

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

(Undergraduate Thesis)

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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*

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Elementary School**

**Vionia Endah Kusuma Putri
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TO IMPROVE YOUNG LEARNERS'
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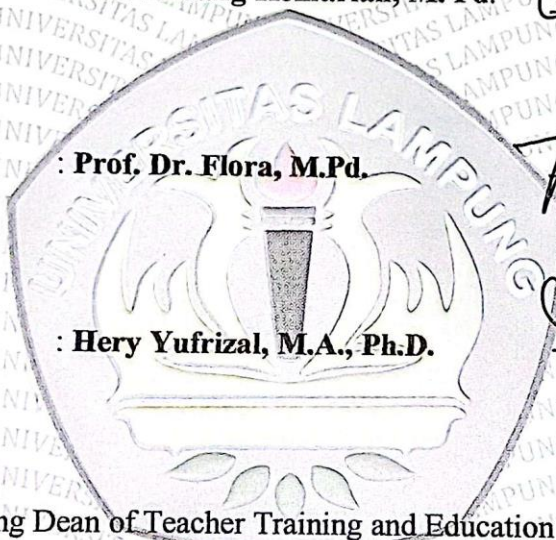
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CURRICULUM VITAE

Born on May 8, 2003, in Tangerang, Vionia Endah Kusuma Putri is the eldest daughter of Ismail and Endar Sukoyo Purwanti. She has a younger sister named Vanessa Indah Febriyana. Her educational journey started in 2008 at Azzaitun Tegal Binangun, an early childhood education institution. She later pursued her elementary education at SDN 2 Sidomulyo, finishing in 2015. Vionia then attended SMPN 2 Sumberejo for her junior high education, where she studied until 2018. Following that, she enrolled in SMAN 1 Talang Padang and completed her senior high school in 2021.

That same year, she earned admission to the University of Lampung's English Education program under the Faculty of Teacher Training and Education through the SBMPTN selection. Throughout her university years, she was involved in various activities, including a teaching internship (PLP) at SMK Bintang Nusantara in Jatiagung. She also took part in student organizations and volunteered in various initiatives. Among the groups she joined were FPPI and KMNU Unila, where she actively participated in numerous events and programs.

DEDICATION

With gratitude to Allah, whose endless blessings and strength sustain me every day, I dedicate this script with deep gratitude and love to my family, especially my beloved parents, grandmother, uncle, and sister, who have always provided unwavering support, affection, prayers, and sacrifices. Your never-ending love has inspired me to keep striving for the best. I also sincerely thank my lecturers and academic advisors, who have guided me with patience and wisdom throughout this educational journey. The encouragement and knowledge you have shared are truly valuable to me. And to my friends and classmates who have shared joy, memories, and the spirit of perseverance, thank you for making this journey more meaningful.

MOTTO

"Do not be afraid of falling, because only those who never climb will never fall. And do not be afraid of failing, because the only people who never fail are those who never take a step. And do not be afraid of making mistakes, because, from the first mistake, we gain knowledge to find the right path on the second step."

(Buya Hamka)

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In conclusion, the writer hopes this study will positively contribute to scientific development. The writer also acknowledges that this research is not without its shortcomings. Thus, any constructive feedback, comments, or suggestions would be greatly appreciated to help enhance the quality of this study.

Bandar Lampung, April 2025

The writer,

Vionia Endah Kusuma Putri

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I. INTRODUCTION

This chapter discusses several points: background, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background

Children within the age range of five to twelve years old are commonly categorized as early-stage learners (Linse, 2005). At this stage, children are in a crucial period for language acquisition, characterized by rapid cognitive and linguistic development. Children absorb languages instinctively and are driven by their curiosity, often learning without being aware of the process. They exhibit high levels of curiosity, imagination, and an ability to absorb new information quickly, which makes this age group particularly receptive to language learning (Cameron, 2001). In addition, before reaching puberty, children's brains are more flexible, allowing them to learn new languages naturally and confidently. Unlike adults, they encounter more chances to engage with language without feeling self-aware. Children learn languages more effortlessly than adults because they use an unconscious system, whereas conscious memory develops strongly in adolescence. Additionally, learning a new language at this age can enhance their cognitive abilities, such as problem-solving skills, creativity, and multitasking (Bialystok, 2001). Young learners are uniquely equipped to learn languages quickly and naturally, making it essential for educators to provide them with engaging and interactive teaching techniques that foster their language development.

Vocabulary acquisition is especially crucial for young learners among the essential language skills of listening, speaking, reading, and writing, as it forms the basis for developing all other language skills. A robust vocabulary enables young learners to understand and produce language more effectively, thereby facilitating their overall

communication abilities. Vocabulary development is essential because it not only enhances reading comprehension and writing proficiency but also supports listening and speaking skills. When children have a rich vocabulary, they can better understand spoken language, follow instructions, and express themselves clearly and accurately. In the context of foreign language learning, vocabulary acquisition becomes even more critical as it directly impacts the ability to engage with the new language meaningfully and confidently.

In learning vocabulary, young learners often face problems. Learners struggle to memorize new words, especially when it comes to writing them down. In addition, learners lack motivation and interest in learning English vocabulary. This lack of motivation is often reflected in their reluctance to memorize vocabulary and their indifferent attitudes toward learning (Ismail, Baharudin, & Maneba, 2022).

Teaching vocabulary, especially for young learners, is not an easy thing to do. Teaching young learners differs from teaching adults. Teachers need to exert more effort when teaching them, as young learners exhibit particular traits and require specific approaches. To foster an interest in vocabulary learning while simultaneously enhancing their vocabulary, teachers must employ effective and engaging techniques. One such technique for teaching vocabulary is the use of games.

According to Ramadhaniarti (2016), engaging in games offers students a sense of enjoyment and reduces stress, which supports their ability to absorb and remember new English vocabulary. Among the various options, Pictionary stands out as a creative and effective way to enhance students' word knowledge. Pictionary games are suitable for young learners because they can improve their English skills in a fun and interactive way. This game allows children to learn English vocabulary actively through pictures that their friends have to guess. Apart from that, Pictionary can also improve creativity and the ability to describe words in English.

According to Fatmawati et. al. (2023) in their research on *The Effectiveness of Pictionary Games as a Tool to Teach Vocabulary to Senior High School Students*. The research shows that using Pictionary games in teaching vocabulary to 10th-grade students in Banten Province, Indonesia, led to a significant improvement in

vocabulary mastery compared to traditional methods. According to Yelvia et al. (2023), their study on how Pictionary games influence vocabulary learning revealed that this method significantly boosts students' ability to master new words. Similarly, research by Odang et al. (2023), focusing on the application of Pictionary in a rural school setting, demonstrated that the game successfully encourages students, increasing their motivation, engagement, and vocabulary retention during English classes. In another study, Zebua et al. (2023) explored the impact of using Pictionary with tenth graders at SMA Negeri 1 Gunungsitoli Idanoi and found notable gains in vocabulary acquisition through this approach. Additionally, Sihombing (2023) discovered that Pictionary contributed positively to students' English vocabulary development. Taken together, these findings highlight that Pictionary is a powerful and engaging tool for enriching students' English vocabulary.

Although research on using Pictionary games to teach vocabulary to young learners has been conducted, it remains relatively rare. Therefore, the researcher is interested in conducting research that is different from previous research on this topic. Previous research used a mixed-method approach, including observations, scores of student participation in the game, and questionnaires. Whereas, this research will employ a pre-experimental method with a one-group pre-test and post-test design. Additionally, in previous research, no studies have discussed the improvement of each aspect of vocabulary. Meanwhile, this study also examines the improvement of each aspect. Referring to the explanation above, the researcher is interested in conducting research entitled "The Use of Pictionary Games to Improve Young Learners' Vocabulary at Fourth-Grade Students of Elementary School."

1.2 Research Question

The research question formulated based on the background of the research is: "Is there any improvement in young learners' vocabulary after being taught using Pictionary games?"

1.3 The objective of the Research

In line with the research question stated above, this study aims to investigate whether there is an improvement in young learners' vocabulary through the use of Pictionary games in teaching vocabulary.

1.4 Uses of the Research

This research offers potential advantages in several aspects:

1. Theoretically

This research has the potential to contribute to the development of vocabulary teaching and learning strategies. Additionally, it may reinforce the theory that implementing Pictionary games is an effective method to help improve young learners' vocabulary achievement.

2. Practically

This study aims to provide teachers with an alternative method for delivering vocabulary instruction. Using Pictionary games, may help educators enhance students' vocabulary while also making the learning process more engaging and accessible.

1.5 Scope of the Research

This research is a quantitative study that focuses on improving young learners' vocabulary through Pictionary games. The learning material is taken from *Student's Book: My Next Words for Elementary School Grade 4*, published by Pusat Kurikulum dan Perbukuan, Badan Penelitian dan Pengembangan, dan Perbukuan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. The specific materials used in this study are "Where Is My Pencil?" and "The Stove Is in the Kitchen." The subject of this research is a class of fourth-grade students in SDN 2 Rajabasa. This study examines the effect of Pictionary games on three aspects of vocabulary, which are meaning, form, and use.

1.6 Definition of Terms

Definitions of terms are included to prevent confusion. These terms can be explained as follows.

a. Vocabulary

Vocabulary refers to the collection of words in a language, encompassing individual items as well as phrases or groups of multiple words that express a specific meaning.

b. Young Learners

Young learners refer to children who are not yet adults or adolescents and are typically between the ages of 3 and 12.

c. Pictionary games

Pictionary is a word-guessing game in which one player draws a word or phrase, and their team tries to guess it without the drawer speaking or using letters or figures.

The explanation of terms provided above closed the first chapter, which detailed the background, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter consists of several points that will be discussed, which are the concept of young learners, the concept of vocabulary, types of vocabulary, aspects of vocabulary, teaching vocabulary to young learners, technique in teaching vocabulary, Pictionary games, Pictionary games in teaching vocabulary, the procedure of using Pictionary games to teaching vocabulary. Advantages and disadvantages of using Pictionary games, theoretical assumptions, and hypothesis.

2.1 Young Learners

Young learners refer to children aged between five and twelve years old. According to McKay (2006), these are children who begin learning a foreign or second language during the early years of their formal education, typically within the first six or seven years. McKay also notes that young learners are generally those attending primary or elementary school. Similarly, Scott and Ytreberg (1990) characterize young learners based on their developmental traits. Children aged five to seven can discuss their activities and experiences, plan tasks, use reasoning to express opinions, and explain their thoughts. They often show strong imagination and are capable of using varied intonation in their native language while responding well to face-to-face communication. Meanwhile, children aged eight to ten have developed foundational concepts, can distinguish between fact and fiction, and are naturally curious. They also begin to understand fairness in classroom situations, start to critically engage with the teacher's questions, and collaborate and learn effectively with peers.

Furthermore, Puckett and Black (2000) also explain the characteristics of young learners. Young learners between the ages of 5-7 years are at a critical stage in developing their understanding of how writing and reading work. They often combine drawing and writing to convey ideas and understand that print tells the

story. During this phase, children begin to build upon their foundational vocabulary with personally meaningful words. They read with care and purpose, occasionally replacing unfamiliar terms with contextually appropriate ones. As they reach the ages of 7 to 9, they start using reading and writing to achieve specific goals. While they may still combine illustrations with written text, their writing alone becomes more capable of conveying meaning. Vocabulary growth accelerates during this period, and they develop the habit of correcting their own mistakes. Their ability to read silently improves, and their oral reading becomes more fluent and expressive. By the time they are between 9 and 11 years old, children use reading and writing to explore and develop ideas, continue to expand their vocabulary, and more confidently identify and correct errors. They read silently with better speed and understanding, and they learn to adjust their reading pace depending on their purpose, such as skimming for details or in-depth reading. They also begin to make individual decisions regarding reading for enjoyment and collect information from multiple sources. Therefore, teaching vocabulary to young learners at these stages is crucial because vocabulary development is fundamental to reading comprehension and overall language skills. A robust vocabulary helps children communicate effectively, express themselves clearly, understand others easily, and succeed academically. A rich vocabulary in early childhood is a key to later reading success and academic achievement (Beck, McKeown, & Kucan, 2013).

Young learners are also characterized by their cognitive, social, and linguistic abilities. They are still developing their cognitive abilities, such as problem-solving, critical thinking, and memory. Socially, they are learning to interact with peers and adults, developing their communication skills and understanding of social norms. From a linguistic perspective, they are in the process of developing their native language and might also be beginning to learn an additional language. Young learners are also influenced by their culture and environment, which shapes their language learning experiences.

In conclusion, young learners are a unique group with specific characteristics that influence their language learning. They are developing their cognitive, social, and linguistic abilities, which are crucial for effective language learning. Understanding these characteristics is essential for educators to design appropriate learning

activities and materials that cater to their needs and abilities. By doing so, educators can support young learners in developing their language skills and achieving their full potential.

2.2 Vocabulary

Mastering vocabulary is essential to the process of acquiring English language skills. Without mastering vocabulary, achieving success in learning the language would be very difficult. Vocabulary means words that have meaning and are used within a certain context. It is an inseparable part of a language, making it fundamental to communication. Without vocabulary, a language cannot function properly to convey information. Furthermore, people would struggle to communicate and express their ideas effectively, whether through oral or written form.

According to Richard and Renandya (2002), vocabulary is a core component of language ability, acting as the base that supports learners in developing their speaking, listening, reading, and writing skills. Linse (2006) views vocabulary as the complete set of words a person knows and understands. In a similar vein, Hatch and Brown (1995) refer to vocabulary as the collection of words employed within a language or by an individual when communicating.

Based on the previously stated definitions, vocabulary can be understood as a set of meaningful words used within specific contexts. It serves as a vital element in language acquisition, offering the essential tools for expressing and understanding ideas during communication. Learning foreign languages would be difficult without knowing English vocabulary. Hence, developing vocabulary for young learners plays a crucial role in helping them comprehend and acquire English more effectively.

2.3 Types of Vocabulary

Harmer (1991) states that vocabulary in the English language can be classified into two categories:

1. Active vocabulary (Productive vocabulary)

Active vocabulary refers to the set of words that people not only understand but also use confidently and correctly in speaking and writing. These are words that can be spontaneously retrieved and applied in communication, demonstrating both comprehension and productive ability.

2. Passive vocabulary (Receptive vocabulary)

Passive vocabulary, also known as receptive vocabulary, consists of words that people can recognize and understand when reading or listening but do not use regularly in speaking or writing. These words are familiar in context, but the individual may not be able to recall or use them accurately without prompting.

Based on the earlier descriptions, active or productive vocabulary includes words that learners fully grasp and regularly employ in both oral and written expression. In contrast, passive or receptive vocabulary comprises terms that are recognized but not often used, typically appearing more in listening and reading than in actual use.

2.4 Aspect of Vocabulary

To have good vocabulary achievement, some aspects must be considered by the teacher when teaching vocabulary to students. Nation (2001) states that vocabulary can be categorized into three general aspects which are described as follows:

1. Word form

Word form refers to the different morphological variations of a word including its spelling, pronunciation, and grammatical forms.

2. Word meaning

The meaning of a word involves understanding that its interpretation can change based on the surrounding context in which it is used. When teachers explain word meanings, students engage in a semantic process that supports their understanding.

3. Word use

Word use refers to how a word, phrase, or idea is employed in a language, and it can also encompass elements of grammar.

It can be concluded that vocabulary is made up of three key components: word structure, word meaning, and word application. In addition, learners need to focus on these components when studying vocabulary.

2.5 Teaching Vocabulary to Young Learners

Teaching vocabulary is an essential part of language learning. It involves introducing students to new words and phrases, helping them understand their meanings, and encouraging them to use these words in context. It is impossible to learn a language without words. Effective vocabulary teaching can help students learn English more easily. Wardani (2015) emphasizes that teaching vocabulary plays a vital role in English instruction, as it is connected to all aspects of language skills. Teachers need to be aware of how much essential vocabulary their students already know, while students are encouraged to seek clarification about unfamiliar words. Teachers need to recognize that vocabulary instruction may involve concepts that are new and distinct from the learners' first language. Moreover, it is important to recognize that instructing young learners in English demands a distinct method compared to teaching adults.

Vocabulary learning in children is a crucial aspect of language acquisition. Cameron (2001) emphasizes the importance of selecting and teaching vocabulary that is relevant and interesting to children. According to Cameron, children need consistent repetition and practice to truly internalize new words. Strategies such as the use of pictures, word games, and stories are very effective in helping children understand and remember vocabulary. Cameron also noted that children tend to more easily remember words that have personal meaning or that they often encounter in everyday life. Therefore, educators must be sensitive to children's interests and experiences to create meaningful and enjoyable learning (Cameron, 2001).

Thus, the use of pictures in teaching vocabulary to children is very effective because pictures can help associate words with visual meaning, thereby speeding up the learning process. Images offer tangible examples of abstract terms, helping children grasp and retain new vocabulary more effectively. Cameron (2001) emphasizes that images can increase children's attention and motivation because they tend to be

more interested and involved in activities that use visualization. In addition, pictures can also be used in various activities such as word games, storytelling, and speaking practice, all of which support comprehensive vocabulary learning.

The types of images used in teaching vocabulary include illustrations, photos, cartoon images, and symbolic images. Picture-based games are also varied, including picture bingo, flashcards, and memory games, and one of them is Pictionary. Pictionary is a game that involves players drawing a visual representation of a given word or phrase, while others guess the word based on the picture drawn (Pettersson, 2024). This game is very effective for teaching vocabulary because it involves deep cognitive processes and social interaction. When children try to draw a given word, they have to visualize the meaning of the word and figure out the best way to convey it visually. This process helps strengthen their understanding of the word. In addition, when children guess the pictures drawn by their peers, they are actively involved in the process of decoding and understanding words, which strengthens their vocabulary mastery. Cameron (2001) emphasizes that activities such as Pictionary are not only fun but also enrich the learning experience in an interactive and motivating way.

In conclusion, teaching vocabulary to children should be designed with relevance, interest, and consistent repetition in mind. The use of strategies such as pictures, word games, and stories can improve children's understanding and memory of new vocabulary. Images provide concrete representations that help visualization and faster word recognition. By using an engaging and interactive method, children become more actively involved and motivated in learning, which in turn enhances their vocabulary proficiency.

2.6 Technique in Teaching Vocabulary to Young Learners

Different techniques can be applied to teach vocabulary to young learners, tailored to their developmental stage. Popular methods such as Communicative Language Teaching (CLT), Total Physical Response (TPR), and the Audio-Lingual Method (ALM) each provide distinct strategies to help children expand their vocabulary.

This research centers on using the communicative language teaching (CLT) approach as a method for teaching vocabulary to young learners. This study focuses on the technique associated with communicative language teaching (CLT) to help young learners acquire vocabulary. CLT is described as a method for teaching second or foreign languages that emphasizes interaction among learners, either as a tool or the primary aim of learning the language. In this context, interaction involves mutual influence between two or more participants. Essentially, CLT represents an interactive approach to second or foreign language instruction. A key feature of CLT is its focus on communication in nearly all activities. Learners engage extensively with the language through interactive exercises like games, role-playing, and problem-solving tasks (Freeman, 2000).

Based on the statements above, the researcher is interested in using games to teach vocabulary to young learners because games enhance students' motivation and interest, making learning more enjoyable and engaging. Furthermore, games are used frequently in CLT (Freeman, 2000). Moreover, games assist students in recognizing and retaining essential vocabulary by providing an enjoyable and stress-free environment, which is especially beneficial for young learners who may quickly lose focus or become disinterested. This study explores the use of Pictionary as a vocabulary teaching technique, as it is a visual-based game that prompts students to think creatively and illustrate words, fostering a more profound grasp of vocabulary.

2.7 Pictionary Games

Region (2006) explains that the Pictionary game involves students drawing pictures as hints for their team members to accurately guess the vocabulary word. This game, a classic quick-draw activity, has been recognized as one of the most important games of the past century. The objective of Pictionary is for one player to illustrate a word, while their partner attempts to guess it. Additionally, Pictionary can serve as an educational tool for teaching vocabulary to learners.

Furthermore, Dauly (2021) explains that Pictionary is a guessing game played in pairs, where one player attempts to guess the word their partner is illustrating. In this game, participants recognize a word by interpreting the drawings made by other

teammates. Players alternate between drawing and guessing. Hinebough (2009) highlights that the goal of Pictionary is for the sketcher and their team to communicate ideas, facts, expressions, and concepts without using verbal or written words.

From the description above, it can be concluded that Pictionary is a game in which students guess words or phrases from illustrations. Engaging in Pictionary not only brings fun but also enhances students' motivation and eagerness to learn English.

2.8 Teaching Vocabulary Using Pictionary Games

Games are crucial in teaching and learning activities, particularly in understanding vocabulary. They create feelings of joy, enthusiasm, and contentment, which in turn boost learners' interest and motivation. Games are able to enhance learners' cognitive, affective, psychomotor, language, and social abilities by providing knowledge, stimulating thought, and creating a fun and secure environment (Mutiah, 2010).

According to Hamer and Lely (2019), Pictionary is a game in which players draw pictures to represent a word that others must guess. It is one of the most widely enjoyed games and can be effectively used for vocabulary instruction. Created by Robert Angel at the age of 24, Pictionary was first introduced in 1986. Since then, it has gained significant popularity as a valuable educational tool, particularly for enhancing learners' vocabulary in English.

Pictionary is an effective tool for teaching vocabulary as it actively involves students in retrieving English words by illustrating them through their own drawings. This technique helps students remember vocabulary more easily and increases their interest and motivation in learning. It also provides opportunities for creative critical thinking and interactive classroom environments, making the learning process more enjoyable and effective.

This finding is supported by previous research on the effectiveness of Pictionary games for vocabulary enhancement. Fatmawati et al. (2023) conducted a study titled *The Effectiveness of Pictionary Games as a Tool to Teach Vocabulary for Senior High School Students*, which demonstrated that using Pictionary games to

teach vocabulary to 10th-grade students in Banten Province, Indonesia, resulted in a notable improvement in vocabulary skills when compared to conventional teaching methods. In addition, Yelvía et al. (2023), in their study *The Effect of Using Pictionary Games on Students' Vocabulary Mastery*, concluded that Pictionary games are an effective tool for improving vocabulary proficiency. Similarly, Odang et al. (2023), in their research *Pictionary Game for Vocabulary Mastery: Best Practice from a Rural School Context*, found that incorporating Pictionary games into vocabulary instruction effectively boosts student motivation, participation, and retention, leading to better mastery of vocabulary in English lessons.

In summary, Pictionary games serve as an excellent method for teaching vocabulary, as they actively involve students in recalling English words by using drawings and descriptions. This interactive approach not only enhances cognitive and language abilities but also fosters creativity, critical thinking, and social skills. The game's popularity and effectiveness are supported by numerous studies, including those that demonstrate significant improvements in vocabulary mastery compared to traditional methods. Pictionary games provide a fun and secure environment, increasing learners' interest and motivation and making the learning process more enjoyable and effective.

2.9 Procedures of Using Pictionary Games to Teach Vocabulary

In implementing Pictionary games to teach vocabulary to young learners, the researcher will follow the procedure of teaching vocabulary using Pictionary proposed by Thornbury (2002), which is as follows:

1. Prepare word cards containing the vocabulary names of objects in the room.
2. The instructor presents the content that the students will be learning.
3. Give an example to students by drawing a word; for example, the teacher draws the word "chair" and explains what she is drawing.
4. The instructor explains the instructions and guidelines for playing the Pictionary game to the students.

5. The teacher organizes the students into groups, with each group containing 5 to 6 members, depending on the total number of students. Each group member takes turns acting as the illustrator or drawer.
6. The teacher gives each group member 1 minute to guess the word drawn by their friends.
7. The teacher gives a signal by counting from 1 to 3, and then the illustrators return to their group and immediately draw the words given by the teacher on a piece of paper and ask their group mates to guess what words the illustrator drew and write down the words guessed on the paper. Then the other members take turns being new illustrators by drawing new words. The team with the many correct answers is the winner.
8. Once finished, the teacher then evaluates the course of the game by providing corrections to the students.
9. Next, the teacher reviews the students' comprehension by asking about any vocabulary they find unclear.
10. Once the game is over, the groups can refer to the drawings as cues to help them remember the words from the activity.

Some steps are modified by the researcher, namely steps one, two, three, six, eight, and nine. These steps are modified to adapt to the needs of the students. Besides, these steps are designed to help students learn vocabulary easily through an interactive and fun technique. This technique not only improves students' vocabulary but also helps them to remember the vocabulary easily and also improves their interest in learning vocabulary.

2.10 Advantages and Disadvantages

There are both benefits and drawbacks to using Pictionary games as a method for teaching vocabulary to young learners. The teacher needs to consider these advantages and disadvantages when implementing Pictionary games in teaching vocabulary.

2.10.1 Advantages of Using Pictionary Games

According to Hinebaugh (2009), there are several advantages to using Pictionary games in teaching vocabulary, which are as follows:

1. Pictionary games can strengthen students' grasp of the content, especially for those who learn better through visual methods
2. Pictionary games can encourage students' creativity by having them guess the picture. It is appropriate for vocabulary growth.
3. Pictionary games can help the students remember the words they have known by guessing a picture.
4. Pictionary games simplify vocabulary learning for students, as they actively create their illustrations during the game.

2.10.2 Disadvantages of Using Pictionary Games

Suoth et al. (2021) identify several drawbacks to using Pictionary games for teaching vocabulary, including the following:

1. Pictionary games might make the students too noisy in the classroom.
2. Pictionary games are not well-suited for portraying dynamic ideas, which can limit their use in teaching certain material.
3. When playing Pictionary games, not all students are skilled at drawing, which can lead to confusion for others.

In conclusion, the use of Pictionary games to teach vocabulary has several advantages and disadvantages; therefore, teachers should be able to find the right solution to deal with these shortcomings so that the learning process can run smoothly and effectively.

2.11 Theoretical Assumption

Vocabulary is a crucial element of language learning that students must acquire. Without a broad vocabulary, students may struggle to comprehend and communicate effectively in listening, reading, speaking, and writing tasks. However, there are several challenges in vocabulary instruction. One common issue

is that teachers often rely on repetitive and dull methods, which can lead to student disengagement and boredom during lessons.

It is essential for teachers to discover engaging and suitable methods to aid students in learning and retaining new vocabulary. The researcher believes that the Pictionary game can serve as an effective tool for enhancing students' English vocabulary, as it actively involves them in recalling words through their drawings. By using Pictionary, students will find it easier to remember and grasp English vocabulary.

2.12 Hypotheses

Building on the theoretical premise outlined above, the researcher has proposed the following hypothesis:

1. H0: There is no improvement in young learners' vocabulary after being taught using Pictionary games.
2. H1: There is an improvement in young learners' vocabulary after being taught using Pictionary games.

Those all that this chapter discusses, including, the concept of vocabulary, types of vocabulary, aspects of vocabulary, teaching vocabulary to young learners, technique in teaching vocabulary, Pictionary games, teaching vocabulary using Pictionary games, procedure of teaching vocabulary using Pictionary games, the advantages and disadvantages of using Pictionary games in teaching vocabulary, theoretical assumption, and hypotheses.

III. METHODS

This chapter explains the research method used in this study, including design, population and sample, instrument, data collecting technique, data analysis, data treatment, and hypothesis testing.

3.1 Design

This study employed a quantitative approach with a pre-experimental design, specifically using a one-group pretest-posttest design. This design involved only a single group, without the need for a comparison group. Consequently, the researcher experimented with one class, which served as the experimental group receiving vocabulary instruction through Pictionary games. The purpose of this research was to determine if there was any improvement in the vocabulary of young learners after being taught using Pictionary games. The design can be outlined as follows:

T1 X T2

(Setiyadi, 2018)

Notes:

T1 refers to the pre-test (before being taught using Pictionary games).

X refers to the treatment.

T2 refers to the post-test (after being taught using Pictionary games).

3.2 Population and Sample

The study took place at SDN 2 Rajabasa, with the fourth-grade students serving as the population. A simple random sampling method was used to select the sample, which consisted of one class, class IV-A, comprising 31 students.

3.3 Instrument of the Research

3.3.1 Try-out

A try-out was conducted to assess the reliability and effectiveness of the pre-test and post-test instruments. It was important to evaluate whether the items were appropriate, valid, and of high quality. The try-out consisted of 40 multiple-choice vocabulary questions.

3.3.2 Validity

A test is deemed valid if it effectively measures what it is designed to measure and meets particular standards. According to Hatch and Farhady (1982), there are two primary forms of validity: content validity and construct validity. To assess the overall validity of a test, both of these types must be considered. In this study, the test's validity was evaluated based on these two factors:

1. Content validity

Hatch and Farhady (1982) explain that content validity refers to whether the test adequately covers and represents the material it is intended to assess. Regarding content validity, the test material must align with the curriculum. In this study, the material was selected based on the Merdeka curriculum and the objectives outlined in the syllabus for the fourth-grade students at SDN 2 Rajabasa, which focused on helping students identify items in various rooms (living room, bedroom, kitchen, and bathroom) and understand the use of prepositions of place (on, in, and between).

2. Construct validity

Construct validity refers to the process of determining to what extent the test performance can be interpreted in terms of one or more constructs. According to Setiyadi (2018), if the questions have measured the

vocabulary, the test has fulfilled construct validity. In this research, the test deals with word form, word meaning, and word use.

Table 3.1 Specification of Aspect of Vocabulary

No	Aspect of Vocabulary	Item Number	Total	Percentage of item
1.	Word form	12,13,14,15,16,17,18,19 20	10	20%
2.	Word use	31,32,33,34,35,36,3,38,38, 39,40	10	20%
3.	Word meaning	1,2,3,4,5,6,7,8,9,10,11,22,23, 24,25,26,27,28,29,30	20	60%
Total		40 items		100%

3.3.3 Reliability

Reliability is the consistency of an instrument. According to Setiyadi (2018), reliability refers to the consistency of a measurement tool, or its ability to produce similar results when measuring the same subject at different times. In this study, the researcher evaluated the reliability of the vocabulary test previously administered using SPSS 27 and Cronbach's alpha to assess the test's reliability. Cronbach's alpha measures the degree to which the items on an instrument are correlated and together assess the same construct.

Reliability Statistics

Cronbach's Alpha	N of Items
.762	40

The criteria of coefficient correlation are:

0.00-0.19: Very low

0.20-0.39: Low

0.40-0.59: Average

0.60-0.79: High

0.80-1.00: Very high

(Hatch and Farhady, 1982)

The reliability test yielded a result of 0.762, demonstrating that the instrument exhibited a high level of consistency and reliability. Therefore, it can be concluded that the instrument was both reliable and consistent.

3.3.4 Level of Difficulty

The difficulty level refers to the perceived ease or challenge of the test questions according to the students. The students' test scores were arranged from highest to lowest. To assess the difficulty level, this study used the following formula:

$$LD = \frac{U+L}{N}$$

Note:

LD: Level of difficulty

U: The number of upper groups who answer correctly

L: The number of lower groups who answer correctly

N: The total number of students in upper and lower groups

The criteria are as follows:

< 0.30: Difficult

0.30 – 0.70: Average

> 0.70: Easy

(Shohamy, 1985)

The researcher used a formula in Microsoft Excel to calculate the difficulty levels of the items. Based on the result, 35 questions were included in the average criterion, with values ranging from 0.30 to 0.70. Meanwhile, one item was categorized as easy, and four items were classified difficult as based on the

difficulty index. The outcomes of the difficulty level calculation for each item are presented in Appendix 12. Table 3.2 shows four questions with challenging criteria.

Table 3.2 Result of Level of Difficulty

Number of Items	Level of Difficulty	Criteria
7	0.7	Easy
21	0.26	Difficult
23	0.26	Difficult
35	0.26	Difficult
37	0.26	Difficult

3.3.5 Discrimination Power

Discrimination power refers to how effectively an item distinguishes between students with high and low abilities. The discrimination power was calculated using the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Note:

DP: Discrimination Power

U: The number of upper-group students who answer correctly

L: The number of lower group students who answer correctly

N: Total number of students

The criteria are:

0.00 – 0.19: Poor

0.20 – 0.39: Satisfactory

0.40 – 0.69: Good

0.70 – 1.00: Excellent

3.4 Data Collecting Technique

Data collection methods describe the organized approach used to gather information in research. This process is outlined below.

1. Administering the try-out

The try-out test was carried out to evaluate its quality, covering aspects such as validity, reliability, difficulty level, and discrimination power. It included 40 multiple-choice questions and was completed in 70 minutes.

2. Administering the pre-test

The pre-test was administered to assess the vocabulary knowledge of young learners before the treatment. It consisted of 25 multiple-choice questions, and students had 35 minutes to complete it. The questions focused on everyday vocabulary, particularly related to items found in different rooms (living room, bedroom, kitchen, and bathroom) and prepositions of place.

3. Conducting Treatments

Following the pre-test, the researcher conducted the treatment over three sessions, each lasting 70 minutes, using Pictionary games. During these sessions, the researcher taught vocabulary related to objects in various rooms (living room, bedroom, kitchen, and bathroom) and prepositions of place (in, on, between) through the Pictionary game method.

4. Administering the post-test

After completing the treatment, a post-test was given to the students. Like the pre-test, it consisted of 25 questions about objects in the room. The purpose of the post-test was to evaluate the impact of the treatment and determine if there was any improvement in the student's vocabulary knowledge.

5. Analyzing the data (pre-test and post-test)

Once the pre-test and post-test scores were obtained, the data was analyzed using the SPSS software. This was done to calculate the average scores of both the pre-test and post-test and to evaluate the significance of any improvements by comparing the students' results from both tests.

3.5 Data Analysis

After gathering data from the pre-test and post-test, the researcher evaluated the outcomes. The tests were scored, and the students' results were compiled and analyzed using SPSS 27. A paired-sample t-test was performed in SPSS to assess whether there was a statistically significant improvement in the student's vocabulary performance.

3.6 Data Treatment

The paired sample t-test was used to analyze the data, allowing for a comparison of the average scores from the pre-test and post-test to assess the significance of any improvement. According to Setiyadi (2018), there are three basic requirements when using paired sample t-tests for hypothesis testing, namely:

1. The data is an interval.
2. The data is obtained from a randomly selected sample within the population (rather than from the entire population).
3. The data distributed normally

3.6.1 The Result of Normality Test

In this study, a normality test was performed to check if the data followed a normal distribution. The one-sample Kolmogorov-Smirnov test, conducted using SPSS 27, was used for this purpose. If the significance value exceeded 0.05 ($\text{sig} > 0.05$), the data was considered to be normally distributed. The results of the normality test are shown in the table below.

Table 3.3 Result of Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.150	31	.073	.957	31	.250
POSTTEST	.145	31	.095	.943	31	.099

a. Lilliefors Significance Correction

As shown in the table above, the significance values for both the pre-test and post-test are greater than 0.05, indicating that the data is normally distributed. The pre-

test has a significance value of 0.73, while the post-test has a significance value of 0.95.

3.7 Hypotheses Testing

To determine if there was an improvement in the vocabulary of young learners after being taught Pictionary games, the researcher proposed the following hypotheses:

1. H0: There is no improvement in young learners' vocabulary after being taught using Pictionary games
2. H1: There is improvement in young learners' vocabulary after being taught using Pictionary games

It can be concluded that this chapter discusses research design, population and sample, instrument, data collecting technique, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter provided conclusions based on the study findings and discussion, as well as suggestions for English teachers and other researchers who are going to conduct similar research.

5.1 Conclusion

The findings of this study indicated that the Pictionary game was an effective and engaging technique for teaching vocabulary to young learners. The visual and interactive elements of the game encouraged active participation, increased motivation, and enhanced memory retention. By associating words with images, students found it easier to understand and recall vocabulary. The enjoyable nature of the game also created a positive learning environment and made the learning process more meaningful. Moreover, the combination of visual and interactive elements in Pictionary games reinforced word recognition and usage in a fun and engaging way.

Furthermore, Pictionary games aligned well with young learners' cognitive development by utilizing their natural preference for imagery and play-based learning. This is supported by the results showing that students who engaged in Pictionary games demonstrated significant improvements in vocabulary achievement. Given these advantages, Pictionary games should be considered for implementation into vocabulary instruction in elementary schools. Additionally, incorporating Pictionary into classroom activities can foster collaboration and communication among students, further enriching their language-learning experience.

5.2 Suggestions

From the results of this study, the researcher provides the following suggestions:

5.2.1 Suggestions for English Teacher:

Here are some suggestions for English teachers:

1. Since some students were initially confused about the steps of the Pictionary game, teachers should provide a clear explanation and demonstrate it using simple instructions while modeling the process to help students better understand the rules and objectives.
2. While students could recognize words, many still struggled with spelling. To address this, teachers should incorporate follow-up spelling activities after the game, such as having students write down the words they guessed or spell them out loud as a group.
3. Since some students struggled to draw some phrases, the teacher should give a simple model of how to draw the given phrases, so that the students could understand how to illustrate the word or phrase more easily.

5.2.2 Suggestions for Further Researcher:

Here are some suggestions for further research:

1. Since this study focused only on the use of Pictionary games to teach nouns and prepositions, future research is expected to explore the use of Pictionary games to teach other materials that are suitable for this method and have not been covered in previous studies.
2. Since this study focused on the impact of Pictionary games on three aspects of vocabulary, namely meaning, form, and use future research could examine how Pictionary games impact other aspects of vocabulary.
3. Since Pictionary games rely heavily on visualization, future research could compare their effectiveness with other visual-based techniques, such as flashcards, mind maps, or digital drawing applications, to determine which method yields the highest vocabulary retention and engagement.

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