Pictionary Game: A Teaching and Learning Method to Enhance Students' Vocabulary

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ABSTRACT. Early childhood is the most critical stage for children in developing their brains. One of the ways to develop children's brains is through learning language. English is one of among recommended languages to learn. At an early age, acquiring new words is important to enabling the children to speak English or write English sentences. There are lots of fun teaching and learning methods to improve students' vocabulary. One of them is the Pictionary game. This study aims to analyze how the Pictionary game could be used as an alternative to enhance students' vocabulary. The subject of the study was the 15 students of SDIT Mentari Indonesia aged six years, grade 1. The dataset was also taken from the proceedings and any scholarly articles. Specifically, this study utilized a mixed research approach. The result indicates that the students could improve their English by playing the Pictionary game. Hence, it could be highlighted that the Pictionary game is one of the effective learning methods to increase students' English vocabulary.

Keywords: Early childhood, English, Pictionary game, Vocabulary

ABSTRAK. Anak usia dini merupakan tahap yang paling kritis bagi anak dalam mengembangkan otaknya. Salah satu cara untuk mengembangkan otak anak adalah melalui pembelajaran bahasa. Bahasa Inggris adalah salah satu bahasa yang direkomendasikan untuk dipelajari. Pada usia dini, mempelajari kata-kata baru penting untuk memungkinkan anak-anak berbicara bahasa Inggris atau menulis kalimat bahasa Inggris. Ada banyak metode belajar mengajar yang menyenangkan untuk meningkatkan kosa kata siswa. Salah satunya adalah Pictionary. Penelitian ini bertujuan untuk menganalisis bagaimana Pictionary dapat digunakan sebagai alternatif untuk meningkatkan kosa kata siswa. Subjek penelitian adalah 15 siswa SDIT Mentari Indonesia yang berusia enam tahun, kelas 1. Data lain juga diambil dari prosiding dan artikel ilmiah. Secara khusus, penelitian ini menggunakan pendekatan penelitian campuran. Hasilnya menunjukkan bahwa siswa dapat meningkatkan bahasa Inggris mereka dengan memainkan permainan Pictionary. Oleh karena itu, dapat ditekankan bahwa permainan Pictionary adalah salah satu metode pembelajaran yang efektif untuk meningkatkan kosa kata bahasa Inggris siswa.

Kata kunci: Anak usia dini, Bahasa Inggris, Pictionary, Kosa kata

INTRODUCTION

According to the Law on the National Education System of 2003 (Rahayu Kusuma & Mukminin, 2020), early childhood refers to children ages 0 to 6 that are still in the process of growing and developing. At that time, children experience fast growth and development, and their lives will probably be drastically different in the future (Rahayu Kusuma & Mukminin, 2020). Another perspective is taken from Hasan (2010). He argued that early childhood is the golden era, which occurs within the first five years because 90% of a child's physical brain has formed by that time. At this age, children begin to receive guidance, as this opportunity will not arise again (Hasan, 2010). Early childhood education is essential since it is the foundational period in the development of children's personalities (Khamidun, 2013). According to (the Department of

Education and Training, 2017), children are born eager to learn and curious about their surroundings. It is natural for them to utilize all of their skills when learning. Children actively participate in their learning and development from birth as they gain knowledge about themselves, others, and the world around them. In this context, the author views school as an important factor to develop knowledge.

There are lots of ways to develop children's knowledge at an early age. One of them is through learning a language, particularly English. In learning English at an early age, the author views that the children are required to master the vocabulary so that they could have lots of words to say and write. As a result, they could have better communication and writing from the vocabulary they have learned at the beginning. According to (McCarten, 2007), teaching vocabulary is essential since it is one of the language elements that should be taught to facilitate the development of language skills. Vocabulary pertains to the words used in spoken and written communication. He further noted that learning vocabulary is complex due to its vast scopes and diverse vocabularies, such as words, phrases, collocations, strategic vocabulary, grammatical patterns, idioms, and fixed expressions. One type of vocabulary consists of grammatical parts, including nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners (McCarten, 2007).

According to (Rafiah et al., 2016) As a component of linguistic content, vocabulary significantly impacts the development of both productive and receptive language skills. Another point of view is taken from Dalton and Grisham (2011), to comprehend a text; one must comprehend the words reflecting thoughts or ideas. Students must continue to acquire new vocabulary while they study grammar and the sound system (Dalton & Grisham, 2011). In this sense, the author views that English language teachers must be resourceful in assisting students' vocabulary. There are lots of methods that could be done in enhancing students' vocabulary. One of them is the Pictionary game. According to (Townsend, 2009), Pictionary is a well-known game that was developed by Milton Bradley and Charades. It is a basic game that helps the student with academic vocabulary. The game of Pictionary is a picture-guessing game. In practice, players collaborate to guess the image another player will draw. In this situation, the teacher and student should share equal responsibility for the conduct of this game (Townsend, 2009). To play the Pictionary game, students must create their drawings or ones based on the English terminology on the cards (Tahmit & Nastiti, 2019). According to Hinebaugh (2009: 188-193) (Tahmit & Nastiti, 2019), the Pictionary Game is an excellent teaching tool for developing communication and creative thinking skills; it is suitable for reinforcing ideas in other subjects for students who study visually; it can develop and strengthen some facts, figures, or concepts; The Pictionary Rules will emphasize developing creativity and natural thinking. Not only must players be creative, but they must also select a sketch that effectively communicates the association to the rest of the team. This game is also ideal for developing specific grammar and vocabulary skills (Tahmit & Nastiti, 2019).

In the previous research, Mohammad Tahmit, Novatrisna Dwi Nastiti and Andi Rahmad Rahim (2019) did a study that focused on the implementation of a pictionary words game in primary schools to enhance students' English vocabulary skills. They stated that essentially, learning in the classroom must be enjoyable, but the teacher still needs to learn what strategies will pique student interest in learning. In addition, they believed that the game of Pictionary words can engage all students in learning. They conducted a variety of procedures to detect occurring issues. Based on interviews and observations, it can be determined that the Pictionary words game is

highly successful at aiding kids in remembering English language vocabulary (Tahmit & Nastiti, 2019). Then, another research was conducted by Rianda Rita Ayu, Sofian and Eusabinus Bunau (2018). Their research evaluated the effectiveness of utilizing the game Pictionary to boost seventh-grade students' English vocabulary at SMP Kemala Bhayangkari Pontianak. This study aimed to determine whether teaching vocabulary to seventh-grade students using the game pictionary was beneficial. The research approach was a pre-experimental study with a one-group pretest-posttest design—the sample comprised twenty-two seventh-graders (Ayu et al., 2018). (Ayu et al., 2018) also stated that they used measurement methods to obtain the data. T-test is used to examine the outcome of this investigation. The t-ratio of 9.58 exceeded the t-critical of 2.093 based on the table distribution with = 0.05. Thus, the alternative hypothesis (Ha) that "Teaching Vocabulary by Utilizing Pictionary Game to Seventh-Grade Students at Kemala Bhayangkari Junior High School in Pontianak has a substantial influence on students' vocabulary attainment" was accepted. It was demonstrated that Pictionary had a considerable impact on the English vocabulary achievement of students (Ayu et al., 2018). Another research was conducted by Rafiah, Yee, and Kee (2016).

According to (Rafiah et al., 2016), their study aimed to explore the usage of iSpring Pro 6.2-designed e–Pictionary as a teaching and enrichment tool to improve the vocabulary of English as a Second Language (ESL) students. Under the subject World of Knowledge, e-Pictionary was comprised of words from many categories. The participants in this study were 26 fourth-grade students from one of Malaysia's primary schools. This study employed an action research design. The instruments utilized were a pre-and post-test of vocabulary and a semi-structured interview. The treatment included three sessions and included 15-word categories (Rafiah et al., 2016). In their study, they used a combination of quantitative and qualitative analysis. After being taught to e–Pictionary, the participants' language skills improved, according to the quantitative data. The qualitative results revealed they appreciated participating in the e–Pictionary-facilitated activities. While e-Pictionary was used as an enrichment tool in the ESL classroom, the students felt motivated. The ramifications of the findings for the classroom were examined (Rafiah et al., 2016). Meanwhile, in this study, the author focused on how the Pictionary game could be used as an effective teaching and learning method to enhance students' vocabulary, especially students at an early age.

METHOD

This study focused on analyzing how the Pictionary game could be used as an alternative and effective teaching and learning method to enhance students' vocabulary. The author applied a mixed approach. The population was taken from the students of Mentari Indonesia Islamic Elementary School grade 1. There were 23 students in the class. However, the author only selected 15 students as they were 6 years old and considered the children at an early age. The topic in the class was "Fruits". Thus, the Pictionary game conducted would be about fruits. In this study, the students did not use a whiteboard as the medium to draw. However, the representative students used a digital device, a tablet as the medium to draw. In this case, the representatives drew the pictures on the tablet which was then connected to the projector so that the other students could guess and answer quickly.

There were several stages that the author did in this study. First, the author observed the teacher in giving the instruction. The teacher in this class divided the selected 15 students into 3

groups. The teacher asked them to choose the representatives to draw pictures of fruits based on what the teacher suggested. Next, the author analyzed the score of each group. Then, the author gave a questionnaire to the 15 selected students to know their opinions about the game. The last, the author concluded the data from the whole observation.

RESULT AND DISCUSSION

In this analysis, the author observed the class teacher named Mrs Puji Lestari giving instructions. She divided the students into 3 groups. Each group consisted of 5 students. She explained that every student would take turns to be the person who drew the picture. It means, there were 15 pictures about fruits that the students must guess. However, before the game started, the teacher gave an example to make the student how the Pictionary game was.
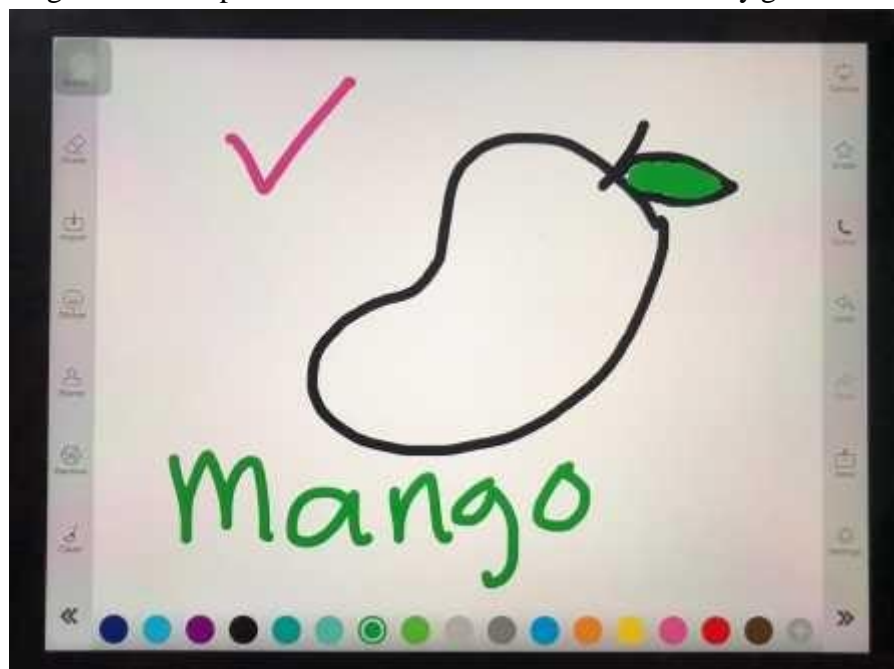

Figure 1. Teacher's sample
Source: Author's archive

In Figure 1, we can see an example of fruit drawn by the teacher. In this context, the teacher provided clear instructions so that the students understood how to play the Pictionary game. In giving instruction, the teacher began the class by describing the Pictionary games. Then, the teacher gave the pupils a rudimentary sample of the game and its rules. Next, the teacher asked one of the students to create a picture of a fruit suggested by the teacher. The pupils participated, and a few were able to provide instances of question words. After modelling the pictionary game, the teacher requested that the student play the game. The representative sketched a picture of a fruit, and the groups were given 40 seconds to answer. The teacher then requested that the student write the correct spelling of the word. The pupils then alternate between the two teams according to the rules above.

The following observation could be seen in Figure 2.

Figure 2. Student's sample
Source: Author's archive

In Figure 2, we can see that the student representative had to write the fruit picture asked by the teacher. The first picture was a pineapple. In this context, the representative went to the front of the class and drew a picture of a pineapple on the tablet. His picture was projected to the in-focus provided. Next, the students must guess what picture it was. When they could answer it, the teacher asked the representative to write the word on the mini board provided. There were several words learned by SDIT Mentari Indonesia. They were pineapple, durian, rambutans, mango, kiwi, and many more. For further analysis, we can see that the winner went to group 3 which can be seen in Table 1.

Group 1	Group 2	Group 3
400	300	700

Table 1. The Vocabulary score
Source: Author's archive

In Table 1, we can see that the winner went to group 3 with a total score of 700. It means group 3 could answer 7 English words about fruits. Then, the second winner was group 1 with a total point of 400. It means they could mention 4 correct English fruits' names. Meanwhile, group 2 got 300 points which means they could answer 3 correct English fruits' names. From the author's point of view, this game is interesting to play. It not only enhances students' vocabulary but also creates an interesting atmosphere which is in line with the early childhood education concept that indicates teaching and learning at an early age must be engaging and playful.

In closer observation, (Nrgrd et al., 2017; Whitton, 2018) (Shin, 2022) stated that play has been considered vital to human experience and learning for centuries. Play is also a source of shared pleasure, happiness, enjoyment, and innovation (Johnson et al., 2005; Singer, 2013) (Shin, 2022). According to (Fisher et al., 2010) (Shin, 2022) play-based learning is a fun learning. It has long been acknowledged that children learn and develop socially, emotionally, linguistically, physically, and cognitively through play (Copple & Bredekamp, 2009; Elkind, 2007; Hirsh-Pasek et al., 2009) (Shin, 2022). In this way, play, and playfulness are closely associated and enhance problem-solving abilities, creativity, emotional expression, and teamwork in young children (Sutton-Smith, 1997) (Shin, 2022). The following observation can be seen in Figure 3.

Figure 3. Memorizing the vocabulary
Source: Author's archive

In Figure 3, we can see the students standing up and facing each other. In this activity, the students memorized the names of the fruits they learned by mentioning the words to other friends. In this activity, the author viewed that the teacher asked her students to make two lines, lines A and B. The students in line A had to listen to the words mentioned by the students in line B, and vice versa. The author views that this technique is also essential to make the students keep memorizing the words they played in the Pictionary game. In closer observation, students must enhance their use of mnemonics as memory devices to aid in vocabulary memorization so that they may quickly grasp vocabulary. The author identifies numerous strategies to enhance mnemonics so students can readily memorize them. It involves studying alongside a pal. Although some individuals find studying alone more productive, most students find it easier to retain vocabulary items when studying with a friend (Sari, 2010).

The last observation can be seen from the result of the survey. From the questionnaire that had been analyzed by the author, there were 11 students which means 66,7% argued that playing the Pictionary game makes them improve their vocabulary. Then, 3 students (20%) argued they could improve their English vocabulary even though with some help. Meanwhile, 1 student (13,3%) stated that the game did not significantly help him in improving his English words. From this survey, it could be highlighted that mostly the students believe that the Pictionary game could enhance the students' vocabulary. In a closer context, the author views that when the students were equipped with various English words at an early age, it will make them able to speak English

or even write sentences or paragraphs in English. The biggest significance is the students will be more confident either in speaking or writing.

CONCLUSION

To conclude, children at an early age are in the golden period. Their brain can be easy to digest the knowledge. Learning English, especially acquiring new words is important. Having more words could be done through the teaching technique applied by the teacher. The pictionary game is one of the best solutions. From the research, it is proven that the Pictionary game could enhance students' vocabulary. As a result, the students that are rich in vocabulary will easily share what they have in mind. They will be more confident both in speaking and writing.

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