THE EFFECT OF USING PICTIONARY GAME TO INCREASE THE STUDENTS' VOCABULARY MASTERY OF THE SEVENTH GRADE AT SMPN 4 BANTAN

Siti Aminah[1], Wan Julia Mayasari[2]
[1]Alumnus of STAIN Bengkalis, [2]Lecturer of STAIN Bengkalis
STAIN Bengkalis
Jl. Lembaga, Senggoro, Bengkalis. Riau 28711
Phone/fax. (+62766) 8001050, Indonesia
e-mail: sitiaminah@gmail, wanjuliamayasari@gmail.com

Abstract *: The aim of the study was to find out the effect of using Pictionary game on the students' vocabulary mastery before and after being taught by using this game. The research was quasi-experimental design. A set of multiple choices was used in collecting the data and administered to the students in pre-test and post-test. There were two classes as the samples namely experimented class with twenty (20) students and the other was controlled class with twenty (20) students as well. Three questions were formulated: a) How is the students' vocabulary mastery before being taught by using Pictionary game? b) How is the students' vocabulary mastery after being taught by using Pictionary game? and c) Is there any significant effect on the students' vocabulary mastery by using Pictionary game? Based on the result, the mean score of experimented class was 73, controlled class 60 and t_{test} was 4,00. It showed that t_{test} was higher than t_{table} in 1% and 5% (2.03≤4,00≥2.72). It meant that H_a was accepted and H_o was rejected. In sum, Pictionary game was effective to increase the students' vocabulary mastery of the seventh grade at SMPN 4 Bantan.*

Keywords *: Vocabulary, Pictionary Game.*

INTRODUCTION

In learning English, there are four language skills that must be achieved namely listening, speaking, reading and writing. Students should master that language component because language skill can't be mastered without mastering language components. One of the language components is vocabulary. If the students do not know words of the language they are going to speak, surely they will not able to communicate fluently. Therefore, vocabulary is an important component in learning language. Padua (2011:5) states vocabulary refers to words we use to communicate in oral and print

language. It is the fundamental part of language be mastered by students in language learning and make students are able to arrange in simple sentences, express their ideas, think and also give response to other sayings. According to Linse (2005:121), vocabularies are the collection of words that an individual knows. Vocabulary refers to a vital foundational thread in the tapestry reading. Vocabulary that one of the components of reading instruction that are essential in teaching and it includes phonemic awareness, phonics and word study, fluency and comprehension.

Based on the observation at SMPN 4 Bantan, it was found that almost students had some difficulties in mastering vocabulary. This case can be seen from some symptoms as follows:

1. Most of the students were still lack of vocabulary.
2. Most of the students were lazy to memorize vocabulary.
3. Most of the students had difficulties to pronounce vocabulary.
4. Most of the students were bored in learning vocabulary.

According to symptoms, many ways could be taken as the way-out in improving the students' interest in learning English especially in mastering vocabulary. One of them is by using Pictionary game where in this activity, the students draw picture as clues to the vocabulary for team members to identify the word correctly (Region:16). The students had ever studied by using other games in learning English such as using cards and Word Clap game. In this occasion, Pictionary game was administered to the students in order to find out their improvement in mastering vocabulary. In addition, the ways in applying the games surely were different among other games.

REVIEW OF RELATED LITERATURE
The Nature of Vocabulary

Vocabulary refers a vital foundational thread in the tapestry of reading; it should be woven into the fabric of everything that is being studied (Tankersley 2005:666). Sedita (2005:1) states vocabulary knowledge is important because it encompasses all words we must know to access our background knowledge, express our

idea and communicative effectively and learn about new concepts. The process of vocabulary begins when someone is still in infant. Basically, the baby's first language comes from the mother tongue.

They will master the vocabulary through the simple words by listening the words which are uttered by someone else. Elfrieda (2005:1) states the vocabulary of written language is much more extensive and diverse than the vocabulary of oral language.

The Nature of Pictionary Game
Definition of Pictionary Game

Region (2006:16) states Pictionary game is a game where the students draw picture as the clues to the vocabulary word for team members to correctly identify the term.Pictionary game is the calssic game of quick draw where it has been identified as one of the most significant games in the last century.

In the classic, the aim of Pictionary game refers to a person to draw a word so that their partner can guess it. Also, Pictionary game could be used to teach vocabulary to young learners. Hinebough (2009-191) states

that the object of Pictionary game is the sketcher and the team to convey ideas, fact, saying and concept without verbal or direct written communication.

Benefits of Using Pictionary Game

There are three important things of using Pictionary game:

1. Pictionary game could improve the students' ideas, facts, saying and concept directly without written communication.

2. Pictionary game could increase the students' vocabulary and association skill.

3. Pictionary game could aid the students in writing ability by using Pictionary card in fun exercise for creative writing.

The Steps of Using Pictionary Game

According to Region (2006:16), the procedures of teaching by using Pictionary game as follows:

1. Dividing the class into teams with three or four students each team. Explaining that each team's goal is to be the first in a round to correctly identify vocabulary terms.

2. Designating one student on each team as the artist. This student is only one able to see the lists of the words written on the board or overhead.

3. Identifying the time limit for the first round of words.

4. Explaining that the artist looks at the word to be illustrated and draw a rough sketch of what the word represents. When the word is identified by the group, the artist continues to the next word.

5. Explaining that after identifying all of the items, team members raise their hands indicating the end of the first round.

6. Rotate the artist role around the team until all have participated as an artist.

7. Place students in pairs rather than small groups if time is limited.

METHODOLOGY OF STUDY

The research was categorized into quasi-experimental design and there were two variables namely variable X as independent was using Pictionary game and variable Y as dependent was the students' vocabulary mastery. Thus, the aim of the research was to find out the effect of using Pictionary game in students' vocabulary mastery. The samples were the seventh grade of students at SMPN 4 Bantan namely as the experimented class with twenty students and as the controlled class with twenty students as well. The pre-test was given to both classes to find out their vocabulary mastery before being taught by using Pictionary game. The treatment was applied only to the experimented class by teaching using Pictionary class while the controlled class wasn't. The post-test was also given to the samples to find out their vocabulary mastery after being taught by using Pictionary game.

RESULT AND DISCUSSION

The data were taken from the mean scores of experimented and controlled classes. To categorize the students' mastery on vocabulary, the scores were labeled in five levels as excellent, good, fairly good, fair and poor. From the findings, the result of pre-test of experimented class was 38 categorized as poor level and controlled class was 43 categorized

as poor level. Meanwhile, the result of post-test of experimented class was 73 categorized as fairly good level and controlled class was 60 categorized as good level.

The specific result of pre-test for experimented class as follows: out of twenty students who participated, no one (0%) was excellent, 1 student (5%) was very good, 8 students (40%) were good, 10 students (50%) were fairly good, 1 student (5%) was poor. The result of post-test for experimented class as follows: out of twenty students, 6 students (30%) were excellent,13 students (70%) were very good and 1 student (5%) was good.

As it was stated above mean score of pre-test for experimented class was 38 and post-test was 73 and it meant that Pictionary game could increase the students' vocabulary mastery.

The mean score of pre-test for controlled class was 43 and the post-test was 60 and it meant that the controlled class which was not being taught by Pictionary game had low increasing.

CONCLUSION AND SUGGESTION

Conclusions

The students' mastery vocabulary can be enhanced through Pictionary game. The findings showed that the students' result between pre-test and post-test had the difference mean where by using Pictionary game could increase the result of the test. It can be concluded that Pictionary game was effective to be used in teaching vocabulary.

Suggestions

Some points can be stated in this study: the students are suggested to practice more in enhancing their vocabulary mastery. They are also suggested to motivate themselves to memorize new words. In addition, the students are suggested to bring their dictionary when they learn English in order to know the meaning of new words.

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