



## The Implementation of Pictionary Games to Improve Vocabulary Comprehension

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### Abstract

Vocabulary is the primary component in learning a language. Vocabulary is essential for getting other skills like speaking, reading, listening, and writing. However, it is not easy to learn vocabulary. Therefore, the teacher should find the teaching technique that makes the student motivated and enthusiastic about learning vocabulary. One technique that can make the students excited and have the motivation to learn a language is by utilizing games. If the teacher uses the game as a technique to teach, the students do not find it easy to get bored. One game that the teacher can use to teach vocabulary is Pictionary games. A Pictionary game is a game that divides the students into groups, one member of the group is assigned to draw a word that the teacher gives, and other members guess the result of the picture. In this conceptual article, the writers aim to help students improve their vocabulary mastery by using Pictionary games.

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## INTRODUCTION

Vocabulary is a critical component in teaching English. Dwi (2017) stated that the teacher should teach vocabulary first because vocabulary is the basic competence that the students must reach to get other competencies like writing, reading, speaking, and listening.

Teaching vocabulary is not easy (Maspa, 2019). As cited in Darmawan and Fatmawati (2019), most students feel difficult to learn vocabulary mastery even though the teacher has taught clearly because the teacher delivers the material monotonously.

Kartini and Kareviati (2021) found that the teacher has to find a solution to

improve the students' vocabulary by using appropriate teaching techniques or media that enable the students to increase their interest in the teaching and learning activities. Darmawan and Fatmawati (2019) stated that using games is one technique to improve vocabulary mastery.

In line with the statement above, Ferdinandus and Rahayaan (2020) defined that Game is a great technique to learn vocabulary because if they only memorize it, they easily get bored. One game that could improve students' vocabulary mastery is Pictionary games.

Darmawan and Fatmawati (2019)

defined the Pictionary game as directing students to phrases from drawings or guessing words. Hamer and Lely (2019) stated that the Pictionary game is a fun game that can increase the students' enthusiasm and motivation to help students learn English vocabulary.

## **LITERATURE REVIEW**

### **Definition of Vocabulary**

Vocabulary is an essential aspect of learning a language. As Richards and Renandya (2002) stated, vocabulary is the core of language proficiency and the basics of listening, speaking, writing, and reading. Similarly, Dwi (2017) defined that vocabulary is provided since the student learns about language for the first time.

Furthermore, Santoso and Andriyadi (2019), states that vocabulary is one of the language system components essential to being learned. In addition, Nunan (2015) says that vocabulary can be used as a reference tool and helps keep a word list of the 1.000 most common words on hand. Vocabulary is the primary language that an individual can use to write, speak, read, or listen.

In sum, vocabulary mastery is essential for students to learn English. Therefore, the teacher needs to teach vocabulary first to their students. Because vocabulary plays a significant role in learning a foreign language, the students can quickly learn a foreign language by mastering vocabulary.

### **Teaching Vocabulary**

Teaching vocabulary is not a spontaneous process that is easy to be done.

The teacher should find the technique that makes the student motivated and interested in learning vocabulary. Faridi (2012) said that a teacher can motivate the students by using creative and inspirational teaching methods.

Murcia and Olshtain (2005) stated three factors that influence English vocabulary mastery. The first is student factors, the second is the teachers' factor, and the third is the learning facilities' factor. Two points can be viewed for students' characteristics: interest and learning activities. Interest is an essential factor that can influence vocabulary. If the students are interested in learning English, they can have motivation and enthusiasm when studying.

Furthermore, the critical problem in vocabulary teaching is that only a few words and a small portion of what is required to know a word may be dealt (Richards & Renandya, 2002). Therefore, the teachers have to find the technique that makes the student motivated and enthusiastic about learning vocabulary.

In sum, the writers conclude that it is crucial for the teachers to use the teaching technique particularly a game that interesting and it can improve the students' motivation and interest because it can help them learn vocabulary quickly.

### **Definition of Pictionary Games**

Game is the technique that the teacher can use to teach vocabulary mastery. Usually, the students will have more enthusiasm to learn while playing. One game that can be used to teach vocabulary is Pictionary games.

The Pictionary game was designed in 1985 by Rob Angle Hinebaugh (2009). Dwi

(2017) stated that Pictionary games are a game that involves the player to phrases from drawings or guessing words.

Furthermore, Daulay (2021) stated that Pictionary is a word guessing game played in pairs where the player will guess what is being drawn by the pair. Pictionary games are a game where players guess the word through pictures drawn by other players on the same team. Each player should draw, and the other should guess it (Naphthine & Daniel, 2011).

In sum, Pictionary is a game that asks the students to guess a picture already drawn by other students to make the other students feel happy, have high motivation, eager to learn English, and help the students to improve their vocabulary mastery using a picture.

#### **The Advantages of Pictionary Games**

Hinebaugh (2009) explained the several advantages of using Pictionary games to teach vocabulary. The first is a Pictionary game is suitable for reinforcing students' ideas on the subject matter, especially for visual learners. The other advantages are that the Pictionary game can make the students more creative by predicting the game'. It is suitable for developing vocabulary.

#### **The Instruction for using Pictionary Games**

Pictionary game is a team game. Buttner (2007) explains how to play the Pictionary game. First, the teacher asks students to divide into teams. Then, the teacher gives each team word to draw. Next, one student from the team draws the word from the teachers, and other members guess the picture. If a team fails, the other team has the opportunity to guess it and steal the points.

If the teacher uses the Pictionary game for the technique to teach, the teacher also teaches how the students can work well in a team.

## **DISCUSSION**

In this conceptual article, the writers focus on solving the students' difficulties in learning vocabulary with media that can improve the student's enthusiasm and motivation to learn vocabulary.

The writers conclude that Pictionary games could help the students learn vocabulary quickly. This is supported by Dwi (2017), who found that the Pictionary game helped the students improve their vocabulary skills. The researcher did the research at Fifth Grade of Elementary School 36 Pekanbaru. This study used pre-test and post-test as the research design and chose nouns for the material. The result of the post-test was more significant than the pre-test. Dwi adds that the students were more interested in learning vocabulary using the Pictionary game.

Furthermore, another study by Rianti (2018) found that using the Pictionary game could improve students' vocabulary. In sum, the Pictionary game helps students improve their vocabulary, particularly in English subjects.

Grida (2019) found that the Pictionary game effectively improved the students' vocabulary skills at Bilal Ibn Rabah Middle School in Taher-Jijel. It is confirmed by the experimental study that the researcher did. The researcher divided the student into two groups, the first group used the traditional

model, and the second group treated by using Pictionary games. The material used to do the test was a noun. The result of this research was the vocabulary of the second group was more significant than the first group. The researcher also said that Pictionary games sustained the students' interest and motivation.

Tahmit and Nastiti (2019) conclude that the Pictionary game is able to improve students' vocabulary mastery in the Fifth grade of Madrasah Ibtidaiyah Tarbiyatul Athfal Sumurber. The researchers used nouns for the material to do the test. They also said that the Pictionary game also improves students' interest and enthusiasm to learn vocabulary.

Ferdinandus and Rahayaan (2020) found that the Pictionary game helped students' vocabulary skills. The researchers did the research in the first grade of SMP Negeri 14 Ambon. The study used the pre-test and the post-test from the research design and nouns for the material. The result of this research was that the post-test score was better than the pre-test.

Kartini and Kareviati (2021) conclude that the Pictionary game helps to improve vocabulary skills for the student in the seventh grade of Junior High School in Cimahi. The researchers used nouns in the pre-test and the post-test. And the result was the post-test was more significant than the pre-test. They also add that the Pictionary games made it easier for the students to memorize vocabulary because they drew and guessed the words by themselves.

## CONCLUSION

Based on the previous studies, using the Pictionary game can improve the student's vocabulary mastery. In sum, the use of the Pictionary game can help the student's vocabulary mastery, make the students more interested and enthusiastic to memorize new words.

Moreover, in this paper, the writers would like to present an idea that using the Pictionary game can be applied to improve student's vocabulary mastery both for individually or in a team.

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