



The Effectiveness of Pictionary Games to Improve English Vocabulary at SMK N 1 Kersana Kabupaten Brebes

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Abstract: Several speaking problems at SMKN 1 Kersana, Brebes Regency attracted researchers to conduct this research as an effort to help students in language learning. The main function of this game is to develop creative thinking, improve grammar, vocabulary and pronunciation, develop students' courage in expressing ideas and create responsibility and cooperation towards their students. In collecting data, the researcher took the pre-test and post-test from class XI Accounting A and examined them to see whether the Pictionary game was effective or not. The results of the research found that the results of the initial test or pretest with an average score of 8.30, this shows that class XI accounting A students do not fully have much knowledge regarding vocabulary in English. From the results of the t test using the Paired sample test method, it can be seen that (2-tailed) with a significance value of 0.000, H_0 is rejected, and from a significance level of $0.000 < 0.05$ it can also be concluded that H_1 is accepted. Because H_0 is rejected and H_1 is accepted, it can be concluded that there is an increase in the vocabulary understanding of class This can be seen from the difference in the average value, namely 12.39 or 34.4%. This means that the learning method using the pictionary game technique has proven to be effective in increasing the vocabulary understanding of class XI students at SMK Negeri 1 Kersana.

Keywords: *Pictionary Game, Improve Vocabulary and English Vocabulary*

INTRODUCTION

Mastering vocabulary is crucial for the acquisition of language skills like listening, speaking, reading, and writing. Akrimah et al. (2017) assert that vocabulary is a vital component in foreign language learning, emphasizing the frequent emphasis on understanding new words in various contexts. Researchers at SMK Negeri 1 Kersana observed that many students struggled with

poor vocabulary, leading to difficulties in comprehending teacher instructions and expressing themselves. Additionally, students exhibited a lack of interest and often found learning, especially nouns, to be challenging and forgettable.

According to Tahmit and Nastiti's (2019) research, class V students at Madrasah Ibtidaiyah Tarbiyatul Athfal Sumurber were able to improve their vocabulary mastery by

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playing the Pictionary game. Nouns are used by researchers as test subjects. They added that students' interest and excitement for learning vocabulary were raised by the Pictionary game. According to a different study by Ferdinandus and Rahayaan (2020), pupils' vocabulary skills improved when they played Pictionary. In SMP Negeri 14 Ambon's first class, the researchers carried out their research. Pre- and post-tests of the research design and noun material were employed in this study. According to the study's findings, the post-test score is higher than the pre-test score.

Rianda Rita Ayu (2018) taught seventh-grade pupils at SMP Kemala Bhayangkari Pontianak English vocabulary through Pictionary games. Pre-experimental research using a single group pretest-posttest is the research methodology. In the table distribution with $\alpha = 0,05$, the t-critical value of 2,093 was less than the t-ratio of 9,58. Thus, it was decided to accept the alternative hypothesis (H_a), which claimed that teaching vocabulary to seventh-grade students at Kemala Bhayangkari Junior High School in Pontianak through the use of the Pictionary game has a significant impact on the students' vocabulary achievement.

Kartini and Kareviati (2021) came to the conclusion that seventh grade junior high school students in Cimahi's vocabulary skills were enhanced by the Pictionary game. Nouns were employed by the researchers in both the pre- and post-tests. Furthermore, compared to the pre-test, the post-test results are more significant. They also mentioned that because players draw and guess the words themselves in the Pictionary game, it helps students learn vocabulary more easily.

Muhamad Sofian Hadi, Lidiyatul Izzah, and Sulthan Caraka Adipradana (2022) conducted research. Improving Students Motivation in Learning English Vocabulary Using Online Games. The study's findings demonstrate how effective it is for students to use online games to motivate them to learn English vocabulary. In addition to being helpful, online games in this day of internet usage also foster student connection and make vocabulary learning more engaging, enjoyable, and stress-free. and playing, they have been demonstrated in the field of education to be one of the learning mediators; as a result, in the future, online

games won't only be seen as a barrier to learning for students, but also as a different setting where they can learn more.

As one of the components of language, vocabulary is crucial to language proficiency. According to Harmer, linguistic structure is merely the language's skeleton, but linguistic organs are its essential parts. Given the significance of vocabulary, language learners should acquire vocabulary before grammar in order to fully grasp the language. Vocabulary is one of the key things second language learners need to learn in order to be able to understand spoken and written words. In the game Pictionary, players must guess words based on their pictures. The game Pictionary is among the most widely played games. Vocabulary teaching can be done with it. Rob Angel, a 24-year-old man, created the game Pictionary. He introduced the game Pictionary in 1986. Ever since, this game has gained immense popularity. The objective of the Pictionary game must be met in order for it to be a useful tool for vocabulary instruction. A game can be a suitable tool for vocabulary instruction. One useful teaching method for vocabulary is the use of games in the classroom. Truth be told, there are a few issues that come up during the teaching and learning process, like a deficiency in vocabulary, poor grammar, hard pronunciations, and a lack of enthusiasm for speaking English. The pupils at SMK Negeri 1 Kersana also experience this condition. Researchers discovered that students' proficiency in speaking English is low based on their observations. Pronouncing the English words is challenging. Their issue when speaking English is also a lack of vocabulary. English translations from Indonesian are not possible. Because of their weakness, they lack the bravery to express themselves in English. The evidence also demonstrated the teachers' inadequate use of media in the classroom.

Games serve as valuable tools in facilitating students' learning experiences, adding an element of fun and fostering cooperation within the classroom. Incorporating games into teaching not only entertains students but also provides insights into their personalities, cooperation, relationships, and practical skills. This approach proves particularly effective in helping students memorize vocabulary, a common challenge in English learning classes.



Addressing the prevalent issue of limited vocabularies, teachers often resort to traditional methods like writing words on the whiteboard and reading meanings together, which may not capture students' interest. Recognizing these challenges, it becomes imperative for teachers to adopt engaging strategies and techniques that make the learning process enjoyable. Learning strategies, crucial for enhancing student learning, involve steps taken by learners to optimize their educational experience. In response to these issues, the introduction of the Pictionary Game method using English materials is anticipated to be a beneficial approach, enhancing both teachers' and students' ability to achieve their educational goals more effectively.

Hence, the researchers endeavored to carry out a study titled "The impact of utilizing the Pictionary game in vocabulary instruction at SMK Negeri 1 Kersana." The assumption underlying this research is that students continue to face challenges in grasping vocabulary. Consequently, the chosen strategy aims not only to instruct students but also to address comprehension issues and enhance their vocabulary knowledge. The researchers anticipate that implementing this strategy will contribute to an improvement in students' understanding.

METHODS

This research uses a quantitative approach using a pre-experimental design with a one group design, namely Pre-test and Post-Test. The sample selection was not chosen randomly, but the sample was taken from one class XI. In this research experiment, the Pictionary Game was used with a working model and guessing the vocabulary given by the researcher with a total of 25 questions in 40 minutes. The questions used during the pre-test and post-test are the same so that the results are clear.

The study took place during the academic year 2022/2023 at SMK Negeri 1 Kersana, situated on Jalan Raya Jagapura – Kersana, Kec. Kersana, Brebes Regency, Central Java 52264. The researchers selected this specific

school and targeted class XI due to the identified challenges faced by students in comprehending vocabulary and their insufficient vocabulary knowledge. This choice was driven by the researchers' awareness of the school's conditions and the prevalent difficulties among the students.

Operational Definition of Variables

Dahnianti (2018) stated that variables refer to attributes that consider variations or aspects specific to different individuals. Independent and dependent variables are distinct categories within this context. The sole independent variable in classifying research participants is the classifier variable that categorizes them. In this study, the dependent variable is essentially the independent variable. Thus, the variables identified for this research are as follows:

- (1) Independent variable: Implementation of the Pictionary Game strategy.
- (2) Dependent variable: Proficiency in students' vocabulary comprehension.

Population and Sample

In this study, subjects were essential for data collection, and the focus was on class XI students at SMK Negeri 1 Kersana. As outlined by Sugiyono (2018), a population represents a broad domain encompassing objects or subjects defined by specific qualities and characteristics set by researchers for analysis and drawing conclusions. The researchers, in line with this, conducted the study on all students enrolled at SMK Negeri 1 Kersana for the academic year 2022/2023. The student body included various majors such as light vehicle engineering, welding, multimedia, catering services, boutique fashion, and accounting, with a total population of 540 students.

Before commencing the research, the researchers made choices regarding the objects or subjects to be included. Specifically, they opted to focus on one class for their study, namely Class XI Accounting A, comprising a total of 36 students. The sampling technique employed was purposive sampling, a method highlighted by Sugiyono (2019), which involves considering specific factors in the selection process. In the context of the research,

the researchers chose class XI Accounting A as their sample, as these students were deemed more conducive for the study compared to other classes. This decision aimed to assess the effectiveness of vocabulary comprehension through the implementation of the Pictionary Game strategy.

Sampling Technique

The sampling technique, as described by Sugiyono (2016), involves determining the sample to be utilized in the research. In this particular study, a non-probability sampling method, specifically the purposive sampling technique, was employed. Purposive sampling, as outlined by Sugiyono (2016), is characterized by specific considerations in the selection process. The choice of purposive sampling was driven by its suitability for quantitative research, which, according to Sugiyono (2016), does not aim for generalization. Additionally, Sugiyono (2016) notes that total sampling or saturated sampling, involving sampling all members of the population, is another approach. In this research, class XI students at SMK Negeri 1 Kersana were sampled, although not all classes were included as respondents in the study.

Instruments

Conducting analysis is a crucial step to address research findings and problems, aiming to comprehend how students perceive vocabulary learning in class XI SMK Negeri 1 Kersana. The researchers employed tests to assess the average score representing students'

understanding of vocabulary learning. Data analysis, defined as the process of transforming data into valuable information for decision-making in problem-solving, is integral to this research. For the analysis, the researchers utilized Statistical Product and Service Solution (SPSS) along with Microsoft Excel 2010 to process and interpret the collected data.

Moreover, the test serves the purpose of comparing the outcomes of the pre-test and post-test, allowing for an assessment of whether the research hypothesis is acceptable. It also aims to gauge the impact of the treatment involving the application of the Pictionary Game strategy on enhancing students' vocabulary skills. According to Gray et al (2007), measuring central tendency provides a picture of the average and typical respondents. In collecting data, the research need instruments because instruments play an important role in research. Researchers use instruments to collect data. Cohen (2007) states that in test, researchers have a potential data collection approach at their disposal, an impressive series of test to collect numerical data, not verbal data. Tests are used to evaluate student's comprehension skills. Researchers as teacher provide pre-test descriptive text material to students before providing treatment and after providing treatment. Researchers measured vocabulary understanding by conducting a post-test.

The grid for the research instrument assessment checklist is as follows:

Table 1 Checklist on Students' Participation in the Activities

No.	Teaching Components	Descriptor	Scale				
			1	2	3	4	5
1.	Students' attention toward teacher explanation and instruction	1. Paying attention to teacher's explanation and instruction					
		2. Responding to teacher's explanation and instruction					
		3. Building knowledge of the field					
2.	Vocabulary Activity	4. The students involve actively in the teaching and learning activities					
		5. Students are able to make a sentence from vocabulary material					
Amount							
Total							

Source: Data processed by the author, 2023

Table 2 Scoring of Scale

Score	Explanation
1	Very Bad
2	Bad
3	Currently
4	Good
5	Very Good

Source: Data processed by the author, 2023

Table 3 Assessment Instrument

Scale	Code
1 - 5	Very Bad
6 - 10	Bad
11 - 15	Currently
16 - 20	Good
21 - 25	Very Good

Source: Data processed by the author, 2023

Technique of Collecting Data

In data collection, the researchers opted for tests, a method to evaluate individuals' knowledge and capabilities in a specific domain. For research instruments, various options were available. Both the pre-test and post-test comprised 20 questions each, aligned with the material presented to the students. The data collection process involved three sequential steps: pre-test, treatment, and post-test. The procedures were implemented as follows:

1. As an initial assessment, the researchers administered a pre-test to evaluate students' vocabulary comprehension abilities before introducing the Pictionary Game strategy treatment.
2. Subsequently, the researchers provided treatment to the students, explaining the relevant material.
3. Following the treatment, a post-test was administered to measure students' vocabulary comprehension after being instructed using the Pictionary Game

Strategy.

4. Post-test results were then examined by the researchers, comparing scores between the pre-test and post-test to ascertain any significant differences before and after the treatment.

Technique of Analysis Data

Data analysis is a crucial step following the collection of data from all respondents. This involves grouping data based on variables and respondent types, tabulating the data across all respondents, presenting data for each studied variable, and conducting calculations to test proposed hypotheses, as outlined by Sugiyono (2019). After data collection, the subsequent stage is data analysis, with the t-test technique employed in this study. This technique entails comparing the averages (means) between the initial test (pretest) and the final test (posttest).

1) Validity and Reliability Test

Validity Test: The instrument used for data collection underwent a trial process on predetermined respondents to assess its

validity. This test aims to determine if a questionnaire is valid by assessing whether the questions on the instrument can effectively measure the intended aspects (Ghozali, 2018). Instrument validity ensures it accurately measures what the questionnaire intends to gauge. In this research, the instrument was tested on 36 respondents, specifically Class XI students at SMK Negeri 1 Kersana. Validity testing utilized the product moment method with the assistance of the SPSS program version 23. The validity testing criteria using the product moment are as follows: if the Pearson Correlation is greater than 0.05, the instrument is considered valid; if it is less than 0.05, the instrument is deemed invalid.

Reliability test, Following the validity test of the questionnaire, a reliability test is conducted to assess the consistency of measurement results. This test examines how consistent measurements are when taken multiple times on the same symptom using the same measuring instrument. The reliability test for the instrument in this research utilizes Cronbach's Alpha, facilitated by the SPSS version 22 program. As per Ghozali (2018), the criteria for testing reliability using Cronbach's Alpha are as follows: the instrument is considered reliable if the Cronbach's Alpha value is > 0.60 , while it is deemed unreliable if the Cronbach's Alpha value is < 0.60 .

2) Test the Analysis Prerequisites

The normality test involves assessing whether the data distribution intended for analysis follows a normal distribution pattern. This test is variable-dependent and is conducted using the Kolmogorov-Smirnov Test with the assistance of SPSS 23. According to the Kolmogorov-Smirnov method, the test criteria are as follows: 1) If the significance is below 0.05, it indicates a significant difference between the data to be tested and standard normal data, implying non-normality; and 2) If the significance is above 0.05, it implies no significant difference between the data to be tested and standard normal data, signifying normality (Safar, 2010).

The normality test involves evaluating whether the data distribution intended for

analysis adheres to a normal distribution pattern. This variable-dependent test is conducted using the Kolmogorov-Smirnov Test with the support of SPSS 23. Following the Kolmogorov-Smirnov method, the test criteria are as follows: 1) If the significance is below 0.05, it suggests a substantial difference between the data to be tested and standard normal data, indicating non-normality; and 2) If the significance is above 0.05, it suggests no significant difference between the data to be tested and standard normal data, indicating normality (Safar, 2010).

3) Hypothesis testing

For hypothesis testing, the researchers utilized the t-test with the SPSS 23 program, comparing the means between the initial data (pretest) and the final data (posttest). The decision-making process is outlined as follows: If the significance value (2-tailed) is < 0.05 , then H_0 is rejected, and H_1 is accepted. Conversely, if the significance value (2-tailed) is > 0.05 , then H_0 is accepted, and H_1 is rejected. In this study, the researchers employed the SPSS 23 program to conduct the hypothesis testing.

FINDINGS AND DISCUSSION

Research Findings

This study targeted 36 students from Class XI Accounting A at SMKN 1 Kersana Brebes. The research was conducted within the classroom setting over a span of 3 days, specifically on November 14, 15, and 16, 2023. The pretest occurred on November 14, 2023, while the posttest took place on November 16, 2023. Both tests were conducted during regular class hours, precisely at 09:00 for the first meeting, 10:00 for the second meeting, and 11:00 for the third meeting. The treatment, involving the Pictionary Game, was administered in a single meeting on November 15, 2023. The research subjects consisted of students from Class XI Accounting A at SMKN 1 Kersana Brebes, all of whom underwent a pretest without treatment followed by a posttest with the Pictionary Game treatment. The Pictionary Game Scheme can be seen from the table below:

Table 4 The Pictionary Game Scheme

Step	Descriptions	Time
1	Create categories of words used in the game 1. Make several note cards containing the topics that would be played, 2. To get you started, here are some of the Pictionary categories and word ideas that have been provided, 3. The number of cards made is 10 to 25 words or depends on how many people are playing. Shuffle these cards properly before starting.	45 Minutes
2	Divide into at least 4 teams of 10 or more students Make sure each group has the same number of players	
3	Set goals/scoring goals 1. Ten points seems like a good goal as it usually lasts 25-30 minutes, 2. Note: to speed up the game, you can allow players to skip a word by saying "Pass"	
4	Prepare drawing equipment and a timer 1. Prepare several pictures that would be used in the game to be shared among several groups, 2. This is a game where time would be kept, so it's best to use a stopwatch or regular watch and keep it close by.	
5	Choose a group to go first	
6	Select the first person to select the image provided	
7	Set the timer to 30 seconds	
8	Start the round 1. Announce the category and then start the timer. The player must then place the image above their head. 2. Teammates then have to work together to tell you what the image is. 3. What is given is only "yes", "wrong", "could be".	
9	Follow the rules The person giving the klu must not say words other than those specified.	
10	Score 1 point for a correct guess When teams guess the word correctly within 30 seconds, they receive points. If they do not guess correctly, they receive 0 points for the round.	
11	Rotate teams until the goal of scoring is achieved As explained above, you can determine the score up to which team can play, for example 10. The first team to reach 10 would be the winner.	
12	Repeat the game until the specified time runs out	

Source: Data processed by the author, 2023

Research Result

Data collection employs a Pictionary Game approach, wherein the pretest serves the purpose of establishing reliability and facilitating a comparison with the posttest outcomes. This methodology enables the

collection of data through interval training tests, with the pretest aiming to assess reliability and create a basis for comparison with the posttest results. The results can be seen in the following table:

Table 5 Interval Training Test Results

Attendance Number	Genre	Interval Training Test Results		
		Pretest	Posttest	Enhancement
1.	P	10	19	9
2.	P	10	22	12
3.	P	11	21	10
4.	P	9	19	10
5.	P	7	21	14
6.	P	8	21	13
7.	L	6	22	16
8.	L	6	20	14
9.	P	6	22	16
10.	P	6	23	17
11.	P	6	22	16
12.	P	7	20	13
13.	P	8	18	10
14.	P	8	20	12
15.	P	9	21	12
16.	P	8	22	14
17.	L	8	19	11
18.	P	9	18	9
19.	L	7	23	16
20.	P	6	21	15
21.	P	10	17	7
22.	P	9	21	12
23.	P	9	22	13
24.	P	10	22	12
25.	P	8	24	16
26.	P	9	18	9
27.	P	8	21	13
28.	P	7	21	14
29.	P	10	20	10
30.	L	10	20	10
31.	P	10	19	9
32.	P	9	20	11
33.	P	9	20	11
34.	P	6	22	16
35.	P	10	21	11
36.	P	10	23	13
Average		8,30	20,69	12,39
Std. Deviation		1,527265	1,618102	2,566573901
Min		6	7	7
Max		11	24	17
Amount		299	745	446

Source: Data processed by the author, 2023

The research findings are presented through descriptive statistical analysis, revealing the following results. For the pretest, the minimum score was 6, the maximum score was 11, the average (mean) was 8.30, with a standard deviation of 1.527265. In contrast, the posttest

displayed a minimum score of 7, a maximum score of 17, an average (mean) of 30.69, and a standard deviation of 1.618102. A detailed breakdown is available in the accompanying table.

Table 6 Pretest and Posttest Results

Statistik	Pretest	Posttest
N	36	36
Average	8,30	20,69
Std. Deviation	1,527265	1,618102
Min	6	7
Max	11	24
Amount	299	745

Source: Data processed by the author, 2023

On the other hand, the outcomes of the experiment or treatment are presented in the table below:

Table 7 Treatment Results

Attendance Number	Treatment
1.	14
2.	17
3.	13
4.	13
5.	13
6.	9
7.	14
8.	16
9.	17
10.	17
11.	13
12.	15
13.	15
14.	16
15.	15
16.	17
17.	13
18.	14
19.	17
20.	15
21.	16
22.	13
23.	14
24.	14
25.	13
26.	16
27.	13
28.	15
29.	13
30.	12
31.	14
32.	13
33.	12
34.	8
35.	12
36.	14

Source: Data processed by the author, 2023

Examining the treatment table provided, it's evident that each student underwent a shift in their scores during the treatment session. On average, the results showcased a substantial improvement, signifying a noteworthy change in scores. Initially, students had limited vocabulary knowledge, but following the treatment session, their scores exhibited significant growth, representing a commendable increase in vocabulary knowledge for each student. Analyzing the data, it becomes apparent that there is a substantial enhancement in the vocabulary comprehension of Class XI students at SMKN 1 Kersana after being instructed through the Pictionary Game technique. This is illustrated by the difference between the average posttest result and the average pretest result (20.69 - 8.30), which equals 12.39 or 34.4%.

Data Analysis Results

Data analysis is employed to address the formulated hypothesis. Prior to conducting data analysis, it is essential to perform prerequisite tests such as normality tests and homogeneity tests. These results can be seen as follows:

1. Test Prerequisites

a. Normality test

The normality test is designed to ascertain whether the variables under examination adhere to a normal distribution. Employing the Kolmogorov-Smirnov and Shapiro-Wilk formulas for this normality test, the results are derived through the Output and Shapiro-Wilk, processed using the SPSS 23 computer program, considering the sample size is less than 50. The results are as follows:

Table 8 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,175	36	,077	,898	36	,063
Posttest	,158	36	,073	,960	36	,222

a. Lilliefors Significance Correction
 Source: Data processed with SPSS 23

Examining the table outcomes, it is evident that the p values (Sig.) for the pretest and posttest data in the Shapiro-Wilk output are 0.063 and 0.222, respectively, both exceeding 0.05. Hence, it can be concluded that the variables exhibit a normal distribution. Given the normal distribution of all data, the analysis can proceed.

evaluating whether the variances of the samples, taken from the population, are equal. Levene's formula is applied for this assessment. In the context of homogeneity, if the significance value (sig) is greater than 0.05, the test is affirmed as homogeneous; if the sig is less than 0.05, the test is deemed nonhomogeneous. The homogeneity test results of this research can be seen in the following table:

b. Homogeneity

The homogeneity test serves the purpose of examining the uniformity of samples by

Table 9 Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2,168	5	27	,088

Source: Data processed with SPSS 23

Observing the table, it is evident that the significance value (sig) is 0.088, which is greater than 0.05. Consequently, the data is considered homogeneous. Given the homogeneity of the data, the analysis can proceed with parametric statistics.

2. Hypothesis Testing

The data analysis is conducted to address the stated hypothesis. The first hypothesis, asserting an enhancement in vocabulary

comprehension, is tested using the t-test with the paired sample test method. A significant outcome in the analysis would affirm the impact of interval training on increasing vocabulary understanding. The research

conclusion is deemed significant when the significance value (sig) is less than 0.05 (Sig < 0.05). Based on the results of the analysis, the following data were obtained:

Table 10 Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-12,389	2,567	,428	-13,257	-11,520	28,962	35	,000

Source: Data processed with SPSS 23

The outcomes of the t-test employing the Paired sample test method indicate a two-tailed significance value of 0.000. As a result, H₀ is rejected, and given a significance level of 0.000 < 0.05, it is concluded that H₁ is accepted. This implies a discernible improvement in the vocabulary comprehension of Class XI students at SMK Negeri 1 Kersana. The utilization of the Pictionary Game technique as a learning method has a significant impact on enhancing the vocabulary understanding of these students. Specifically, the pretest data revealed an average score of 8.30, whereas the posttest average soared to 30.69. The substantial change is evident in the difference in average values, amounting to 12.39 or 34.4%.

Discussion

The objective of this study is to ascertain whether there is an improvement in the vocabulary comprehension of Class XI students at SMK Negeri 1 Kersana after receiving instruction through the Pictionary Game technique compared to their initial understanding before the implementation of this strategy. The research involved students from Class XI Accounting A at SMK Negeri 1 Kersana, and it was conducted during regular class hours to ensure the smooth progression of the study without any disruptions.

The Pictionary game involves a word-guessing activity using selected pictures, typically played in pairs, where one player attempts to guess what the other is drawing. The integration of this game into the learning process aims to introduce innovative approaches to enhance students' understanding and vocabulary knowledge. Analyzing the

research results, it becomes evident that the t-test, utilizing the Paired Sample Test method, shows a two-tailed significance value of 0.000. In light of this, H₀ is rejected, and with a significance level of 0.000 < 0.05, it is concluded that H₁ is accepted. This implies a significant increase in the vocabulary comprehension of Class XI students at SMK Negeri 1 Kersana after being instructed using the Pictionary Game technique compared to their understanding before the implementation of this strategy.

This indicates that the Pictionary Game technique exerts a substantial influence on augmenting the vocabulary understanding of Class XI students at SMK Negeri 1 Kersana. Examining the pretest data, the average score stood at 8.30, and posttest results revealed an increased average of 20.69. The extent of this transformation is apparent in the difference in average values, amounting to 12.39 or 34.4%. Consistent with the research outcomes, each student underwent a significant improvement in comprehension following the Pictionary Game treatment. In the pretest, students exhibited limited vocabulary knowledge, but in the posttest, their results demonstrated positive changes by acquiring new knowledge about various vocabulary words. Consequently, the efficacy of this method in boosting vocabulary understanding among Class XI students at SMK Negeri 1 Kersana has been empirically substantiated. Based on the presentation of the discussion of the research results carried out by the author, it can be seen that the answer to the formulation of this research is as follows:

1. The vocabulary abilities of class XI students at SMKN 1 Kersana before being taught using Pictionary Game

Through observations, it was noted that the proficiency of Class XI students at SMKN 1 Kersana in English speaking was notably low. They encountered challenges in correctly pronouncing English words, and a deficiency in vocabulary hindered their ability to communicate effectively in English. The translation from Indonesian to English posed difficulties for them, and a hesitancy to express themselves in English stemmed from their perceived weaknesses. Additionally, the lack of utilization of media by teachers during the teaching and learning process was evident, contributing to student boredom and a decline in motivation for English speaking. The researchers posit that these issues, primarily the students' inadequate vocabulary and limited exposure to media, form the foundational challenges in their English speaking abilities. To address these concerns, the researchers are keen on resolving the problem through the incorporation of media, recognizing its importance as a supportive element in the success of the teaching and learning process.

Hence, the research conducted by the author aligns with the challenges encountered by numerous Class XI students at SMKN 1 Kersana in comprehending and enhancing their English vocabulary using game-based approaches.

2. The vocabulary ability of class XI students at SMKN 1 Kersana after being taught using Pictionary Game

The research outcomes, derived from pretests and posttests conducted over a span of three days, revealed a substantial improvement in the understanding of each Class XI student at SMK Negeri 1 Kersana after undergoing the Pictionary Game treatment. In the pretest, each student exhibited limited vocabulary knowledge, whereas during the posttest, the results demonstrated significant changes with the acquisition of new knowledge about various vocabulary words. Therefore, the efficacy of the Pictionary Game method in boosting vocabulary comprehension among Class XI students at SMK Negeri 1 Kersana has been empirically established. The observed enhancement validates that the application of the Pictionary Game in learning effectively

increases the vocabulary understanding of these students.

3. The significant difference of the vocabulary abilities of class XI students at SMKN 1 Kersana before and after using Pictionary Game

The variance in vocabulary proficiency within the class is evident in the pretest data, where the average was 8.30, and subsequently, during the posttest, the average increased to 20.69. The extent of this transformation becomes apparent by examining the difference in average values, amounting to 12.39 or 34.4%. Consistent with the research findings, each student underwent a substantial improvement in understanding following the Pictionary Game treatment. In the pretest, students displayed limited vocabulary knowledge, but in the posttest, their results indicated a positive shift, signifying the acquisition of new knowledge about various vocabulary words. Consequently, the efficacy of this method in enhancing vocabulary understanding among Class XI students at SMK Negeri 1 Kersana has been convincingly demonstrated.

CONCLUSION

In summary of the research results and discussion presented earlier, the following conclusions can be drawn: 1) The pretest results, with an average score of 8.30, indicate that Class XI Accounting A students have limited knowledge in English vocabulary, 2) Utilizing the t-test through the Paired Sample Test method, the two-tailed significance value of 0.000 leads to the rejection of H_0 . With a significance level of $0.000 < 0.05$, it can be concluded that H_1 is accepted. This implies a notable improvement in the vocabulary understanding of Class XI students at SMK Negeri 1 Kersana. The implementation of the Pictionary Game technique in teaching has a significant impact on enhancing vocabulary comprehension, and 3) The pretest data displayed an average of 8.30, while the posttest average surged to 20.69. The considerable increase is evident in the difference of the average values, amounting to 12.39 or 34.4%.

Based on the conclusions above, the results of this research have implications, namely Increasing the vocabulary understanding of class XI students at SMK Negeri 1 Kersana. Meanwhile, Research Limitations In conducting research there are several elements



of limitations including the following; 1) The sample is only one class, 2) Limited due to schedule conflicts with other subjects, 3) This research is not calculated to influence student grades, and 4) It is possible that the students are not serious enough in carrying out the treatment.

Derived from the research conclusions provided, several recommendations can be offered:

1. Teachers can utilize these findings as a reference for devising engaging educational programs focused on enhancing vocabulary understanding.
2. Subsequent research endeavors should consider the incorporation of additional variables and more refined development related to the exercises devised by the researchers.

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