

# RIFDAH'S ARTICLE

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## UTILIZING Pictionary GAME: WAY TO DEVELOP ESP STUDENTS' VOCABULARY MASTERY AT SMK NEGERI 2 PANGKEP

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### Abstract

The most important aspect of learning a language is Vocabulary. Vocabulary is necessary for developing other skills such as speaking, reading, listening, and writing. However, learning vocabulary is difficult. As a result, the teacher should find a teaching technique that motivates and excites the student about learning vocabulary. One technique that can make the students excited and have the motivation to learn a language is by utilizing games. One of the primary reasons for using games to teach is that they are extremely enjoyable for both the teacher and the student. This study focuses on improving students' vocabulary through the use of the Pictionary game for second-grade students at SMK Negeri 2 Pangkep. This study aims to increase the vocabulary of ESP students by using Pictionary Game in the Fashion study program at SMK Negeri 2 Pangkep. The research method applied in this research is qualitative: Classroom Action Research (CAR). The CAR approach was chosen because this approach is following the purpose of this study, namely to increase the vocabulary of ESP students by using the Pictionary Game. The research sample consists of second-grade students from SMK Negeri 2 Pangkep in the academic year 2021/2022. The author employed two cycles of two meetings. The results showed that the implementation of the Pictionary game technique improved students' vocabulary achievement. This implies that the Pictionary game technique helps students learn vocabulary more easily.

**Keywords:** pictionary game, ESP, vocabulary, classroom action research

## INTRODUCTION

In Indonesia, English has grown in importance. From primary school to college, it is a required subject. Students must master English skills such as writing, listening, reading, and speaking when studying this subject (Srinivas Rao, 2019), but it is highly unlikely that students will be able to master these four aspects with a limited vocabulary. This is due to the fact that vocabulary is a fundamental component of language proficiency and serves as the foundation for how well students speak, listen, read, and write (Mandasari and Aminatun, 2020). Thus, a fundamental problem is a lack of vocabulary mastery (Fitri, 2018)

Even though vocabulary is the most important thing for students to master when learning English, many people underestimate its importance. It is not uncommon for teachers to only teach English material without teaching the vocabulary used in the material, causing students to be confused by the subject taught by the teacher. English is often a scary subject for most students in fashion class.. English seems difficult for them because of the lack of vocabulary they have, even basic vocabulary according to their majors such as sewing machine, sewing and thread is not known to them at all. This is very unfortunate because vocabulary is the primary component of learning a language. With limited vocabulary, of course, it is very difficult for them to understand English learning materials in class. As a result, many students just daydream while learning is taking place because they do not understand what the teacher means. In addition, the lecture method that is often used by teachers at SMK Negeri 2 Pangkep makes the students bored and sleepy during the learning process, as a result, the students do not understand the lessons that have been given by the teacher at all. To solve this problem, the writer assumes that the things that need to be improved in the fashion class are vocabulary and old learning methods, such as changing the lecture method to a more fun learning method for students, the Pictionary game, which allows students to participate directly during the learning process

Many previous studies have described the effectiveness of the Pictionary game in improving English vocabulary. Intan (2021) revealed that Pictionary games can be used as a method that can be applied to learning English vocabulary. Fatmawati, AY, Miranty, D., & Hamer, W (2022) stated that the Pictionary game can be applied to improve students' vocabulary mastery both individually and in a team. Another study conducted by Tiwa (2021) revealed that the results of the data analysis of students' vocabulary taught without using the Pictionary game technique

were of inadequate level. The average post-test score was 75.26. it means that the students in the control class who were taught without using the Pictionary game technique could not fully improve their vocabulary. whereas, the results of the data analysis of the vocabulary of students who were taught using the Pictionary game technique were quite good. The average value of the post-test is 77 or in the sufficient category. This means that the teacher can increase the student's vocabulary by using the Pictionary technique.

Although many previous studies have explained the effectiveness of Pictionary games in improving English vocabulary, previous studies have not examined the application of Pictionary games to ESP students in vocational high schools. Though the Pictionary game is one method that can be used to teach vocabulary to students which is more focused on practice than theory. This is because the Pictionary game requires students to participate directly while learning is taking place.

The focus of this research study leads to efforts to answer research questions, namely "how does the use of the Pictionary Game learning method improve the vocabulary of ESP students in the Fashion study program of the SMK Negeri 2 Pangkep?" The research method used is quantitative: classroom action research. This research contributes to the development of science, especially educational science related to teaching foreign languages that are fun for students.

## Method

This research is a classroom action research (CAR). According to Wulandari et al. (2019), CAR is methodical information gathering for social change. In addition, classroom action research is a study of people conducted by practitioners in order to improve and comprehend professional practice. This is a simple research center and class that is attempting to investigate what occurred in the classroom. In the classroom, activity investigation is carried out in four stages in a cyclical manner. This research begins with a plan of action. The plan is then put into action as an internal action class and monitored. When analyzing data obtained during operation, reflection occurs.

This research was conducted on class II students of SMKN 2 Pangkep Bungoro. The participants were 25 second grade students of SMKN 2 Pangkep. This experimental design is included in quantitative research. In this study, tests were made to measure students' vocabulary knowledge.

The research was conducted in two cycles and in each cycle two tests before and after the research was carried out. Before conducting the research, students were given a test first to find out how students mastered vocabulary.

The test consists of 30 multiple choice questions, with choices a, b, c, and d. The selected vocabulary is adjusted to the level of the student. The score for the correct answer is 1 point, while for the wrong answer the score is 0. After doing the research, a post-test is carried out to review the increase in knowledge.

## FINDINGS AND DISCUSSION

### Findings

#### Quantitative Data

##### Pre-test

The pre-test was held on Wednesday, August 24th, 2022, from 07.30 - 09.30 AM for approximately 120 minutes. First, the researcher began the lesson by greeting the students, praying for them, checking their attendance, and asking about their health. The researcher then spent about twenty minutes explaining the vocabulary associated with the fashion department. Following that, the students took a pre-test. The test consists of 40 items that can be completed in 60 minutes and includes the mentioned vocabulary as well as the meaning of nouns, verbs, adjectives, and adverbs. The pre-test results are shown in the table below.

**Table 1.** Cycle I Completeness Table

Value Range	Total students	% Completeness	Information
75 - 100	16	64%	complete
< 75	9	36%	Not Completed
Amount	25	100%	

The data above shows that 64% of students scored 75 – 100 (tuntas), and only sixteen students can exceed the standard score.

## **Planning**

1. The research team conducted a need analysis to determine the basic competencies to be achieved during learning
2. Making lesson plans using the Pictionary Game method
3. Prepare observation sheets for observers
4. Make instruments that will be used in cycles I and II
5. Develop learning evaluation tools.

## **Action Execution**

The action was carried out for 4 meetings with the following details: the first meeting was the implementation of a need analysis to determine the needs of students, the second meeting was the implementation of the post test, the third meeting was the implementation of the Pictionary game and the taking of the test results from the first cycle and the last was the fourth meeting the implementation of the Pictionary game and the taking test results from cycle II.

### a. The first meeting

Implementation of the action The first meeting was held on August 24, 2022, 07.30 to 08.30. In this case, the researcher conducted a need analysis using the interview method to find out the special needs needed by students in fashion class, SMA Negeri 2 Pangkep. From the need analysis, it is known that fashion class students at SMA Negeri 2 Pangkep need to increase their vocabulary related to their major. This is done to support students' careers as designers in the future. After that a lesson plan was made according to the needs of the students in this case, the researcher chose the Pictionary game because the Pictionary game is a fun method to increase vocabulary in English.

### b. Second meeting

in the initial activity, the researcher (as a teacher) opened greetings, asked the class leader to lead a prayer, checked student attendance and carried out a pre-test to measure students' initial abilities before participating in learning activities.

### a. Third meeting

at the 3rd meeting, the researcher (as a teacher) opened greetings, asked the class leader to lead the prayer, then motivated students by explaining the importance of vocabulary related to their major and explaining the competencies that must be achieved in the Pictionary Game. After that, the teacher explained the steps and rules for playing the Pictionary Game. In this case the researcher uses several materials in the Pictionary game such as vocabulary lists, blackboards and markers. This study uses vocabulary related to fashion.

Before playing the game, students were divided into several groups. After that, Each group decides a group member who must draw each word that matches the card he gets. When students are ready, the researcher gives a signal to start, and each group can start the game. After hearing the signal, one student from each group takes a card, then students can start drawing according to the pictures provided on the card, and ask group members to guess the picture that he drew according to the vocabulary provided in the vocabulary list that has been given previously. The winner is the group that guesses the most words in the shortest time. After giving treatment, at the third meeting, it was continued by giving post test 1

b. Fourth meeting

At the fourth meeting, the lesson begins by asking again the material that was given at the previous meeting, then the students are divided into groups with different groups from the group in cycle 1. After that, each group representative comes forward to choose the card that has been provided, where The cards contain vocabulary pictures. The cards given contain different pictures from cycle 1. Then the students representing their group members describe the pictures on the cards and then group members guess the vocabulary that matches the vocabulary available in the vocabulary list that was given before. The winner is the group that guesses the most words in the shortest amount of time. After giving treatment,

**Observation (Observer)**

This step was the time to observe the teaching process. It was found during the learning process that Students looked very excited during learning, all students looked active during the learning process

**Reflection**

Reflection is used to see the whole process of implementing the first and second cycles. Reflection is intended as an activity to analyze, understand and draw conclusions. The researcher analyzed the results of the first cycle of action as a consideration whether the second cycle achieved the success criteria based on the results of the first action test.

### Cycle I.

In cycle I, in general, teaching and learning activities using the Pictionary Game learning model have been implemented well, although the teacher's role is still dominant enough to provide explanations and directions, because the model is still perceived as new by students.

**Table 2.**Cycle I Completeness Table

Value Range	Total students	% Completeness	Information
75 - 100	19	76%	complete
< 75	6	24%	Not Completed
Amount	25	100%	

Then, looking at the table above, it can be explained that by applying the Pictionary Game learning model, the learning mastery reached 76% or there were 19 students out of 25 students who had finished studying. These results indicate that in the first cycle, classically, students have not studied thoroughly, because students who score  $\geq 75$  are only 76% smaller than the desired percentage of completeness, which is 80%. This is because students still feel new to the Pictionary Game learning model.

### Cycle II

The teaching and learning process refers to the lesson plan by paying attention to the revisions in the first cycle, so that mistakes or deficiencies in the first cycle do not occur again in the second cycle. Observation (observation) is carried out simultaneously with the implementation of teaching and learning.

The research data in cycle II are as shown in the following table.

**Table 2.** Cycle II Completion Table

Value Range	Total students	% Completeness	Information
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75 - 100	25	100%	complete
< 75	-	-	Not Completed
Amount	25	100%	

From the table and above the learning completeness reached 92% or there were 23 students out of 25 students who had completed their studies. These results indicate that in the second cycle the classical learning mastery has improved better than the first cycle.

According to the data, only 64% of all students passed the KKM pre-test. Following treatment, the author administered a post-test to students. The Post-test on Cycle 1 showed an improvement. The minimum standard was met by 76% of the students. However, the researcher still needed to administer one more treatment before administering a post-test for Cycle 2. The researcher gave one more treatment that was more detailed; in post-test II, the total score of 25 students was 2612, with 92% of students passing the minimum value, and it was now better than in posttest I, where the students' scores could be improved.

The table above shows that students' scores improve from the pre-test to the post-test II. This suggests that playing the Pictionary game may help students improve their vocabulary, particularly ESP students. The mean of ESP students' vocabulary test scores in each test revealed an improvement in students' vocabulary test scores. There are many studies that discuss the use of Pictionary games to increase vocabulary, but no research has applied this game to ESP students. Therefore, researchers are interested in using Pictionary games for ESP students.

## Discussion

The researcher noticed a significant improvement in the vocabulary of the ESP students. Their post-test outperformed their pre-test. The students had no trouble drawing the figure because they enjoy playing games. Some of them stated that playing Pictionary was a fun way to learn vocabulary.

Furthermore, students are trained to be creative and work together because playing Pictionary makes them collaborate and work together. Therefore, by using the Pictionary game, students not only get a lot of vocabulary but also practice their creative critical thinking. As Rianda (2018)

stated that Pictionary games are very effective for teaching vocabulary because they encourage students to actively participate in class. Furthermore, the pictionary game increases students' enthusiasm, so they do not feel obligated to answer the teacher's questions

In summary, the findings of this study are in line with the theory and related findings. This study's findings are consistent with the theory and related findings. The use of Pictionary game can help students improving their vocabulary mastery. Their vocabulary mastery scores were higher than before, as evidenced by their improved abilities.

Pictionary is a game in which students are asked to guess the pictures drawn by other students to make other students happy, motivated, and excited to learn English, as well as to help students improve their vocabulary mastery through the use of pictures.

## **CONCLUSION**

The Pictionary game is an effective way of teaching vocabulary to ESP students. This is supported by their test results, in which many students did not meet the average score in the pre-test, but after treatment, the students were able to pass the average score limit that had been applied in short. Furthermore, Pictionary is an effective technique for learning vocabulary, particularly for ESP students, because it is a fun method that requires students to participate directly during learning and enthusiasm them. Furthermore, this method can help students to improve their creativity and critical thinking skills.

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