated. c) Vocabulary games bring real world context to the classroom. So, to improve the students' vocabulary mastery the writer will use Pictionary Game.

Thornbury (2002) explained pictionary game is a game that involves students guessing words or phrase from drawings. The students work in teams, each member of the team taking turns to be the artist to draw a picture of a vocabulary word given by the teacher. The first team to guess correctly earns a point and the new artists or other students have a turn with another word.

Vocabulary is a core component of language proficiency and provide much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discourse from making use language learning opportunities around them such as listening the radio, listening to native speaker, using the language in different context, reading, or watching television (Richard & Renandya, 2002). Carten (2007) identified vocabulary is used by everyone in all kinds of situations, or mostly by people who know each other very well, or mostly in more polite situations with strangers or work colleagues, etc.

Vocabulary provides the basis for mastering English skills i.e. writing, reading, listening and speaking. If the learners do not know the meaning of words, less of vocabulary, they will have difficulty in understanding what they see, read, and learnt. Vocabulary teaching aims at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes. Thus, good vocabulary mastery supports mastery of each of the language skills, both receptive (listening and reading) for example, in listening (listen to native speaker, conversation), in reading (newspaper, books, announcement, advertisement, etc.) and productive (speaking and writing) for example public speaking (speech) and write kinds of text (descriptive, narrative, procedure, recount, etc).

Pictionary game is a game that involves students guessing words or phrase from drawings. The students work in teams, each member of the team taking turns to be the artist to draw a picture of a vocabulary word given by the teacher. The first team to guess correctly earns a point and the new artists or other students have a turn with another word (Thornbury, 2002). Pictionary game is a blend of picture and dictionary. Pictionary game is a guessing word game invented by Robert Angel with graphic design by Gary Everson and first published in 1985 by Angel Games Inc. The game is played with teams with players trying to identify specific words from their teammates drawings. This game is originally a board game which is adapted for language learning. Pictionary game is a picture-based guessing game. In language learning, it is played by having one person of a group draw the word or phrase while the members guess what is being drawn. Tarwiyah (2002) identified this is a good game for recycling vocabulary words as recycling seems to be the best remedy against forgetting. This game also functions as an alternative way to introduce new vocabulary based on pictures through peer teaching.

The variation of this game is that the teacher can ask each team to review their notes from prior lessons, and collectively come up with a list of items the other team will have to draw. In this way, students will find it more interesting and challenging. Teacher also needs to

integrate learning vocabulary through this game with one or two of the four language skills, for instance, writing skill, so that vocabulary will not be assumed as a free component. The outcome of the learning is not a mere vocabulary but also expression which they produce in writing. Preszler (2006) stated that Pictionary game will ask students draw pictures as clues to the vocabulary word for team members to correctly identify the term. Draw It is similar to the popular game Pictionary where drawings represent ideas or terms. The procedure of Pictionary game by Mauritania (2013) ; Prepare a list of words on cards in advance., divide the group into 2 teams, students will take turns being the artist. Get as many different students to be the artist as possible, the artist will receive a word or phrase to draw from the teacher, the artist must not use letters or numbers in his/her picture. Symbols are allowed, other players will attempt to guess the word from the drawing.

Methodology

This study used the experimental method. Cohen, et.al (2005) clarifies experimental method into three: pre-experiment design, a quasi-experimental design and true-experimental. In this study the writer chose pre-experimental design. A pre-experimental design has one group pre test and post test. So, it only needed one group to do pre test and post test. The writer did three steps that should be done in this study. The first step was the writer gave pre-test to the students. The second, the writer taught vocabulary by using Pictionary game and third, the writer gave post-test to the students to know the effectiveness of the strategy that used. The writer used one group pre-test and post-test design. The population of this study was the whole of the fifth grade students at SD Negeri 137 OKU with the total number of students were 46.

The cronbach's alpha point was 0.734, it was more than 0.70. So the writer concluded that the items of try out were reliable and could be used at instrument to get the data of the research. The writer had been checked whether the instrument has valid or not by using Pearson Product Moment Test in SPSS 20. The writer determined the significance level (α) of the test was 0.05% or 5% from the confidence interval 95% and the value r_{table} of this test was 0.355 ($df=N-2 = 29$).

Findings

1. The Result of Pre-test

Before being taught using pictionary game or given treatments, the students were given pre-test using research instruments in which the reliability had been tested previously through try out test to the non-sampling students. In experimental class, the writer gave pre-test on Monday, July 18th, 2016. The total number of students in class VA (experimental class) were 22 students. The highest score were 70 that reached by one student and the lowest was 40 reached by four students. The total score was 1140, and mean 51.8. The writer got all of the students score which was consisted of 20 items.

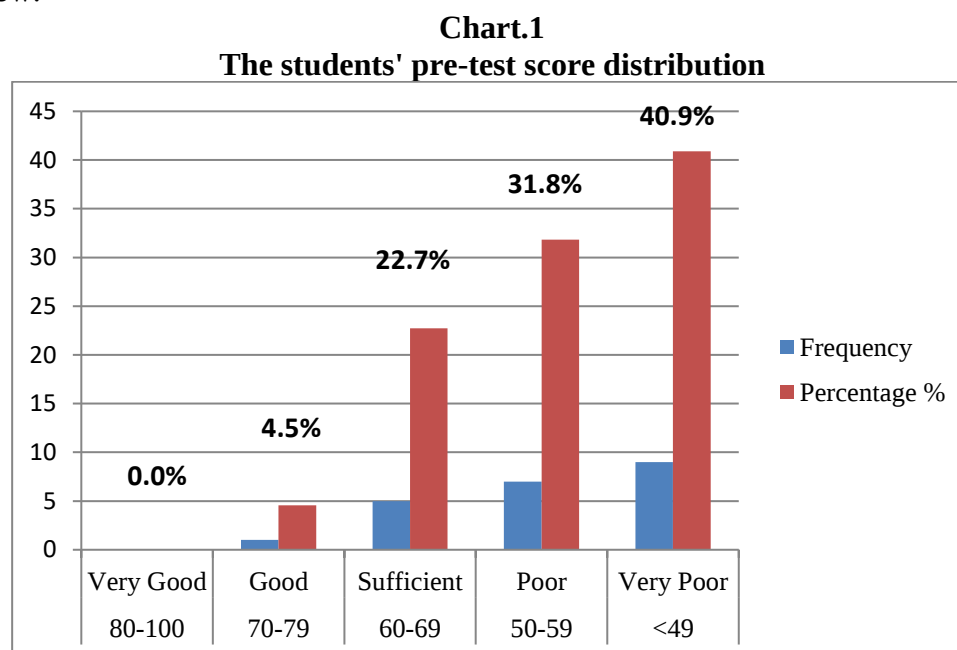
The result showed in table below :

Table 1.
Scores frequency of Pre-test

No	Percentage Range	Score Criteria	Frequency	Percentage
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				%
1	80-100	Very Good	0	0.0
2	70-79	Good	1	4.5
3	60-69	Sufficient	5	22.7
4	50-59	Poor	7	31.8
5	<49	Very Poor	9	40.9
Total			22	100%

The table showed that in pre-test there were 0 (0.0%) students who in very good category, 1 (4.5%) students were got good category, 5(22.7%) students were in sufficient, 7 (31.8%) students were in poor category, and 9 (40.9%) students were in very poor category. The total students of pre-test were 22 students. The score distribution could be seen into chart 1 as bellow:



2. The result of post-test

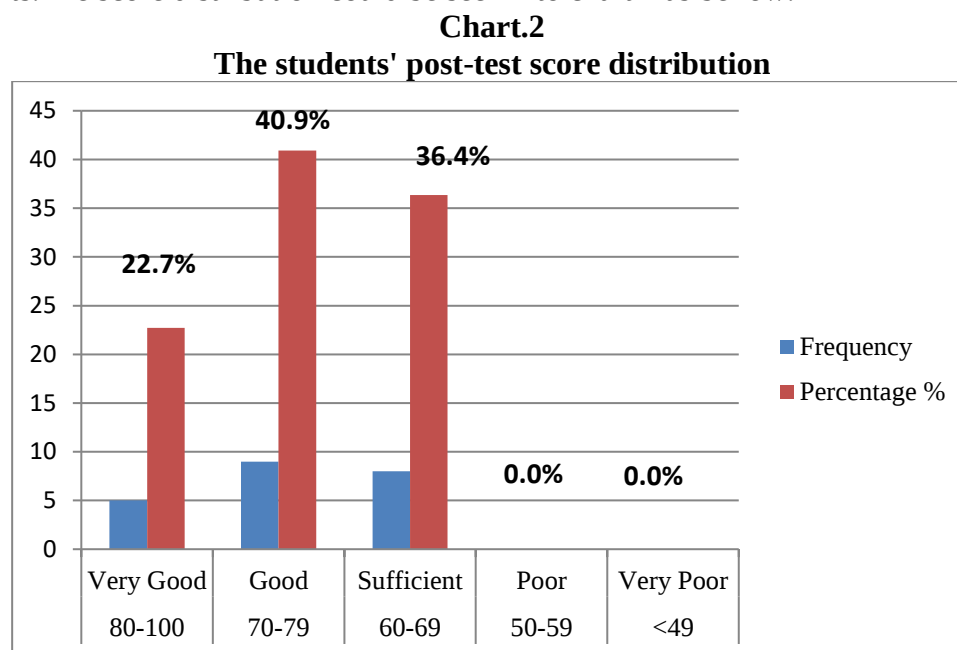
To check the interval score, the writer used frequency test. It was counted by entering the result of post-test and processed it by using frequency test. The result showed in table below :

Table 2
Scores frequency of post-test

No	Percentage Range	Score Criteria	Frequency	Percentage %
1	80-100	Very Good	5	22.7
2	70-79	Good	9	40.9
3	60-69	Sufficient	8	36.4
4	50-59	Poor	0	0.0
5	<49	Very Poor	0	0.0

Total	22	100%
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The table showed that in post-test there were 22 students. The table showed that in pre-test there were 5 (22.7%) students who in very good category, 9 (40.9%) students were got good category, 8(36.4%) students were in sufficient, 0 (0.0%) students were in poor category, and 0(0.0%) students were in very poor category. The total students of pre-test were 22 students. The score distribution could be seen into chart 1 as bellow:



3. The statistical analysis

To find out the significance differences in vocabulary mastery before and after teaching by using Pictionary game. The writer calculated the result of pre-test and post-test by using Paired Sample T-Test in SPSS. It was counted by entering students' score of pre-test and post-test and then processed by using Paired Sample T-Test formula. The result was below:

Table 3
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	51.82	22	9.328	1.989
Posttest	72.27	22	7.516	1.602

Based on the table 15, the mean score of pre-test was 51.82 and the mean score of post-test was 72.27. To know the correlation of pre-test and post-test, the result was below:

Table 3
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	22	.804	.000

From the table of paired sample correlation found that the value of sig. = 0.000 less than the significance level (0.05), it means that there were a great correlation between the score pre-test and post-test

Table 4
Paired Samples Test

Pair (Posttest-Pretest)	
Mean	20.455
t	17.305
df	21
Sig.(2-tailed)	0.000

Based on the table, the mean was 20.455 and the value of t-test = 17.305 with df (N-1) = 21, and the value of sig. (2-tailed) = 0.000 less than the significance level ($\alpha = 0.05$).

Based on the explanation, the writer concluded that alternative hypothesis (H_a) was accepted. So, it meant that there was a significance effective using Pictionary game to improve students' vocabulary mastery at the fifth grade students of SD Negeri 137 OKU.

Discussions

From the result of research finding, the writer expected that teaching vocabulary by using Pictionary game at the fifth grade students' of SD Negeri 137 OKU could improve students' vocabulary mastery. It meant that it was significantly effective to teach vocabulary by using Pictionary game. It can be seen from the computation formula of the t-test was found and the value of sig. (2-tailed) less than significance level.

The effectiveness of using Pictionary game as a media in teaching and learning process especially in vocabulary could make the materials more interesting and the students understand the English word more easily through Pictionary game. It could be seen from the result post-test was better than pre-test. Based on the result of this research, the writer concluded that using Pictionary game was effective to improve students' vocabulary mastery at the fifth grade students of SD Negeri 137 OKU.

Conclusion

The mean score of pre-test was 51.82 and the mean score of post-test was 72.27. The value of Sig = 0.000 less than the Significance level ($\alpha = 0.05$), so it means that it was a great

correlation between the score of pretest and posttest. Then the value of $t_{\text{obtained}} = 17.305$ more than the value of $t_{\text{table}} 2.079$ with $df=21$. And the value of Sig. (2-tailed) = 0.000 less than significance level ($\alpha = 0.05$). Based on the finding of the research, the writer concluded it was significant difference in achievement before and after treatment. Since the value t_{obtained} was higher than t_{table} ($17.305 > 2.079$) the writer concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) of this study was accepted. It means that it was significant effective in teaching vocabulary through Pictionary game of the fifth grade students at SD Negeri 137 OKU.

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