

## **ABSTRACT**

### **THE USE OF Pictionary GAMES TO IMPROVE YOUNG LEARNERS' VOCABULARY AT FOURTH GRADE STUDENTS OF ELEMENTARY SCHOOL**

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This study aims to investigate the improvement of vocabulary achievements in fourth-grade students after using Pictionary games as a teaching technique. The population of this research consisted of fourth-grade students at SDN 2 Rajabasa in the academic year 2024/2025, with a randomly selected sample of 31 students. The method used was pre-experimental, employing a one-group pre-test and post-test design. The instruments used to collect the data were vocabulary tests, and to analyze the data, the researcher used SPSS 27. The results showed a significant improvement in students' vocabulary achievement across three aspects: word meaning, word form, and word use, with the mean vocabulary score increasing from 54.45 in the pre-test to 76.00 in the post-test, reflecting an improvement of 21.55 points. The T-test results showed a significance value of  $<.001$  ( $p < 0.05$ ), indicating that the improvement was statistically significant. In conclusion, the use of Pictionary games is effective in improving students' vocabulary achievement. Therefore, this study recommends that teachers incorporate Pictionary games into their vocabulary instruction to create an engaging and interactive learning environment and enhance students' vocabulary achievement.

**Keywords:** *Pictionary Games, Vocabulary Achievement, Pre-Experimental Design*