PICTIONARY GAME: ITS EFFECT TO UPGRADE ESP STUDENTS' VOCABULARY MASTERY AT SMK NEGERI 2 PANGKEP

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ABSTRACT

Games have been proven to be a classic yet effective technique in teaching English vocabulary. In the English for Specific Purposes (ESP) Classroom, games can be employed to introduce both common and specific words enjoyably. This study aims to increase the vocabulary mastery 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). Conducted in SMK Negeri 2 Pangkep in the academic year 2021/2022, this research involved 26 second-grade Fashion students as the sample. The treatment consisted of two cycles with three meetings each cycle. To collect the data, tests were used. The results showed that the implementation of the Pictionary game technique improved students' vocabulary achievement. It can be seen from the results of students' scores which improved in the post-tests. This implies that the Pictionary game technique helps students to learn vocabulary more easily.

Keywords: Classroom Action Research, ESP, Pictionary game, Vocabulary mastery

A. 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 (Rao, 2019). However, it is highly unlikely that students will be able to master these four aspects with limited vocabularies as vocabulary is a fundamental component of language proficiency and serves as the foundation for how well students speak, listen, read, and write (Mandasari & 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, 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.

From the explanation above, it can be assumed that vocabulary and old learning methods need to be improved in the fashion class. One of the solutions to solve this problem is by using the Pictionary game because the Pictionary game was more effective than conventional teaching in improving students' vocabulary mastery (Iswandari, 2017). Pictionary games, according to Hinebaugh (2009), can be used as excellent teaching tools to develop communication skills and creative thinking; it is suitable for reinforcing ideas in other subjects for students who are visual learners; they can develop and reinforce several facts, figures, or concepts; the Pictionary rule will focus on developing creativity and rational thinking. Players must not only be creative but also select a sketch that will effectively communicate associations to the rest of the team, and it is ideal for developing certain grammar and vocabulary skills. Moreover, a Pictionary game involves students guessing words or phrases from drawings. The students work in groups, with each team member taking turns as the artist, drawing a picture of a vocabulary word given by the teacher. The first team to correctly guess a word earns a point, and the new artists or students take turns with another word (Thornbury, 2002). According to the definitions above, a Pictionary game is a word-guessing game played in groups to make the words more memorable.

A number of studies have described the effectiveness of the Pictionary game in improving English vocabulary. Pictionary games can be used to help students learn English vocabulary (Aminah & Mayasari, 2022; Intan, 202; Rianti, 2018). This is because by using Pictionary games, students can learn vocabulary in a fun way (Harahap & Hidayanti, 2021). Furthermore, the Pictionary game can improve students' vocabulary mastery individually and in a team (Fatmawati et al., 2022). Another study which was conducted using experimental design 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. Meanwhile, 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 student's vocabulary mastery can be developed by using the Pictionary technique (Wijianto, 2021).

Although many studies have proven the effectiveness of Pictionary games in improving English vocabulary, there are still few studies that examine the application of Pictionary games to ESP students in vocational high schools. In fact, Pictionary games can be used to teach vocabulary in different levels of education as it is more focused on practice than theory. Pictionary game requires students to participate directly while learning is taking place, so it encourages the students to focus on the words they are learning. Thus, 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?"

B. METHOD

This research is a classroom action research (CAR). According to Elliott (1991), Classroom Action Research is the study of a social situation to improve the quality of action within it. It seeks to inform practical judgment in real-world situations, and the validity of the 'theories' or hypotheses it generates is determined not so much by scientific tests of truth as by their usefulness in assisting people to act more intelligently and skillfully. 'Theories' are not validated independently and then applied to practice in action research. They are validated by experience. This is a simple research center and class that is attempting to investigate what occurred in the classroom. In classroom action research, activity investigation is carried out in four stages in a cyclical way (Wulandari et al., 2019). 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 study was conducted in the second grade at SMK Negeri 2 Pangkep, with 25 students from the Fashion class participating. The quantitative data for the study were derived from the results of a vocabulary test. The test used consisted of 30 multiple-choice questions, with choices a, b, c, and d. The selected vocabulary was adjusted to the level of the students. The score for the correct answer was 1 point, while for the wrong answer, the score was 0. After doing the research, a post-test was carried out to review the increase in knowledge. The data was then analyzed using five criteria to assess students' abilities before and after treatment: excellent, very good, good, fair, poor, and very poor. After collecting the data, the total score was divided by the number of students in the fashion class to obtain the mean score from pre-test, post-test 1, and post-test 2.

C. FINDINGS AND DISCUSSION

This study was conducted in two cycles. In cycles 1 and 2, actions were taken in three meetings per cycle. Every cycle was made up of three parts: planning, acting and reflecting. Before beginning treatment, students were given a pretest to determine their abilities. Students were given a post-test after the researcher administered the treatment. A post-test was used to determine the score of students' vocabulary after treatment. In this study, there were two cycles, the researcher administered two post-tests to students to determine whether or not their vocabulary improved after treatment.

1. Pretest

The pretest was held on Wednesday, August 24th, 2022, from 07.30 - 09.30 AM for approximately 120 minutes. The test consisted of 40 items that can be completed in 60 minutes and included the mentioned vocabulary as well as the meaning of nouns, verbs, adjectives, and adverbs. The pretest results are shown in the table below.

Table 1. The Vocabulary Score of Student's Pre-test

Grade	Criteria of Assessment	Frequency	Percentage
91 - 100	Excellent	-	-
81-90	Very Good	1	4%
71-80	Good	8	32%
61-70	Fair	10	40%
51-60	Poor	4	16%
Less than 50	Very poor	2	8%
Total		25	100%

According to the data presented above, only 36% of students scored 71-90, and only six students exceeded the grade standard.

2. Planning
In this stage, there were several activities as follows:
  a. Conducting a need analysis to determine the basic competencies to be achieved during learning
  b. Making lesson plans using the Pictionary Game method
  c. Preparing observation sheets for observers
  d. Making instruments that will be used in cycles I and II
  e. Developing learning evaluation tools.

3. Action Execution
The action was carried out in 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 pretest, 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.

The implementation of the Pictionary Games in the first meeting was held on August 24, 2022, from 07.30 to 08.30. In this case, the researcher conducted a need analysis using the interview method to find out the special needed by students. From the need analysis, it was revealed that the students needed to increase their vocabulary related to their major. This was 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 as it is a fun method to increase vocabulary in English.

In the second 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 used several materials in the Pictionary game such as vocabulary lists, blackboards, and markers. This study used vocabulary related to fashion.

Before playing the game, students were divided into several groups. After that, each group had to assign one member to describe the picture on the card, and the other members tried to guess what it was. When students were ready, the researcher gave a signal to start, and each group could start the game. After hearing the signal, each group needed to send one member came forward to select the card that had provided, where the cards contained vocabulary pictures. The cards given contained different pictures from cycle 1. Then the students representing their group members drew the pictures on the cards and then group members guessed the vocabulary that matched the vocabulary available in the vocabulary list. And this pattern would be repeated until the card was depleted. The winner of the game was the group that guessed the most words in the shortest amount of time. After giving treatment, it was continued by giving post-test 1.

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

Table 2. The Vocabulary Score of Student's Post-test 1

Grade	Criteria of Assessment	Frequency	Percentage
91 - 100	Excellent	1	4%
81-90	Very Good	3	12%
71-80	Good	9	36%
61-70	Fair	11	44%
51-60	Poor	-	-
Less than 50	Very poor	1	4%
	Total	25	100%

Nine students met the minimum standards on the Cycle I post-test. In terms of the post-test, result, the subject matter did not go well, and some students did not understand the material. Some were dissatisfied because students were still unfamiliar with the Pictionary Game method and were occasionally perplexed. As a result, some students failed the Cycle I exam. Therefore, the researcher had to go through cycle II, which included planning and action.

Cycle II
The teaching and learning process referred to the lesson plan by paying attention to the revisions in the first cycle, so that mistakes or deficiencies in the first cycle did not occur again in the second cycle. Observation (observation) was carried out simultaneously with the implementation of teaching and learning. The research data in cycle II are shown in the following table.

Table 3. The Vocabulary Score of Student's Post-test 2

Grade	Criteria of Assessment	Frequency	Percentage
91 - 100	Excellent	3	12%
81-90	Very Good	5	20%
71-80	Good	17	68%
61-70	Fair	-	-
51-60	Poor	-	-
Less than 50	Very poor	-	-
	Total	25	100%

In post-test II, the researcher provided an additional and more detailed treatment. The total score of 25 students were 1992, which was higher than the post-test I score, which could be improved. The minimum passing grade was 75, and the KKM was passed by 100% of students.

4. Reflection

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

Table 4. Vocabulary Score

	Pretest	Post-test 1	Post-test II
Total Score	1665	1803	1992
Mean	66,6	72,12	79,68
Percentage	24%	36%	100%

According to table 4, only 24% of all students passed the KKM in the pretest. Following the treatment, the writer administered a post-test to the students. Cycle 1 post-test results improved, with 36% of students meeting the minimum standards. However, twelve students failed to meet the minimum standard. As a result, the researcher must administer one more treatment for cycle 2. The researcher gave one more treatment and in greater detail, in post-test II, the total score of 25 students was 1992, with 100% of students passing the minimum score, and it was now better than post-test I, where student scores could be improved.

The table above shows that students' scores improve from the pretest to the post-test II. This suggest 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. Many studies discussed 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.

The researcher noticed a significant improvement in the vocabulary of the ESP students. Their post-test outperformed their pretest. The students had no trouble drawing the figure because they enjoyed playing games. They look interested and enthusiastic while playing and learning at the same time. According to Darmawan & Fatmawati (2019), the Pictionary game is a word game used to improve students' vocabulary by guessing words from drawings. Pictionary is a simple game that requires little preparation. The materials used in Pictionary games includes as a deck of vocabulary cards, whiteboards, chalkboards, or smart-boards, and markers or chalk.

Furthermore, Pictionary games boosted the students' creativity and team work skills. Through this game, they can work together as they have to discuss the picture being explained by their friends. They incorporate their ideas and experience to find the correct answer. By using the Pictionary game, students get a lot of vocabulary and improve their creative critical thinking and communication (Hamer & Lely, 2019; Purba et al., 2022). Another study states that Pictionary games are very effective for teaching vocabulary because they encourage students to actively participate in class (Tahmit et al., 2019). Furthermore, the Pictionary game increases students' enthusiasm, so they do not feel obligated to answer the teacher's questions (Ayu et al., 2018; Pranata et al., 2022).

D. CONCLUSION

The Pictionary game is an effective way of teaching vocabulary to ESP students. This was supported by their test results, in which many students did not meet the average score in the

pretest, but after the treatment, the students were able to pass the average score limit that had been applied. In short, the pictionary game 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. Hence, this method can help students to improve their creativity and critical thinking skills.

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