The Effectiveness of Pictoword Game to Improve Students' Vocabulary Mastery

Anggun Rista Pratiwi[1], Sukma Nur Ardini[2], Sri Wahyuni[3]

English Education Study Program, Universitas PGRI Semarang

Semarang

(**anggunrista2@gmail.com[1], sukmanurardini@upgris.ac.id[2], sriwahyuni@upgris.ac.id[3]**)

Abstract: One of the main problems faced by students in mastering and learning English is vocabulary. Based on curiosity, the researchers have to find an effective way to make the students increase their vocabulary mastery using Pictoword Game. The aim of the study is to investigate the significant difference between Pictoword Game Application to improve students' vocabulary mastery as well as their perception. This study is a quantitative research design using a quasi-experimental experiment and a control group. The researchers analyzed the data using SPSS 27 version. Test and questionnaire were utilized to collect the data. The result revealed that students who were taught without using Pictoword Game were lower than the result students who were taught with the Pictoword Game as shown by the mean score of pre-tests 52.83 and post-test 71.30. The result of students who were taught using the Pictoword Game was higher than students who were taught without using Pictoword Game. It was shown by the mean score of the pre-test was 68.26 and post-the test was 85.87. The significance was supported by the students' perception showing that 86% of the classroom member stated that their English performances have improved by using the Pictoword Game Application and they want to recommend it to use by others. The next researcher or should make interesting material using media. Teachers can use Pictoword Game as a medium for teaching vocabulary.

Keywords: *effectiveness, pictoword game, vocabulary competence, teaching media*

RESEARCH BACKGROUND

Vocabulary is a tool used to understand English. It is a main component to increase all English skills. Indeed, mastering vocabulary is difficult and it needs a process in mastering it. According to Penny (1991:60), vocabulary could be defined as words that are taught in a foreign language. Based on the problem above, the researchers have a curiosity to find effective ways to make the students increase their vocabulary mastery in learning process by using teaching media or games as a technique. According to Chirandon (2010:141), one of the effective techniques is by using a game. It can help improve students' vocabulary mastery also their ability to communicate. Based on the observation done by the researchers in SMP Kesatrian 2 Semarang, one of the main problems faced by students in mastering and learning English is a lack of vocabulary. According to (Safira et al., 2022; Domingo & Aquillon, 2021), to improve the quality of education, participation, and support from all parties, both

off government, schools, an understanding of the use of smartphones to support student knowledge is needed. The aim of the study is to investigate the significant difference between Pictoword Game Application to improve students' vocabulary mastery as well as their perception. This study is a quantitative research design using a quasi-experimental experiment. In this research, the researchers used Pictoword Game as the teaching media to improve vocabulary mastery for young learners.

REVIEW OF RELATED LITERATURE

Vocabulary

Vocabulary is the basic learning of English. According to Thombury (2012:12), vocabulary is the first and foremost important step in language acquisition. It is very important for those who want to have much knowledge about English. While having much knowledge about English, comprehending the vocabulary can make the person master it well.

Media for Teaching Vocabulary

According to Bakri (2011:3) media is plural from of medium, which derives from Latin word *medius* that has meaning *"middle"*. In Bahasa, *medium* means *"between* or *interval"*. The meaning of media aimed at something that delivers information (message) between message sender and receiver. Teaching media based on Arsyad (2009:2) is media that bring instructional purpose of messages or information for learning. Media is means of expressing messages and information. Another opinion about teaching media is stated by Sugeng (2010:154), a teaching media is instructional tool to aid in matching the learning objective with the learning product. It is similar that teaching media is a tool to help teacher and students' in purpose to reach their goals. In order to make them interested in learning and make them motivate in learning, it is suggested that English teachers should use media in their teaching and learning process and the class will be more meaningful and enjoyable.

Pictoword Game

Pictoword Game is a vocabulary learning game that can improve students' vocabulary mastery. In this part, the researchers review the definition of Pictoword Game, the application of Pictoword Game, and the advantages of Pictoword Game. Based on Pictoword Game Description (2013), Pictoword Game is a word puzzle game developed by Kooapps, the player must "read" the two shown pictures in order to form the correct word hidden behind the two images linked together by the word the form. In the Pictoword Game, the players must guess the picture that becomes the clue to string the correct words, in the application there are two images that are next to each other and a player has to guess the picture. Below the two pictures, there are letters randomly to fill in the sentence above. In the game there is a help column that can help players guess sentences, if players need help then the player can click on the bottom right to get the clue. Pictoword Game is very funny and challenging. It sounds simple, but actually, it is not. The advantages of playing the Pictoword Game are to

http://publikasi.dinus.ac.id/index.php/unclle

train students' logical thinking and add new vocabulary students are more interested in learning to use visual media/images to attract students. This can be used as an alternative for a teacher to be able to make students more active. Pictoword Game shows a picture and gives a lot of rewards when the players win the stage. It can make students feel challenged and they will be curious to play it and automatically they will remember and know new vocabulary.

Research Method

Research design is a concept to collect data for the research. There are two kinds of research design. According to Cohen (2007:274), the experimental designs have three kinds of research design. These are the pre-experiment, true experiment, and quasi-experiment. Those are quantitative research. The researchers used quantitative research with an experimental research design. The researchers used a quasi-experimental research design in this research. The quasi-experimental design consists of two groups. There were experimental group and control group. The population of the research was eighth grade of SMP Kesatrian 2 Semarang. The researchers choose 23 students in VIII A as the sample of experimental group and 23 students in VIII B as the sample of control group. In this purposive sampling, there have a total of 46 participants who learned English as a foreign language.

Collecting data was very important activity for the researchers to help solving the problems. To find out the solution of the problems, the researchers needed some data. There were some methods that were used in collecting data, such as observation, treatment, test and questionnaire. In this research, the researchers used test to collecting data. The researchers used matching words test as instrument for pre-test and post-test in this research. After the researchers gave a post-test to the students, the next step the researchers gave a questionnaire. The questionnaire was given to find out the students' opinion, the answer scale consists five that indicate the students' interest, such as: strongly agree, agree, neutral, disagree and strongly disagree.

According to Sugiyono (2015), the technique of data analysis in quantitative methods are research methods based on the positivism philosophy that is used to examine a specific population or sample data collecting using research equipment, quantitative analysis/statistics, and hypothesis testing. The aim of data analysis was to get the material that was needed by the researchers. Data collection techniques are methods used by researchers to analyze data needed in research from data sources, subjects, and research samples obtained from where they conducted the research. Kawasari, (1990).

The researchers analyzed the data in order to find out the students' vocabulary mastery who were taught using Pictoword Game, to find out the students' vocabulary mastery who were taught using conventional learning, and to find out whether there is a different result between the students who are taught with Pictoword Game and who are taught without Pictoword Game. The research was conducted from January, 4th 2023 to 11th 2023 in SMP Kesatrian 2 Semarang. The subjects of the research were eighth-grade students of SMP Kesatrian 2 Semarang who were divided into two classes. They were experiment class VIII A and control class VIII B. Experiment class consisted of 23 students and the control class 23 students. The researchers conducted three meetings in each research class. In the first meeting, the

http://publikasi.dinus.ac.id/index.php/unclle

experiment class and control class were given a pre-test where students were asked to complete the questions with the correct words. In the second meeting, the students of the experiment class were given treatments by using the Pictoword Game, and the control class was given by using a conventional teaching method. The third meeting, experimental and control classes were given post-test. After all the data was collected, the researchers analyzed the data to find out the significant difference between the students' who were taught using Pictoword Game and without using Pictoword Game.

RESULT AND DISCUSSION

The results are displayed as follows:

1. The students' vocabulary mastery taught without using Pictoword Game

Descriptive Statistics

	N	Min	Max	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
PRE_CNTRL	23	30	70	1215	52.83	2.057	9.866
POST_CNTRL	23	40	90	1640	71.30	2.969	14.240
Valid N (listwise)	23						

The researchers gave a pre-test to the students to know the students' vocabulary mastery before conventional treatment was conducted. After giving the pre-test, the researchers gave a post-test to the students to find out the student's vocabulary mastery. From the result of the student's score, it could be seen the sum of the pre-test was 1215 and the sum post-test was 1640. After getting the sum of the pre-test and post-test, the researchers calculated the mean of the pre-test and post-test in the control group. From the calculation, it was found that the mean of the pre-test of the control group was 52.83 and the mean of the post-test of the control group was 71.30.

2. The students' vocabulary mastery is taught with using Pictoword Game

Descriptive Statistics

	N	Min	Max	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
PRE_EXP	23	35	90	1570	68.26	3.153	15.121
POST_EXP	23	70	95	1975	85.87	1.712	8.209

Valid N (listwise)	23

In the experiment class, the researchers conducted the pre-test on Wednesday, January 4th 2023. The researchers gave a pre-test to the students to complete the dialogue with the correct words being taught using Pictoword Game. It was conducted in order to measure the students' prior ability before being taught using Pictoword Game. There were 23 students who took part in this test. The sum from pre-test was 1570 and sum from post-test was 1975. After getting sum of pre-test and post-test, the researchers calculated the mean of pre-test and post-test score. It was found out that the mean of pre-test of experiment class was 68.26 and the mean of post-test from experimental class was 85.87.

### 3. The significant difference in vocabulary mastery between the two classes

Descriptive Statistics

	N	Min	Max	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
PRE_EXP	23	35	90	1570	68.26	3.153	15.121
POST_EXP	23	70	95	1975	85.87	1.712	8.209
PRE_CNTRL	23	30	70	1215	52.83	2.057	9.866
POST_CNTRL	23	40	90	1640	71.30	2.969	14.240
Valid N (listwise)	23						

After getting the data, the researchers calculated and analyzed the result of the test by using a t-test to know whether there was a significant difference between the students who were taught using Pictoword Game and those taught without Pictoword Game. To know the result of t-test, the researchers calculated the mean of each class first. Then, the researchers found the standard deviation of each class and standard error of difference between mean

After the calculation above, the researchers consulted the critical value on t-table to check whether there was significant difference or not. The researchers used 5% alpha level significance. The researchers' found out the value t-test was 4,250. The result of t-test has to be consulted to t-table with significant level on 5% to know whether there was any significant difference between the students who were taught using Picoword Game and those without using Pictoword Game. The number of the students for control and experiment class was 23 students. Then, the degree of freedom (df) was 55. At significance 5%=2,015. The result was t-test > t-table (4,250 > 2,015) it means t-test is higher than t-table, so, the hypothesis (Ha) is accepted. There was significant difference of the students' vocabulary mastery between the students who were taught using Pictoword Game and those taught

without using Pictoword Game. The researchers concluded that Pictoword Game can improve the students' vocabulary mastery.

4. **The students' perception of the vocabulary mastery who are taught with Pictoword Game**

Diagram of Questionnaire
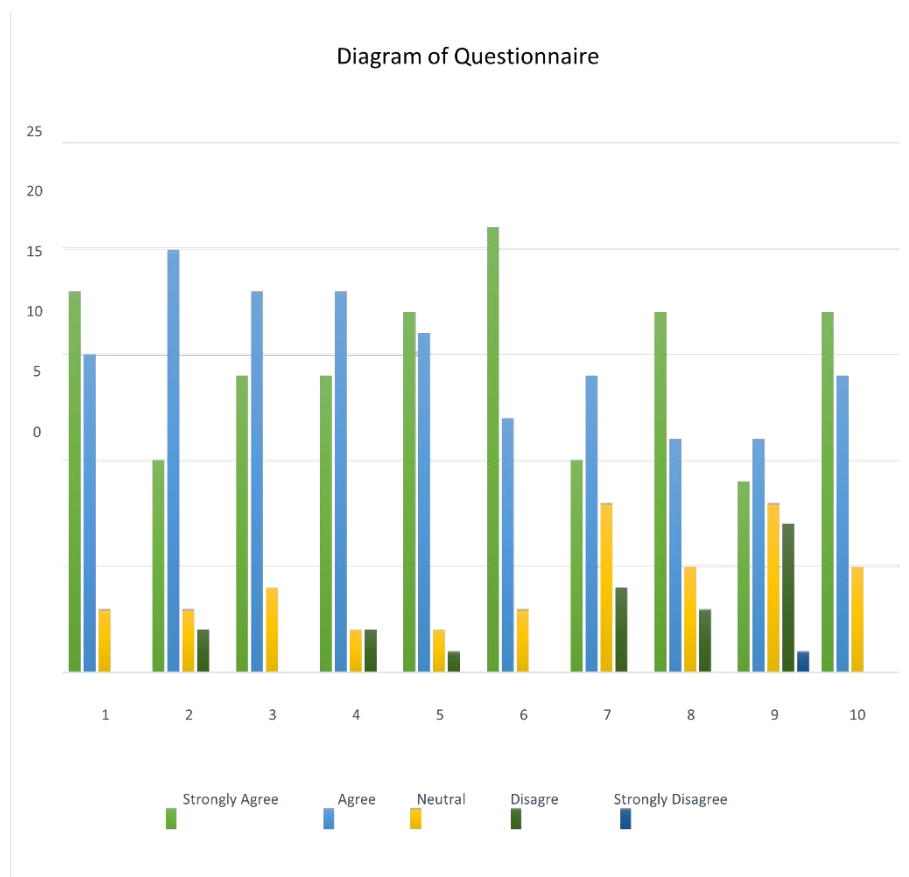
Based on the data, 47,2% of students' strongly agree that using Pictoword Game Application makes them more increase knowledge about vocabulary and there were 38,9% of them were agree. There were only a few of them chose neutral with the percentage 13,9%. It means that most of students' agree that learning English using Pictoword Game Application helps the tables can be used to create a graphic that explains the various answers provided by the students' to each question.

CONCLUSION

Based on the data analysis, the conclusions were that the researchers were successfully teaching English vocabulary using Pictoword Game Application and success to bring the students' perception into a new condition that make more enjoyable and fun and also easy to learn their experience in learning activities.

Pictoword Game Application as media for learning English is indeed more fun and makes it

http://publikasi.dinus.ac.id/index.php/unclle

easier for students to learn. This is evidenced by the results of the post-test and questionnaire from the experiment class. Students think that learning through pictures is fun and not stressful. Media pictures or photos are the media most often used by researchers because this application is easy to understand and can be enjoyed, easy to get, found everywhere, and provides many explanations when compared to words. The use of images from the Pictoword Game Application should be taken into consideration in order to optimize the function of the right and left brain in learning English. Based on the conclusion of all data in the research, there are significant differences in the student's vocabulary mastery taught by using Pictoword Game.

REFERENCES

Ardiani, S. N. (2019). The effort of junior high English teachers in improving storytelling skills. *ETERNAL English Teaching Journal*, 80-88.

Arsyad. (2009). Media Pembelajaran. *Raja Grafindo Persada*.

Bakri, H. (2011). The Effectiveness of Photograph as a Teaching Vocabulary. *MEDTEX*.

Brewster, J. e. (2015). The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*, 21-34.

Brown, G. (2004). Mapping spatial attributes in survey research for natural resource management: methods and applications. *Society and natural resources*, 287.

Cameron, L. (2001). Teaching Language to Young Learners. *UK: Cambridge University Press*, 75.

Chen, C. M. (2009). Personalised Context-Aware Ubiquitous Learning. *Interactive Learning Environments*.

Chirandon, A. L. (2010). The Effects of Teaching English Through Games. *Classroom teaching strategies*, 141.

Cohen. (2007). Essentials of Statistics for the Social and Behavioral Sciences. *New Jersey: John Wiley & sons*.

Creswell, J. (2012). Educational Research . *University of Nebraska-Lincoln:Pearson*.

Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. (2012). *Boston : Pearson*.

Globe, M. a. (2005). Guidelines for the Construction, Format, and Management of Monolingual Controlled Vocabullaries. *Cambridge: Cambridge University Press*.

Gronlund, N. (2013). Constructing Achievement Test: Third edition. *USA:Prentice Hall, Inc.*

Gronlund, N. E. (2013). Measurement and Evaluation in Teaching. Fourth. *New York:*

Macmillan.

Harmer. (2001). The practice of English Language Teaching. *(3rd ed.)*.

Hornby. (2014). Advance Learner's Dictionary. *New York: Oxford University*.

John, R. (2000). Assessing Vocabulary. *Cambridge: Cambridge University Press*, 16.

Kamil, H. a. (n.d.). Teaching and Learning Vocabulary, Bringing Research to Practice. *London: Lawrence Erlbaun University Press*, 2005.

Lehman, M. a. (2016). Technique in Testing. *Hongkong:Oxford University*.

penny. (1990). The Use of Word Hunts to Improve Students Vocabulary Mastery. *Cambridge University Press*, 60.

Philips, D. &. (2015). Teaching Practice Handbook.

Rachi. (2012). Research Methodology and Application of Remote Sensing and GIS Techniques un Research. *Research-Design-Qualitative-Quantitative-and-Mixed-Methods-Approaches*, 1-13.

Sugeng, B. (2010). Instructional Technology: Planing Strategies for Language Education. *UNY Press*.

Thornbury. (2002). How to Teach Vocabulary. *Longman*.

Thornbury, S. (2004). How to teach Vocabulary. *London: Longman*.

Umar. (2003). The Important Roles Of Teachers in English Language Teaching (ELT). *Journal of English Language and Literature (JELL)*.

Urdan. (2010). The challenges and promise of research on classroom goal structures . *Handbook of research on schools, schooling and human development*.

willis. (2008). against financial-literacy education. *lowa L. Rev*, 80.

Wright, e. a. (2006). Games For Language Third Edition. *New York : Cambrige University Press*.