THE EFFECT OF USING PICTIONARY GAME TOWARDS STUDENTS` VOCABULARY MASTERY

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Abstract

The objective of this study is to determine whether there is a significant difference between students taught using the Pictionary Game and those taught conventionally. This study employed a quantitative approach with a post-test only control group design. The population consisted of 217 eighth-grade students in the 2025/2026 academic year, and 60 students were selected through purposive sampling, divided into an experimental class and a control class. The instrument was a 30-item multiple-choice test, validated and analyzed using normality, homogeneity, and Independent Sample T-Test with SPSS 26. The results showed that the experimental group's mean score (87.83) was higher than the control group's (74.67). The t-test yielded a significance value of 0.000 (<0.05), indicating a significant difference between the two groups. It is concluded that the Pictionary Game positively affects students' vocabulary mastery. Teachers are encouraged to apply this game to create a fun, visual learning experience, and students are advised to practice vocabulary both at school and at home. Future researchers should consider classroom conditions, as noise may occur, requiring adjustments to game rules based on students' characteristics.

Keywords: *Vocabulary Mastery, Pictionary Game*

INTRODUCTION

Teaching vocabulary is a fundamental challenge for English teachers, as students cannot progress to more complex language skills without mastering basic vocabulary. Vocabulary learning in many schools often relies on rote memorization without meaningful or interactive contexts, leading to slow progress and low engagement. As (Brown, 2006) notes, theory without practice is empty, and practice without theory is blind. Rich vocabulary knowledge enables learners to communicate effectively, understand meaning, and express ideas both orally and in writing (Barcroft, 2015) Conversely, poor vocabulary mastery hinders interaction and comprehension.

During the *Pengenalan Lapangan Persekolahan* (PLP), the researcher observed that students struggled to understand classroom instructions delivered in English, particularly in reading activities, due to limited vocabulary, and still confused about using dictionaries because of dependence on technology such as Google Translate. The advancement of technology has indeed greatly facilitated human life, especially in the education system, as stated by (Sulistyawati et al., 2022) that The rate of growth of digital technology coupled with the development of the internet in the modern era makes it easy for the public to disseminate and receive unlimited information . However, excessive dependence on technology can also lead to setbacks in learning, as it fosters dependency and laziness. Although dictionaries are valuable tools for independent learning (Scrivener, 1997) many students were unfamiliar with their use, relying instead on gadgets such as Google Translate, which were prohibited in school. To address this, the researcher used drawings on the whiteboard to explain word meanings, which proved effective in helping students understand vocabulary quickly. This experience inspired the adoption of the Pictionary Game in this study.

The Pictionary Game, is a drawing based activity in which players guess words or phrases illustrated by others, falls under game based learning. According to (Nadeem et al., 2023), game based learning increases engagement and motivation compared to traditional approaches. This method's visual and interactive nature creates a fun learning environment, fosters cooperation, and encourages creativity, which in turn supports vocabulary retention (Ferdinandus & Rahayaan, 2020). Previous studies, such as (Anisah, 2023) and (Winatha & Setiawan, 2020), have reported positive effects of visual and game-based methods on vocabulary mastery and learning motivation.

Despite these findings, research on the Pictionary Game in junior high schools remains limited, particularly with the integration of dictionary use to reduce gadget dependency. This study employs a post-test only control group design (Donald T. Campbell, 1965), which minimizes pre-test effects and suits time-constrained research settings. The objective is to investigate the effect of using the Pictionary Game on eighth-grade students' vocabulary mastery at SMP NU 01 Hasyim Asy`ari Tarub, offering an engaging alternative to traditional vocabulary teaching and contributing to pedagogical innovations in English language learning.

1 METHODOLOGY

This research methodology uses a quantitative approach with an experimental research design that applies a post-test only control group. Quantitative research approaches are applied to describe current conditions, investigate relations, and study cause effect phenomena (L. R Gay, Geoffrey E. Mills, 2019). The research population consists of all 217 eighth grade students at SMP NU 01 Hasyim Asy'ari Tarub in the 2025/2026 academic year, with a sample of 60 students selected using purposive sampling based on the equivalence of their seventh grade final grades. Researchers used a post-test control design only because wanted to avoid the effects of other tests that could influence post-test scores. If there were previous tests, it could make students feel like they had received leaked answers, so the final scores would not purely reflect their abilities.

The sample was divided into two groups, there are: an experimental class that taught using the Pictionary Game technique and a control class taught conventionally with the same material. The researchers first used 40 questions to be tested in classes other than the experimental and control classes, then looked for valid questions using a validity test in SPSS 26. From the 40 questions, the researchers found 7 invalid questions, resulting in 33 valid questions. Considering the students' abilities, the researchers only used 30 questions for the post-test in the experimental and control classes.

The research instrument consisted of a 30 item multiple-choice test that had been validated through pilot testing. The data were analyzed using the Shapiro-Wilk normality test, Levene's homogeneity test, and the t-test (Independent Sample T-Test) with the assistance of SPSS 26 to determine significant differences between the two groups and test the research hypothesis.

2 RESULTS

This study aims to determine the effect of using the Pictionary Game towards students' vocabulary mastery among eighth-grade students at SMP NU 01 Hasyim Asy'ari Tarub. The data were analyzed using IBM SPSS Statistics 26, and the results are presented in the following tables.

Table 1. Descriptive Statistics of Post-Test Scores

***Table 1**. post test scores*

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test Eksperimen	30	75	100	87.83	7.353
Post-Test Kontrol	30	60	90	74.67	7.983
Valid N (listwise)	30				

As indicated in the table above, both the experimental and control groups consisted of 30 students each. In the experimental class taught using the Pictionary Game, the post-test scores ranged from 75 as the lowest to 100 as the highest, with an average score of 87.83 and a standard deviation of 7.353. Meanwhile, in the control group taught using conventional methods, the post-test scores ranged from 60 to 90, with an average score of 74.67 and a standard deviation of 7.983.

It can be concluded that the class that received the Pictionary Game treatment had higher scores, even though in the previous exam both classes had the same scores in the final semester exam when they were in grade VII.

Table 2. Analyzing Normality Test

***Table 2**. Normality Test*

		Kolmogorov-Smirnova			Shapiro-Wilk		
Kelas		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Post-Eks	.135	30	.171	.957	30	.264
	Post-Kontrol	.142	30	.127	.957	30	.265

The test results showed that the significance value (Sig.) for the post-test data of the experimental group was 0.264 and for the control group was 0.265. Since both significance values were greater than 0.05, it can be concluded that the data from both groups were normally distributed and met the assumption of normality.

Table 3. Analyzing Homogeneity Test

***Table 3**. Homogeneity Test*

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.070	1	58	.792
	Based on Median	.070	1	58	.793
	Based on Median and with adjusted df	.070	1	57.808	.793
	Based on trimmed mean	.072	1	58	.789

Based on the analysis results, the significance value obtained in the calculation based on the mean was 0.792, based on the median was 0.793, and based on the trimmed mean was 0.789. All of these values are above the threshold of 0.05, indicating that there is no significant difference in variance between the two groups. Therefore, it can be concluded that the data from the experimental and control groups have same variance and meet the homogeneity requirement.

It can be said that the two classes, namely the experimental class and the control class, are equivalent, so the study can be continued using the t-test.

Table 4. Analyzing Independent Sample T-Test

***Table 4**. Independent Sample t-test result*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	,070	,792	5.698	58	.000	11.333	1.989	7.352	15.315
	Equal variances not assumed			5.698	57.582	.000	11.333	1.989	7.351	15.315

Based on the analysis, the significance value (2-tailed) was 0.000, which is less than 0.05. This indicates that the post-test mean scores differed significantly between the experimental and control groups.

Therefore, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. This means that the use of the Pictionary Game has a positive and significant effect on students' vocabulary mastery.

3 CONCLUSIONS

Based on the results of the Independent Sample t-test, it can be concluded that there is a significant difference in vocabulary mastery between students who are taught using the Pictionary Game and those who are not. The statistical analysis showed that the significance value was lower than 0.05, that is 0.000 which indicates that the difference between the two groups is not due to chance. The experimental class, which was taught using the Pictionary Game, achieved a higher mean score compared to the control class taught using conventional methods. This finding demonstrates that the implementation of the Pictionary Game positively influences students' vocabulary mastery. The interactive and visual nature of the game encouraged active participation, improved students' motivation, and helped them remember new words more effectively.

Experimental class for the post-test scores ranged from 75 as the lowest to 100 as the highest, with an average score of 87.83 and a standard deviation of 7.353. Meanwhile, in the control group taught using conventional methods, the post-test scores ranged from 60 to 90, with an average score of 74.67. Therefore, it can be stated that the Pictionary Game is an effective teaching technique to enhance vocabulary mastery among eighth grade students at SMP NU 01 Hasyim Asy'ari Tarub in the academic year 2025/2026.

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