THE APPLICATION OF ONLINE PICTIONARY GAMES TO IMPROVE

STUDENTS' VOCABULARY IN SMPN 3 PATTALASANG

THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University in Partial Fulfillment of

the Requirement to Obtain Sarjana Degree in English Department

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ENGLISH DEPARTMENT

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THESIS

CORRELATION BETWEEN PARENTS' SOCIO-ECONOMIC STATUS AND STUDENTS' ACADEMIC ACHIEVEMENT,

By

MARWAH

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It has been examined before the Board of the Thesis Examination on Thursday, 22 may 2021 and is declared to have fulfilled the requirements.

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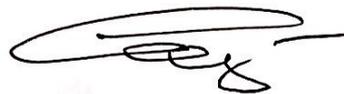NIP. 196012311986011071

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With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 415/UN4.9.1/KEP/2020 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by MARWAH (F21116040) to be examined at the English Literature Program of Faculty of Cultural Sciences.

Makassar, 22 April, 2021

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Today, Thursday 22 April 2021, the Board of Thesis Examination has kindly approved a thesis by MARWAH (Student No. F21116040) entitled, **CORRELATION BETWEEN PARENTS' SOCIO-ECONOMIC STATUS AND STUDENTS' ACADEMIC ACHIEVEMENT,** submitted in fulfillment of one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S) Degree at the English Department, Faculty of Cultural Sciences, Hasanuddin University.

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Marwah

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Makassar, 30th November 2022

The Writer

ABSTRACT

NIDYA NURALIYAH M. *The Use of Pictionary Game Online to Help Improve Students' Vocabulary in SMP Negeri 3 Pattalassang* **(supervised by Abidin Pammu and Ria Rosdiana Jubhari)**

The scope of this study is limited to the improvement of learning using Pictionary Game Online at SMP Negeri 3 Pattalassang. The teacher's technique in memorizing the new vocabularies that have been listed is not effective as it influenced the students's interest in the lesson. It can also be one of the factors of the students' difficulty in improving their vocabulary when the online learning happened. On this research, the writer applied the quantitative and qualitative method with 30 students from 120 students in the second grade. The quantitative method was obtained from pre-test and post-test result. Meanwhile, the qualitative method was obtained from the results of questionnaire analysis. Almost all students make a significant increase on the achievement after doing the Pictionary game online. This surely makes a strong proof that the Pictionary game online helps improving the students' vocabulary. The difference between the mean score of the pre-test and post-test is 41%. All the students can easily remember the vocabulary that has been taught through the Pictionary game online. Based on the questionnaire, all students' perceptions towards the implementation of Pictionary game online in improving students' vocabulary were positive.

Keyword: *Vocabulary, Improve, Game, Online, Pictionary Game*

ABSTRAK

NIDYA NURALIYAH M. *The Use of Pictionary Game Online to Help Improve Students' Vocabulary in SMP Negeri 3 Pattalassang* (**supervised by Abidin Pammu and Ria Rosdiana Jubhari**)

Ruang lingkup penelitian ini dibatasi pada peningkatan pembelajaran dengan menggunakan Game Pictionary Online di SMP Negeri 3 Pattalassang. Teknik guru dalam menghafal kosa kata baru yang telah dicantumkan kurang efektif karena mempengaruhi minat siswa terhadap pelajaran. Ini juga bisa menjadi salah satu faktor kesulitan siswa dalam meningkatkan kosa kata mereka ketika pembelajaran online terjadi. Pada penelitian ini, penulis menerapkan metode kuantitatif dan kualitatif dengan 30 siswa dari 120 siswa kelas dua. Metode kuantitatif diperoleh dari hasil pre-test dan post-test. Sedangkan metode kualitatif diperoleh dari hasil analisis kuesioner. Hampir semua siswa mengalami peningkatan prestasi yang signifikan setelah melakukan permainan Pictionary secara online. Hal ini tentunya menjadi bukti kuat bahwa permainan Pictionary online membantu meningkatkan kosa kata siswa. Selisih antara skor rata-rata pre-test dan post-test adalah 41%. Semua siswa dapat dengan mudah mengingat kosa kata yang telah diajarkan melalui permainan Pictionary online. Berdasarkan angket, persepsi semua siswa terhadap penerapan game Pictionary online dalam meningkatkan kosa kata siswa adalah positif.

Kata Kunci : *Kosa Kata, Peningkatan, Permainan, Online, Permainan Bergambar*

LIST OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

A. Background of Study

In this era of globalization, especially in technology, information, and communication, there is a development that forces the world of learning to be required to make positive innovations in the progress of learning and schools. One of the uses of learning technology is that it can change conventional educational methods into non-conventional ones.

To adapt to the era of globalization marked by technological advances, teachers need to support technology-based education and develop their strengths in the education and development of teachers, students, and schools. To achieve this, teachers need to provide a strong response to technology that continues to develop. Indirectly, the teaching profession in the 21st century has focused on a broad field.

In this case, technology is the most important part of today's era because technology can be the most influential solution in all conditions for better development and change. One example of the importance of teachers adapting to technology is during a pandemic caused by a virus known as COVID-19 (Corona Virus Disease-19). This incident is the most important thing to remember because it made various countries in the world are being shocked.

When the pandemic caused by COVID-19 occurred, various policies were implemented to break the chain of the spread of the COVID-19 virus in Indonesia. One of the efforts made by the government in Indonesia is by

applying an appeal to the public to carry out physical distancing, namely an appeal to maintain distance between people, stay away from activities in all forms of crowds, and associations, and avoid meetings that involve many people.

Education in Indonesia also becomes one of the areas affected by the COVID-19 pandemic. With the existence of restrictions on the interaction, the Ministry of Education in Indonesia also issued a policy, namely closing schools and replacing the Teaching and Learning Activities process by using an online system (Puspitasari, 2020). Learning activities have had a huge impact, even having to replace the learning process that should have been carried out at school, but now has to be done at home.

When the pandemic caused by COVID-19 occurred, the main problem in the learning and teaching process was a signal that was not good. The teachers' explanation is not clear when the signal is bad so the material presented is not well received. Khoiriyah, Pangastuti & Purwanto (2020), in their research, they pointed on that students rated learning English using online media as very effective (11.1%), most students rated it was effective (28.9%), rated it quite effectively (40%), and a few students rated it less effective (20%). Educators need to improve the learning media used in the teaching and learning process.

Teachers have a big responsibility to make education better. Developing skills in how to teach in the classroom is the key to the success of teaching and learning activities. Students as subjects are able to keep up with modern educational developments and use innovative learning media so that they can

provide encouragement to students to keep learning.

Sanjaya in (Sakti, 2019) states that one way to adapt to learning is to use the media. Learning media are all tools and materials that can be used to achieve educational goals such as radio, television, newspapers, magazines, and so on. In addition, Jennah (2009) also stated that there are several reasons for the use of media, including; lessons will attract the attention of students, lesson materials will be easier to learn by students, teaching methods will be more varied, and students will be more active in the process of learning activities and even the use of media will be able to enhance the quality of teaching processes and outcomes.

With the development of technology in the 21st century, several learning media are also growing rapidly, such as learning materials that are easily accessible on Google, and can be watched on YouTube, all of which can be reached with one device called a Smartphone. With the creation of developing technology, several features called applications can also be created by several technology experts, so that learning media is increasing by downloading an application that contains all student learning materials. As for playing games, which usually can only be done directly, online game applications have also been created which are expected to increase the learning motivation of all students.

Based on the results of interviews with English teachers at SMPN 3 Pattalassang, the teacher stated that in the teaching and learning process the activities of students were still lacking but a measurement had never been

carried out. Another thing was also expressed by the teacher that the most important aspect of student skills in English, namely vocabulary, is still very lacking due to the rote method that is still being carried out by the teacher until now. The teacher also never used an online game in teaching English when the pandemic occurred and online learning was carried out for almost three years.

According to Wright, Betteridge, & Buckby (1996) a game as an activity that can help and encourage many learners to sustain their interest and work. It means that games can make the students enjoy the English class activities, especially in overcoming the problems of learning vocabulary because they learn in the situation where they are given the stimulus to practice the vocabulary of the language.

Based on this, an online game media learning method will be used to increase students' vocabulary as an essential skill in understanding real English learning. The learning media used is Pictionary Game Online. Pictionary game is considered one of the most popular games used in teaching vocabulary, and all levels generally use it (beginners, intermediate, and so on). There are some researchers who are with the use of Pictionary game to teach vocabulary. Koprowski (2004) mentioned some advantages of Pictionary game "a) Students are more active in studying vocabulary by playing Pictionary game; b) Playing Pictionary game can build the students' self-confidence; c) Attracting students' attention; d) Improving students vocabulary; e) Creating fun climate".

Following the development of technology, Pictionary Game Online has

been made by some applications, one of Pictionary game online is "skribbl.com". Skribbl.com is a game designed to express the artistic side with anyone in the world. The rules are simpler than Pictionary game. We just guess the word that the drawer is drawing, and score points the quicker who get it right. All the words and scoring are takes and care of automatically, and it works just as well on the desktop (use your mouse to draw) or your smartphone (use your finger to draw). Each player places a token on the start square.

Based on the results of short interview and observation, the researcher tries to find an effective solution to solve the problems faced, the researcher decided to develop and use Pictionary Game Online as an enrichment tool to teach vocabulary on the English learning. The writer is interested to do research with the title "The Use of Pictionary Game Online to Help Improve Students' Vocabulary at SMP Negeri 3 Pattalassang".

B. Identification of Problem

Based on the background above, the writer identified several problems such as follow:

1. The teacher never uses any game online in teaching English to improve the learning method.

2. The concentration of students is disturbed through rote method, so students do not have the motivation to learn English.

C. Scope of Problem

From the identification above, it can be seen there are some problems related to the teaching and learning process. Thus, the scope of this study is limited to

the improvement of learning using Pictionary Game Online at SMP Negeri 3 Pattalassang. The teacher's technique in memorizing the new vocabularies that have been listed is not effective as it influenced the students' interest in the lesson. It can also be one of the factors of the students' difficulty in improving their vocabulary when the online learning happened.

D. **Research Questions**

1. What is the effect of using the Pictionary game online in improving students' vocabulary?

2. What are students' perceptions about the use of Pictionary game online as learning media in improving their vocabulary during learning activity?

E. **Objective of Study**

1. To identify the effect of using the Pictionary game online to help improve students' vocabulary.

2. To find out the students' perceptions about the use of Pictionary game online as learning media in improving their vocabulary during learning activity.

F. **Significances of Research**

There are two significances of this research, such as theoretically and practically. Theoretically, this research hopefully can be benefit for students, teacher, school and department. For students, it is expected that the students can be motivated to learn English and they can enrich their vocabulary by using the Pictionary game online. For the teacher, this research can be applied in their teaching process on offline and online learning activity. For school, this

research can be applied in their teaching process for an adaptation to the offline and online learning activities as the interested learning media and for the department, it is expected that this research can be benefit for university level as their learning media to be improving this research besides their level. Practically, for the future researchers, it can be taken as a contribution or reference to their research.

CHAPTER II
THEORETICAL FRAMEWORK

A. Previous Study

In this part, there are some previous studies related to the use of Pictionary game to help improve students' vocabulary such as followed:

Harmer & Lely (2019) which researched on *Using Pictionary Game to Increase Learners' Vocabulary Mastery in English Language Instruction*. It aims at sharing information on how Pictionary game is used to increase the learners' vocabulary mastery in the process teaching uand learning. The research method that is used in this research is secondary data analysis. In collecting the data, this research collects several significant theories to confirm the research carried out. This research explain that Pictionary game will help the learners get involved in classroom activities and it can be concluded that it provides fun language practice in the various language skills.

(Aoues & Souaad 2020) in their research *Teachers' Attitudes towardsthe Use of Pictionary Game to Teach Vocabulary*. The aimed of this research was to investigate the teachers' attitudes towards the use of Pictionary game for teaching vocabulary. To achieve this goal, this research has the data that was obtained from an online questionnaire for twenty-six teachers of English at Larbi Ben M'Hidi University. The results showed that almost all teachers believed that Pictionary game is effective inimproving students' vocabulary knowledge.

The Students' Responses Toward the Implementation of Pictionary Game in Teaching Vocabulary to The Seventh Grade Students in One of Junior High School in Cimahi (Kartini & Kareviati 2021) is aimed to find out the students' responses toward the implementation of Pictionary game technique in teaching English vocabulary to the seventh-grade students. The research used descriptive qualitative method. The result showed that Pictionary game technique is useful to draw the students' motivation in learning English vocabulary and stated that Pictionary game is an attractive technique that can be used to motivate students in learning vocabulary and make the students to learn English vocabulary in a more fun and creative way.

Both of the research mentions above are different from the writer's research. The research only refers to how the influence of teaching method using Pictionary game in teaching English vocabulary, the research only focused on how important fun learning for students in improving their vocabulary, while in this writers' research refers to the use of Pictionary game itself for improving students' vocabulary using *application game online*.

Another research has been conducted by Rahman, Choo, & Li (2016) entitled *The Use Of e-Pictionary in Vocabulary Instruction*. The research designed the software of iSpring Pro 6.2 as a teaching and enrichment tool to enhance the vocabulary of English as a Second Language (ESL) learners. E-Pictionary consisted of words from different categories under the theme of World of Knowledge. Each word came with a picture to help learners "see" the word. The word was spelled in a big font under each picture. Throughout the

lesson, the teacher spelled out the word and the learners listened, then the learners spelled with the teachers' guide and the last the learners spelled out the word on their own.

The difference between the research above and this research lie in the object of research and the teaching procedure. The object of this research is an application that is easily accessible on the Google Play Store named *skribbl.com* and the teaching procedure that the research used is the Pictionary Game procedure that should be played with the learners.

B. Theoretical Framework

There are some theories that the writer used to support this study. These theories will be used to guide the writer to expand and enrich the study of "The Use of Pictionary Game Online to Help Improve Students' Vocabulary in SMP Negeri 3 Pattalassang".

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is one of the language components which support the speaker in communication. In other words, vocabulary plays a very important role in developing four language skills (listening, speaking, reading, and writing). As stated by Hiebert (2005:3), vocabulary is the knowledge of meanings of words. We must master vocabulary to be able using the language. In learning vocabulary, we have to know the meaning of words itself and can use it in sentences.

Furthermore, David Wilkins in Thornbury (2002) stated, "Without grammar very little can be conveyed, without vocabulary nothing can be from conveyed." It means that the first thing that has to be mastered by language learners in learning language is vocabulary. In listening, students' vocabulary influences their understanding toward teacher's speech, class discussion, and other speeches. The words that they choose in speaking effect how well they deliver a message. In reading, students' vocabulary also influences how clear they convey their thought to the reader.

From the explanation above, vocabulary can be defined as one of the language components has a big role in communication and must be taught to the students because vocabulary has an important role in all language skills.

b. Kinds of Vocabulary

Scrivener (1994) says that there are two kinds of vocabulary. They are active vocabulary and passive vocabulary.

a) Active vocabulary (productive vocabulary) is the word which the students understand and can pronounce correctly. This type is often used in speaking or writing skills and also called as productive vocabulary.

b) Passive vocabulary (receptive vocabulary) is the word that the students understand but they cannot pronounce correctly by themselves. It refers to language items that can be recognized and

understood in the context of readingor listening skills and also called as receptive vocabulary.

c. Factors Cause Difficulty to Learn Vocabulary

French & Virginia (1986) indicate some factors that can cause students'difficulty to learn vocabulary from the students itself, such as lack of motivation, the curriculum issue, lack of students' vocabulary, the teacher's technique in teaching, the teacher used media in teaching, the lack of students' interest toward the subject, students' laziness in learning vocabulary or students' health.

There are some factors from the teacher which may cause the lack of students' vocabulary. First, the teacher does not know which English words the students need most to learn. Second, the teacher does not know how to encourage the students to use the vocabulary that they have learned in their daily activity. Last, the teacher cannot find out some good ways to know how muchvocabulary the students have learned.

2. Games

a. Definition of Games

According to Wright, Betteridge, & Buckby (1996) a game as an activity can help and encourage many learners to sustain their interest and work. It means that games can make the students enjoy the English class activities, especially in overcoming the problems of learning vocabulary because they learn in the situation where they are given the

stimulus to practice the vocabulary of the language.

In addition, Huyen & Thu-Ngak (2003) said that games are seenas a time-filling activity in most English classrooms. They believed that games are just for fun and they have effect in teaching and learning. The students' interest and motivation can be improved under teaching vocabulary with a game. They will be enthusiastic in memorizing new words.

b. Principles of Game Selection

In order to optimize the use of games in teaching and learning process, a teacher must consider what kind of game that will be used and teacher must select the games which are appropriate. Tyson (1998) stated that games should be more than just fun, involve friendly competition, keep all of the students involved and interested, encourage the students to focus on the materials given by the teacher, give students a chance to learn, practice, or review specific language material.

Moreover, Ersoz (2000) gives some advises to choose a game in teaching and learning language. First, when choosing a game, the teacher should be careful to find an appropriate one for the class in the term of language and type of participation. Second,the teacher should not compel an individual to participate. Some learners may not want to participate due to personal reasons. Forcing students to participate usually do not have successful results. Third, the teacher should

explain to the students how toplay the game.

3. The Pictionary Game

a. Definiton of Pictionary Game

Pictionary game is considered as one of the most popular games that is used in teaching vocabulary and it is generally used with all levels (beginners, intermediate….). Pictionary game means a guessing game that was produced by Robert Angel. According to Thornbury (2002), pictionary game is a game that "involves students guessing words or phrases from drawings" (p.104). That is to say, learners are going to guess the word from their friends' drawings. In the game, learners work as team and one player from each team will take a turn to be the artist. The restof team try to guess what the word is i.e., all the players are going to play turn by turn Thornbury (2002). According to Robin (1989 as cited in Dwi, 2017) " Pictionary game is children's game show based on the board game of the same name, in which two teams ofchildren competed in drawing for prize" (p.4).

In short, Pictionary game is a meaningful technique that canbe used to teach vocabulary. It is based on drawing where the players are going to guess the meaning of this drawing.

b. Steps of Teaching Vocabulary in the Pictionary Game

Thornbury (2002) mentioned some steps of Pictionary game:

a) Divide the learners equally into teams (the number of players in

each team depends on the number of all learners in the class).

b) Each team selects one player to come to the front and this player is called "an artist" who is going to draw a picture of vocabulary word or phrase that is given by the teacher.

c) The teacher shows the word or the phrase that is written on the card or on the list of vocabulary to the artist of each group. The artist is the only one who is able to see the word.

d) Teacher gives warning to the artist to start drawing.

e) The rest of the team makes guesses of the word in English.

f) The first team to guess correctly gets a point.

g) Teacher asks learners to write down the word on their copybooks.

h) A new artist from each group has turn with another word. The players are going to repeat all the steps above in order to make sure that all the learners have taken turns to be the artist.

i) At the end, students who have the more points win the game.

Thornbury (2002) said:

> At the end of the game, groups can use the pictures as memory prompts in order to recall and write down the expressions that came up in the game, and then to put them into a sentence to show what they mean. (p.104).

c. **Rules of Playing the Pictionary Game**

According to Triandini (2017), there are rules that learners should follow:

1) The artist cannot speak or say any words except "yes" if the

guessing is correct or "no" if the guessing is wrong.

2) The artist cannot give any signs, gestures, or any verbal or physical communication.

3) The artist cannot write numbers or letters.

So, if any artist does not follow the rules and break one of them, she/he is going to be excluded from the game and his/her team will get minus. According to Triandini (2017) "if there are any students who do not obey the rules, their points should be decreased or even disqualified from the group" (p.13).

Furthermore, the artist is not obliged to be a great artist or someone who masters drawing in order to be perfect in game. It is free for him/her to visualize and draw the vocabulary word and transform it into image by using their own creativity. Zeiger (2006) as cited in Akrimah, Nainggolan, & Sinaga (2017) claimed that "excelling at Pictionary Game is not about artist talent but is about thinking outside the box and coming up with unique way to get a point across without speaking or using written words" (p.16). This means that, the artist has the authority to draw and visualize their own picture without any criticism about their picture.

Moreover, the teacher should balance between the language skills and the game. Chidah (2014) added that "teacher also needs to integrate learning vocabulary through this game with one or two of the four language skills" (p.14). As an example, writing, this means that,

learners will not assume or consider the vocabulary as a free component. As a result, learners are going to learn both the vocabulary and writing expression (Chidah, 2014).

4. Pictionary Game Online (Skribbl.com)

a. Definition of Skribbl.com

A Pictionary game online named "skribbl.com" is a game designed to express the artistic side with anyone in the world. The rules are even more simple than Pictionary. Guess the word the drawer is drawing, and score points the quicker who get it right. All the words and scoring are taken care of automatically, and it works just as well on the desktop (use your mouse to draw) or your mobile phone (use your finger to draw). Each player places a token on the start square.

Skribbl.com has many features that will helps player to play with their friends or with the people in the world. This game consists of a few rounds in which every round someone has to draw their chosen word and others have to guess it to gain points.

b. Steps of Playing the Skribbl.com as The Pictionary Game Online

1. Before play with friends, one person should be an admin for create a room. First, access *https://skribbl.io* to get started. If you search for it, a lot of results may appear but the official website for the game is the one above.

2. Then, a person that being admin write her/his name on the feature "write your name".
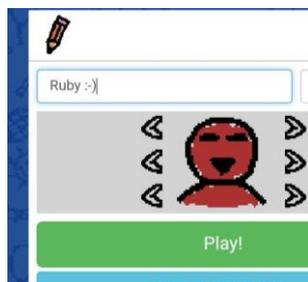
3. Select a language to play the game in. The language that the player choose will be the one the game is played in.

4. Choose the players' character. There are three variables: eyes, mouth and color. Press the arrows to go through the options. The top arrows are for eyes, the middle arrows for mouths, the bottom arrows for color.
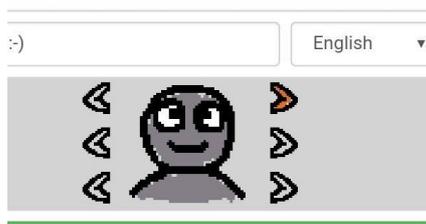
5. The admin click "create private room" on the blue bottom

6. The admin create the settings in Lobby with Rounds, Draw time in seconds, Language, Custom Words (the custom words should type minimum of four words and maximum of thirty characters per word, with separated by comma) and make the feature custom words to use exclusively.

7. The admin shared the link by click the bottom that written by invite your friends!

8. All players open the room link that has been shared by a friend who created a private room via WhatsApp Group or the provided group chat and all players must first log in on their respective devices by typing their name and selecting the desired player character, then click Play and enter in a private room that has been made.

(login)   (klik 'play' untuk masuk dalam private room)

9. A friend who create private rooms will be used as admins and after the admin has clicked the start button, the game has started and the player who gets a turn will be given three choices of custom words.

10. A player who get a turn to draw can use several drawing features to make the drawing more realistic.

warna yang bisa dipilih untuk sebuah benda

brush untuk menggambar sesuatu

eraser untuk menghapus gambaran

fill untuk mengganti keseluruhan warna latar gambar

11. The guesser will write their guess answer to the right of the picture "type your guess here".
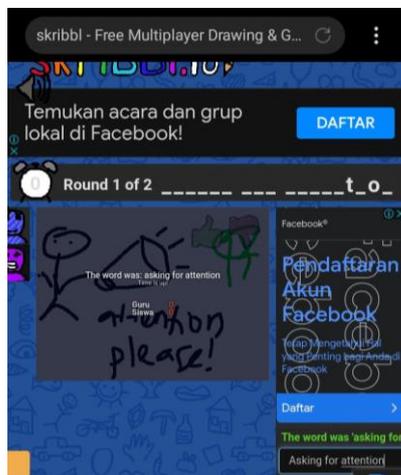

brush size untuk mengatur ukuran brush dalam menggambar suatu benda

12. The word above the guesser's answer box is a clue to the answer

_____ ___ _____t_o_   21

13. When the time of 50 seconds is up, the system will stop the game and give the answer key from the custom word that has been chosen by the painter.

14. When all the guessers have guessed the picture correctly, the system will display the players' points from the highest to the lowest.