

**IMPROVING PRIMARY STUDENTS' VOCABULARY MASTERY THROUGH  
PICTIONARY GAME**

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**Abstrak:** Penelitian ini dilakukan berdasarkan permasalahan yang ditemukan peneliti dalam proses pembelajaran. Masih banyak pengetahuan kosakata siswa yang sangat kurang dan beralasan bahwa kosakata bahasa Inggris sulit karena guru masih menggunakan metode konvensional yang monoton dan tidak ada variasi. Penelitian ini bertujuan untuk mengetahui bagaimana permainan bergambar dapat meningkatkan kosakata siswa kelas tiga di MIS Bligo Buaran Pekalongan. Diikuti oleh 20 siswa yang menjadi peserta, terdiri dari putra dan putri. Penelitian ini menggunakan metodologi penelitian tindakan kelas yang dilaksanakan dalam satu siklus. Peneliti mendeskripsikan rencana, tindakan, observasi, dan refleksi kemudian membuktikan hasilnya dengan menggunakan wawancara. Penelitian ini juga menggunakan tes (pre-test dan post-test) dan dokumentasi untuk mengumpulkan data.

**Kata Kunci :** *Siswa SD, Permainan Pictionary, Kosakata*

**Abstract:** This research is conducted based on the problems found by the researcher in the learning process. There are many students' vocabulary knowledge was very lack and reasoned that English vocabulary is difficult because the teacher still uses monotonous conventional methods and there is no variation. This research aims to investigate how pictionary game can improve the vocabulary of third-grade students at MIS Bligo Buaran Pekalongan. It involves 20 students being participants, consist of males and females. This research uses an action research methodology which is carried out in one cycle. Researcher describe plans, actions, observations, and reflections then prove the results using student interview. This research also uses test (pre-test and post-test) and documentation to collect the data.

**Keywords :** *Primary Students, Pictionary Game, Vocabulary*

## **INTRODUCTION**

Vocabulary is a language basic elements. Therefore, without knowing the vocabulary, then communication with other people will be hampered. things that are needed for successful learning, one of which is vocabulary. because it is considered a fundamental language skill (Conderman, Hedin & Bresnahan, 2013). If students only have a little bit of knowledge of vocabulary, they will have difficulty with fluency and understanding. (Dougherty & Marco,

2010). According to Wilkins (1972) which states that any learning will not be conveyed without vocabulary

The basic knowledge that often taught in English learning is vocabulary. This thing has appeared since primary school. English is being the one of foreign languages that is taught in the Indonesian schools besides national and local languages (Lauder,2008). Therefore, learning English vocabulary important for primary students.

Many reasons that the researcher got there are most of students getting problems in remembering words. In the class, the teacher often implements the conventional methods and the students are still be passive learners. It is monotonous method that make students bored so they are not motivated to learn and mastering vocabulary. For this reason, the vocabulary mastery of them is low and they are lack of vocabulary. The researcher has to solve this problem with strategies to improve the students' vocabulary. In practically, primary students are naturally active and curious. They often show a lot of eagerness to participate and full of enthusiasm (Hayu,2016). One of the ways to adapt their learning process is game. Game-based learning helps students be active in the process of learning, so they can attain the desired outcomes in learning. Games provide several facilities for students in the form of better skills, motivation, and learning outcomes through varied and challenging game content. (Admiraal, Akkerman, Huizenga, and Dam, 2011; Sera & Wheeler, 2017; Qian & Clark, 2016). Increasing learning activities in the educational process can be implement by involving games. this is called Game-Based Learning (Trajkovik, Malinovski, Vasilev-Stojanovska, & Vasilev, 2018).

Cant and Superfine (1997) have shown in his research that games can develop a more effective learning environment and a positive classroom atmosphere there by providing a meaningful context effect for learning activities. Games reflect student's usual behavior and interests. It helps students to explore their feelings, social behaviors, and cognitive development. one of the effective ways to evaluate the class performance in a non-threatening way is to provide variety for students in language learning process.

There are many games that can be implemented for primary students, one of them is Pictionary game. According to Thornbury (2002) Pictionary game involves students guessing words or phrases based on pictures. This game requires them to work in groups and each member taking turns as the artist. it can be used to teach vocabulary for primary students.

Based on the focus of this study and discussion about improving primary students' vocabulary through Pictionary game that has been mentioned in the identification of the problems, the research investigated how the implementation of the pictionary game on the primary students at MIS Bligo is and how pictionary game improve the vocabulary of primary students at MIS Bligo.

## **METHOD**

This study discusses about Pictionary game that used in learning English vocabulary for primary students. It used Action Research. Action research involves taking a self-reflective, critical, and systematic approach to explore your own teaching contexts. In action research, a teacher becomes an “investigator” or “explorer” of his or her personal teaching context, while at the same time being one of the participants on it. This research will be conducted for primary students by involving the participants in third grade at MIS Bligo Buaran Pekalongan with a totally of 20 students consisting of 11 male and 9 female students.

## **RESULTS AND DISCUSSION**

The researcher collected the complete data from the research instrument by using interviews, tests (pre-test and post-test), and documentation. The data was analyzed accurately and systematically for a discussed conclusion about the aims of the study.

### **Results**

The learning started with the researcher explaining the material about the vocabulary of “My Body” material. The researcher also showed the parts of body pictures to the students. Then, the students were given a pre-test sheet that contains 10 questions by the researcher for knowing how far they had mastered the vocabulary of this material. They finished the pre-test about 10 minutes. The researcher showed pictures that contain the vocabulary of my body and pronounce it with students. It was based on the Speed up English primary 3 textbook. Next, times to play the Pictionary game. The teacher involved students to practice the "Pictionary game".

From several interview questions, there were findings that primary students' vocabulary could improve by using the Pictionary game. This is based on MZ's statement : “Kalau Belajar lebih enak pake game lah bu, seru”. The researcher also found the reason that to improve vocabulary, they were more interested in using pictures. As said by SB : “Kalau pakai pictionary game kayak tadi kita jadi gampang inget kosa katanya karena ada gambarnya. Kalau bermainnya pakai game jadi kayak sambil tebak gambar gitu, kayak ga belajar tapi senang”.

Another student mentioned that with the Pictionary game, most of them could memorize vocabulary in a long time because learning was packaged in a fun game, it was also conveyed by SM: “Aku inget banyak aa bu. Ear, Eye, Elbow, Mouth, Tongue, Head, Hand, Finger, Knee, Thumb, Cheek, Chin, Shoulder, Foot.”

Moreover, the vocabulary that they draw certainly develop their imagination so that the vocabulary was easy to remember like MF who remembers English vocabulary based on what he drew and says: “ Gambar Head bu, tapi aku lupa gak tak kasih rambut sama nose... Cuma

gambar bulat besar dikasih ear sama eye hehehe”. Even their vocabulary mastery has increased, as explained by AD: “Iya bu, Tadinya aku gak ngerti arti kosa kata anggota - anggota tubuh, banyak banget. Tapi sekarang udah ngerti”.

From the data, the researcher found that the Pictionary game improved their vocabulary mastery. The result of the interview showed that pictionary game could make their learning enjoy and they were consistent in vocabulary learning so it could improve their vocabulary mastery.

## Discussion

### *Implementation of Pictionary Game*

In the implementation of pictionary game, most of all the vocabulary was answered correctly. the record is as follows:

Round	SCORE			
	Group A	Group B	Group C	Group D
I	CHIN	LIP	CHEEK	EAR
	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
II	MOUTH	HAIR	SHOULDER	MY BODY
	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>
III	FOOT	EYE	HAND	ELBOW
	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
IV	KNEE	NOSE	EYEBROW	ARM
	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>
V	TONGUE	THUMB	FINGER	HEAD
	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>

Group B got the highest score was the winner in the Pictionary game. They answered 5 vocabularies correctly. They were looked enthusiastic and interested in learning vocabulary through the game. Groups A, C, and D also tried to guess the vocabulary drawn by their friends. In practice, they showed their interest in the Pictionary game. Most of them closed to the whiteboard to guess the picture and the classroom became crowded. It caused the researcher difficulty to move, but it could still be conditioned. It is explained by Hayu (2016) that In practically, primary students are naturally active and curious. They often showed a lot of eagerness to participate and were full of enthusiasm. Moreover, their learning was packaged by the Pictionary game. The Pictionary game presented visual images that required students guessed vocabulary through pictures. Students could memorize vocabulary by looking at pictures. Students were actively involved in learning and tried to become winners by guessing the vocabulary from the pictures. It is related to the statement from Hinebaugh (2009) that

“Pictionary Game can be used as an excellent teaching tool for creative and developing thinking skills and it is suitable to reinforce ideas in other subject matters for those students who are visual learners”. It was a suitable game for improving primary students’ vocabulary mastery.

*Pictionary Game In Improving Primary Student’s Vocabulary*

The first finding, the researcher found some experiences about the Pictionary game in improving primary students' vocabulary mastery. It was because students thought that it was easier for them to use the Pictionary game than memorizing from textbooks in learning vocabulary. They were interested in learning vocabulary through pictures and they could develop imagination from the drawing process so that vocabulary is easy to remember, then their vocabulary mastery increase.

The data collected from the responses that most of the students showed a positive response. From the interview, one of students said “Kalau Belajar lebih enak pake game lah bu, seru”. If analyzed, these short utterances provide information to the researcher that they could enjoy learning by using the game. They entered their world. Children's world is a world of play, they will be interested in learning anything as long as it's fun. It is related to the statement of Lewis (2008) that "games are fun and children like to play them. Through the game, Children did the experiment, discover, and interact with their environment."

Here the Pictionary game presented what they need, it was fun learning English vocabulary. When learning used a monotonous method, students get bored quickly as said by SM : “Yaa kayak gitu buu, hafalin dari buku.. dengerin pak guru. Tapi bosan”. When they were bored, they lost their enthusiasm for learning. It was one of the factors that make it more difficult for them to remember the vocabulary they have learned.

The second finding was the students were interested in using pictures to improve their vocabulary mastery as said by SB : “Kalau pakai game kayak tadi kita jadi gampang inget kosa katanya karena ada gambarnya. Kalau bermainnya pakai game jadi kayak sambil tebak gambar gitu, kayak ga belajar tapi senang”. Most of them also said that they were interested in the picture as a media for learning vocabulary. It showed that they are visual learners. They were interested in paid attention to the pictures, drawing on the whiteboard, and guessing the pictures.

According to Dees (2009) game is great for visual learners. For the teachers as visual learners, they probably draw a lot of pictures to teach the students' concepts. They should be able to recreate these drawings to illustrate vocabulary terms. The Pictionary game supported visual-based students' in learning vocabulary because it is a blend of picture and dictionary (Townsend, 2019). So, the Pictionary game is one of the appropriate media that was used to improve the students’ vocabulary mastery as visual learners.

The third finding, the researcher found that students were easy to memorize vocabulary after playing the Pictionary game, it was based on the interview when the researcher asked "How many words do you remember in the game?" and She answered: "Aku inget banyak aa bu. Ear, Eye, Elbow, Mouth, Tongue, Head, Hand, Finger, Knee, Thumb, Cheek, Chin, Shoulder, Foot. She mentioned 14 vocabularies by showing her parts of the body based on the vocabulary. Whereas her pre-test result showed a score 7 of 10.

As the finding, The researcher found that Pictionary game helped them to develop their imagination so that the vocabulary was easy to remember based on what they drew. MF said that : "Aku tadi Gambar Head bu, tapi aku lupa gak tak kasih rambut sama nose... Cuma gambar bulat besar dikasih ear sama eye hehehe". Indirectly, He mentioned 4 vocabularies in English. According to Tinsman (2002), This game is used to help and encourage many learners to sustain their interest and help the teacher to create a context in which the vocabulary is useful and meaningful.

When their imagination worked, they would think "Picture A is like this, it means I have to draw like this. If there is a picture like that, it means it is picture A (Gambar A seperti ini, berarti saya harus menggambar seperti ini. Kalau ada gambar ini berarti itu gambar A)". If They often use their imagination, then they were easier to improve their vocabulary mastery.

Interview data showed that their vocabulary mastery increased. as explained by AD : "Iya bu, Tadinya aku gak ngerti arti kosa kata anggota - anggota tubuh, banyak banget. Tapi sekarang udah ngerti". From this statement, the researcher found the fact that no matter how much vocabulary the students had to learn, it would be easy to remember if the learning consistently with the use of appropriate media and students enjoy it.

The students enjoyed learning, they were enthusiastic about learning vocabulary and they hope that the next material also used the Pictionary game. It is based on interviews with students SB. He said "suka kalau bermain kayak tadi, aku bisa jawab 2 kali bu. Besok pingin belajar lagi". AD also said : "nantu main kayak gini lagi. Aku pasti menang lagi". Their involvement is meaningful for the researcher. Because the first step to achieving the goal is the researcher must be engaged them to learn consistently.

Students were involved during the learning process. They actively work in their groups and collaborate with others. They confidently answer each question by guessing the pictures. They also try to draw according to their abilities. The completion of the pre-test and post-test questions was carried out by them and trying to fill out all the question sheets even though some of the answers were incorrect.

As supporting data, there was a score test (pre-test and post-test). In both tests also showed the improvement of students in mastering vocabulary. Data pre-test showed the score of students were low than standard. In post-test, most of the students got a higher score than

pre-test score. The researcher compared the pre-test and post-test results. The pre-test showed the average score of the students was 51,5 and the post-test showed the average score of the students was 66. It proved that the use of the Pictionary game can improve the primary students' vocabulary in 1 cycle.

## **CONCLUSION**

The conclusion of this study is Pictionary game worked to apply for third-grade primary students in Pekalongan. It was applied based on the instructions by Thornbury (2002) in one cycle. It was conducted in one of the primary schools in Pekalongan. In the learning process, They were interested in learning vocabulary through pictures and they could develop imagination from the drawing process so that vocabulary is easy to remember. They also participated in vocabulary learning and they are actively involved in pure learning.

This research revealed that the implementation of the Pictionary game could improve students' vocabulary mastery based on the results of the data interviews. Based on the result, The students thought that it was easier for them to use the Pictionary game than memorizing from textbooks in learning vocabulary. They also interested in using this game. They can developed their imagination, so they was easy to remember vocabulary.

The secondary supporting data is the results of pre-test and post-test questions which showed the improvement of students' test scores. The use of the Pictionary game covers what students need in learning vocabulary. This proved that the Pictionary game could improve primary students' vocabulary mastery.

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