

THE EFFECTIVENESS OF PICTOWORD GAME ON STUDENTS' VOCABULARY MASTERY FOR EIGHTH GRADE IN SMP WAHID HASYIM MALANG

Afifah Rosiana¹

Yahya Alaydrus¹

Henny Rahmawati¹

¹English Education Department, Faculty of Teacher Training and Education
Universitas Islam Malang, Malang 65144, INDONESIA

Abstract

Learning English is a fundamental lesson for every level. English has four skills: speaking, writing, reading, listening, and three components: grammar, vocabulary, and pronunciation. Vocabulary is critical in every aspect, especially in learning English. Vocabulary is essential to learn in the process, so there were usually faced problems, especially by eighth grade students in SMP Wahid Hasyim Malang. Therefore, every student must master vocabulary to be able to communicate. The author of this study used an ex post facto research design. The hypothesis test in this study used the One Sample t-test in SPSS version 26. The formulation of the problem in this study was whether there was the effectiveness of using the *Pictoword* game learning method on the vocabulary mastery of students in SMP Wahid Hasyim Malang. The author used a sample of 40 students of eighth grade students in SMP Wahid Hasyim Malang. This research instrument used a posttest adapted from the learning syllabus of the revised 2013 curriculum. Based on the one sample t-test analysis, the results showed the t-count value $(-10.809) < t\text{-table} (1.685)$, which means the alternative hypothesis was rejected. The author concluded that there was no effectiveness of using the *Pictoword* game method on the vocabulary mastery of eighth grade students in SMP Wahid Hasyim. This study investigates the effectiveness of using a *Pictoword* game on students' vocabulary mastery for eighth grade in SMP Wahid Hasyim Malang. The results of the hypothesis test indicate that the use of the game learning method using the *Pictoword* game has not provided effectiveness in the vocabulary mastery of the eighth grade students of SMP Wahid Hasyim Malang. Students are advised to use varied and creative supporting media as an exercise tool to improve vocabulary mastery.

Key Words: Effectiveness, Ex Post Facto, Learning Method, Pictoword, Vocabulary Mastery

INTRODUCTION

Learning English is a fundamental lesson for every level. English is taught in Indonesia from elementary school to the university level. In Indonesia, English as a second language is a compulsory subject that must be taken, meaning that understanding English is essential nowadays. English has four skills: speaking, writing, reading, listening, and three components: grammar, vocabulary, and pronunciation.

Vocabulary is critical in every aspect, especially in learning English. According to Rohmatillah (2015), cited in Hiebert and Kamil (2005), vocabulary is about the meaning of the word that can be a piece of knowledge. Vocabulary learning at the middle school level is fundamental for further developing a student's English language abilities, particularly in the vocabulary section. At the age of 13-16 years, children can master vocabulary well; therefore, students can communicate simpler and clearer using vocabulary. Vocabulary is one of the essential factors in improving students' English mastery to understand what sentences mean (Subari, 2013).

Vocabulary is essential to learn in the process, so some problems are usually faced, especially by eighth-grade students at SMP Wahid Hasyim Malang. During learning, some students still have not improved in English and have not achieved good grades. From the author's teaching experience during an internship at SMP Wahid Hasyim 2021, they seem less enthusiastic about learning English and vocabulary. When they learned about introductions, only a few wanted to get acquainted. They still lack motivation in the learning process in class while they are learning English.

^{1*}Corresponding author, email: afifahrosiana688@gmail.com

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They may pay more attention to useless activities such as talking to their peers, busy writing or drawing things that are not important, and even busy with their cell phones while learning English. There are still many eighth-grade students at SMP Wahid Hasyim Malang who often face problems with the limited number of words and difficulties in memorizing the meaning of words. Sometimes, they have difficulty knowing the meaning of words, answering questions provided in descriptive texts, and having difficulty speaking about unfamiliar topics (usually science and technology) to a lack of vocabulary mastery. Lack of vocabulary showed that students' second language depends on their vocabulary knowledge. It is the biggest problem that students often face that can affect their interactions, meaning that without vocabulary, they cannot string words properly and correctly.

To help students learn vocabulary, a teacher must prepare a way that is not monotonous, one of which is by using learning media so that students are more intrigued and happy when learning and in order to create student learning goals. The primary role of English learning media is for stimulating students' mind and makes it more straightforward for students to get to grasp the material. According to Yanuari Dwi P. and M. Hanif (2019), cited in Briggs (1977), learning media is a material that represents to convey the scope of learning materials such as videos, films, books, and so on.

Many kinds of learning media can help improve students' vocabulary knowledge, including films, song lyrics, game vocabulary, storybooks, and dictionaries. The author prefers learning about media through the game. A game is a movement with the rules of the results and fun material (Hadfield. 1984). Through games, students will be more interested in learning because they feel not in a dull learning environment. After all, the strategies utilized by the teacher are not proper. Therefore, the author uses the *Pictoword game* to interest students in learning.

Pictoword game is a guessing game which is one of the teaching strategies to instruct vocabulary. *Pictoword* is a game where individuals need to figure some information, such as a title, phrase, location, or word of an object. Students be able to access *Pictoword* games via mobile phones and laptops to find out how much influence it has on vocabulary mastery. The author used *Pictoword* to find student

responses if the material is packaged with games that can help students easily catch the material through fun games and excitement.

Another previous study was conducted by Mafaza Annisa (2019) Universitas Islam Negeri Syarif Hidayatullah Jakarta entitled "*The Effectiveness of Pictoword Game on Students' Vocabulary Achievement*." Based on her research, she was curious as to whether involving games in teaching vocabulary is an effective technique in increasing students' interest in learning English or not. Then the result of this study indicated that the output was smaller than the determined significance value or $p < \alpha$; ($0,023 < 0.05$), which meant that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. In other words, there was effectiveness in The Effectiveness of Pictoword Game on Students' Vocabulary Achievement.

From the previous study above, the author was interested in testing the effectiveness of the *Pictoword game* on vocabulary mastery of eighth grade students in SMP Wahid Hasyim Malang. Students are expected to express their ideas and understand what other people say.

METHOD

This study used an ex post facto research design and used quantitative data. Quantitative data could be processed or analyzed by using statistical calculation techniques. The sampling technique was random cluster sampling, data collection using research instruments, and quantitative or statistical data analysis with the aim of testing the established hypothesis. The author took 40 students as sample from eighth grade students of SMP Wahid Hasyim Malang and the population of this study was 61 students.

The author used a posttest to determine whether the *Pictoword* game was effective for students' vocabulary mastery. The questions given were about vocabulary elementary level. The vocabulary test was used to get students' scores for vocabulary mastery. The test was conducted after using the *Pictoword* game. The test consisted of several questions using multiple choices. The posttest includes thirty questions about vocabulary, nouns, simple adjectives, modals, uncountable & countable nouns, and adverbs in the school activities. The author used the eighth grade learning syllabus of the revised 2013 curriculum. The tests given have the

same level/quality so that the effectiveness of the game method can be seen. Students should get 75% of the answers correct to complete a level where the score was minimum completeness criteria in SMP Wahid Hasyim. The questions given represent all the lessons of eighth grade students, so it can be said that the questions are valid. The posttest given includes thirty questions where the number has moderate reliability. Therefore, it could be concluded that the posttest questions could be used.

The procedure in this study was the author collecting the students, giving them a chance to play *Pictoword*, giving them posttest, and identifying the effectiveness of using the game method for vocabulary mastery. The author gave a posttest after learning the *Pictoword* game and used the posttest score as a parameter in this study.

In the data analysis, one sample t-test was chosen because only one variable was used (posttest). The author assumed that if the statistical test result exceeds or equals the limit determined by significance level value, then the learning method using *Pictoword* games had effectiveness. The hypothesis of the study was H_0 and H_1 . H_0 represented using *Pictoword* games had no effectiveness. H_1 represented that using *Pictoword* games had effectiveness. The author determined the significance level value of 0.05 to determine the t-table. The author inputted and analyzed the data obtained from the scores of vocabulary tests by the SPSS Version 26.0 Program. In this study, if the:

- 1) $t\text{-count} > t\text{-table}$, H_1 is accepted.
- 2) $t\text{-count} < t\text{-table}$, H_1 is rejected.

RESULTS AND DISCUSSIONS

Results

The posttest given was adapted from the learning syllabus of the revised 2013 curriculum. When doing the posttest, the class conditions were quite conducive and the students submitted their learning results before time ran out. The author conducted the vocabulary posttest to find out the effectiveness of using the *Pictoword* game on students' vocabulary mastery. The author provided the posttest results in the table below:

Table 1 Students Vocabulary Posttest Score

Grade A			Grade C		
No	Name	Score	No	Name	Score
1	A	50,000	22	V	10,000
2	B	46,667	23	W	30,000
3	C	46,667	24	X	33,333
4	D	30,000	25	Y	33,333
5	E	33,333	26	Z	63,333
6	F	26,667	27	AA	56,667
7	G	56,667	28	AB	60,000
8	H	53,333	29	AC	63,333
9	I	56,667	30	AD	60,000
10	J	30,000	31	AE	53,333
11	K	30,000	32	AF	60,000
12	L	23,333	33	AG	60,000
13	M	23,333	34	AH	53,333
14	N	13,333	35	AI	16,667
15	O	30,000	36	AJ	66,667
16	P	26,667	37	AK	76,667
17	Q	33,333	38	AL	43,333
18	R	36,667	39	AM	76,667
19	S	26,667	40	AN	56,667
20	T	33,333	Min		10,000
21	U	10,000	Max		76,667

The table above explains the results of the students' vocabulary posttest scores with the largest score of 76,667 and the smallest score of 10. The table was used for the hypothesis test.

In this study, the author used the posttest success limit value. The author used the minimum completeness criteria of 75 based on the provisions in the eighth grade learning syllabus of the revised 2013 curriculum. The author used SPSS version 26 to test the hypothesis using a one-sample t-test to compare the mean values. In the rejection criteria, the author used one tailed because the author's hypothesis was a directed hypothesis. The result of the statistical test is presented as follows.

Table 2 One Sample T-test by Using SPSS 26

One-Sample Statistics						
	N	Mean	Std. Deviation	Std. Error Mean		
POSTTEST	40	44,6667	17,74790	2,80619		
One-Sample Test						
Test Value = 75						
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
POSTTEST	-10,809	39	,000	-30,33333	-36,0094	-24,6573

The table above showed that the t-count result was -10,809, which was smaller than the t-table value of 1.685 ($t\text{-count} < t\text{-table}$). From the results of the hypothesis test, it indicated author's hypothesis (H_1) was rejected and the null hypothesis (H_0) was not rejected. It means that using *Pictoword* games on students' vocabulary mastery had no effectiveness. It had been proven enough by only two students who passed the vocabulary posttest.

Discussions

The purpose of this study was designed to investigate the effectiveness of using *the Pictoword* games as a learning media for vocabulary mastery. The author tried to answer the research problem "Is there any effectiveness of using *Pictoword* game on students' vocabulary mastery for Eighth Grade in SMP Wahid Hasyim Malang?." After analyzing the data using SPSS version 26 and hypothesis analysis using one sample t-test, the value of t-count ($-10,809 < t\text{-table}$ (1,685) that the alternative hypothesis is rejected.

The results of this research differed from the previous study by Mafaza Annisa (2019). The objective of her research was to find empirical evidence about the use of the *Pictoword* Game applied effectively to students' Vocabulary Achievement in the eighth grade of SMP Negeri 87 Jakarta, so the results obtained by previous researchers that the *Pictoword* game had the effectiveness to the vocabulary achievement.

The author found several factors that caused the results of this study to be different from those of previous studies. Differences in the background or culture of the sample could affect the results of the research (Wenti Krisnawati, 2020). It is

known that the author took the sample of eighth-grade students at SMP Wahid Hasyim Malang and the previous study was taken in the eighth-grade of SMP Negeri 87 Jakarta. According to EF English Proficiency International (2021), through the City Scores category, Jakarta, Surabaya, and Bandung are cities with moderate English proficiency, which means that these cities have good English skills compared to other cities in Indonesia. The city of Malang was not included in the city scores category in the EF EPI 2021 in moderate English proficiency.

The second factor that made the author's research different from the previous study was that the samples in Mafaza's study were given treatment in four meetings. She, as a teacher, also prepared media and materials. During the research process, Mafaza also provided task exercises for students to write words and sentences using *Pictoword* and then analyzed their performance based on students' answers. In the author's research, the sample used should not be given any treatment considering the research design used was *ex post facto*. It was different from Mafaza's research design, which was experimental. The author only provides opportunities for students to play *Pictoword* without providing other subject matter.

Another factor was the statistical test used. In a previous study, Mafaza used a paired sample t-test to determine the result of the hypothesis through pre-test and posttest scores so that the effectiveness of the *Pictoword* was determined from the posttest scores, whether the posttest scores increased or decreased. Meanwhile, in the author's research, the author used a one-sample t-test which, on average, referred to the minimum completeness criteria value of 75. So that effectiveness was affected by the minimum completeness criteria value.

CONCLUSIONS AND SUGGESTIONS

This study investigates the effectiveness of using a *Pictoword* game on students' vocabulary mastery for eighth grade in SMP Wahid Hasyim Malang. According to the results in the previous chapter, the *Pictoword* game had no effectiveness on students' vocabulary mastery. It can be seen from the data from the previous chapter that the t-count result was -10,809, which was smaller than the t-table value of 1.685 ($t\text{-count} < t\text{-table}$). From the results of the hypothesis test, it indicated the author's hypothesis (H_1) was rejected and the null hypothesis (H_0) was

not rejected. Then, it could be concluded that the use of *Pictoword* games on students' vocabulary mastery had no effectiveness.

Based on the result and discussion of the effectiveness of the learning method using *Pictoword* games on vocabulary mastery in SMP Wahid Hasyim Malang, the author gave some suggestions for the readers, the students, and future researcher as follow:

1. For the students

One of the efforts to be good at English is to increase vocabulary knowledge. Therefore, students are advised to use varied and creative supporting media as an exercise tool to improve vocabulary mastery.

2. For future researchers

The author suggests that the next researcher conduct research first in determining the sample, research design, and statistical analysis so that the results are appropriate and then examine learning methods. The sample should be given appropriate treatment in order to obtain maximum results.

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Advisor I,


Drs. Yahya Alaydrus, M.Pd.
NPP. 1930200034