
THE EFFECTIVENESS OF Pictionary GAMES AS A TOOL TO TEACH VOCABULARY FOR SENIOR HIGH SCHOOL STUDENTS

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Abstract

This study investigates the effectiveness of Pictionary games as a tool to teach senior high school students vocabulary. In order to accomplish this purpose, this study was conducted in the 10th grade of a senior high school in Banten Province, Indonesia. The data used a quantitative research methodology by implementing a quasi-experimental research design. The population in this study was students of class a senior high school in Banten Province, Indonesia, and took 72 students as a sample divided into two classes. Cluster random sampling was used to select the class, and the result of random cluster sampling was obtained with 10 MIA 2 as the experimental class and 10 IIS 2 as the control class. The pre-test and post-test were selected as the research instrument to know the effectiveness of Pictionary games. The researchers used Normality and Homogeneity tests to analyze the study's data. After collecting the students' pretest and post-test, the researchers measured the results to determine the effects on students' vocabulary mastery between experimental and control groups. The post-test average of the experimental group is higher than the control group (8.392 > 5.054). It can be concluded that the Pictionary games effectively teach vocabulary in the 10th grade of a senior high school in Banten Province, Indonesia. It recommends that teachers significantly apply Pictionary games when teaching English to increase the student's vocabulary mastery.

Keywords: effectiveness, pictionary game, senior high school, tool, vocabulary

Introduction

Vocabulary is a critical component in learning English. Dwi (2017) mentions that the teacher should teach vocabulary first because vocabulary is the basic competence the students must reach to get other competencies like writing, reading, speaking, and listening. However, teaching vocabulary is not easy (Maspa, 2019). Research by Darmawan and Fatmawati (2019) supports that most students feel difficult to learn vocabulary mastery even though the teacher has taught clearly because the teacher delivers the material monotonously. Therefore, the teacher should find a tool and apply it to make the students feel happy when they learn vocabulary, particularly in English.

Besides, research by [Kartini and Kareviati \(2021\)](#) supports that the teacher has to find a solution to improve the student's vocabulary by using appropriate teaching techniques or media that interest the students. game is one technique to increase vocabulary mastery ([Darmawan & Fatmawati , 2019](#)). In line with the statement above, research by [Ferdinandus and Rahayaan \(2020\)](#) supports that a game is an excellent technique for learning vocabulary because if they only memorize it, they quickly get bored. One game that effectively increases the student's vocabulary mastery is Pictionary games. The Pictionary game directs students to phrases from drawings or guessing words ([Darmawan & Fatmawati 2019](#)). Research by [Hamer and Lely \(2019\)](#) supports that the Pictionary game is fun and can increase students' enthusiasm and motivation to help students learn English vocabulary.

Current studies prove that Pictionary games as instructional media provide positive impacts on students' vocabulary mastery in teaching English ([Grida, 2019](#); [Dwi, 2017](#); [Rianti, 2018](#); [Tahmit & Nastiti, 2019](#); [Ferdinandus & Rahayaan, 2020](#); [Kartini & Kareviati, 2021](#)). Moreover, [Dwi \(2017\)](#) stated that students could quickly get a new language during learning by using the Pictionary game. In sum, using Pictionary can help the student's vocabulary mastery and make the students more interested and enthusiastic to memorize new words.

Considering the previous studies above, the researchers focus on solving the students' difficulties in learning vocabulary with a media that effectively improve the students' vocabulary mastery. Then in this research, the researchers inferred that the Pictionary games effectively increase the student's vocabulary mastery. Therefore, the researchers intended to effectively teach vocabulary using Pictionary games to help students increase vocabulary mastery.

In this present study, the researchers would like to proper the previous studies by adding different materials and levels of education. In this study, the participants were senior high school students and used nouns and verbs for the material since the earlier studies paid little attention to that part of the vocabulary and on that level of education. Therefore, this study fills this knowledge gap by exploring the effectiveness of Pictionary games, particularly on nouns and verbs, for senior high school students in Banten province, Indonesia.

Literature Review

Concept of vocabulary

In this case, there are some definitions of vocabulary. Vocabulary is a crucial aspect of learning a language. As [Richards and Renandya \(2002\)](#) suggest, vocabulary is the core of language proficiency and the basics of listening, speaking, writing, and reading. Similarly, [Dwi \(2017\)](#) defined vocabulary as provided since the student learns about language for the first time. Vocabulary is the primary language that an individual can use to write, speak, read, or listen. Furthermore, research by [Santoso and Andriyadi \(2019\)](#) supports that vocabulary is a language system component essential to learning. In addition, vocabulary could be used as a reference tool and helps maintain a list of the 1,000 terms that are used the most on hand ([Nunan, 2015](#)).

Based on the explanation above, the researchers conclude that vocabulary mastery is essential for students to learn English. Therefore, the students need to learn vocabulary first because vocabulary plays a significant role in learning a new language, and students can quickly learn listening, speaking, reading, and writing by mastering English vocabulary.

Kinds of vocabulary

Different kinds of vocabulary are called parts of speech. [Khairani \(2019\)](#) explains that parts of speech include nouns, verbs, pronouns, adverbs, prepositions, adjectives, and conjunction;

- Nouns: A word used to describe a name, thing, person, animal, place, or idea. For example, it is a **newspaper**, etc.
- Verbs: A word used to describe an action. For example, Kirana **helps** her mother every day, etc.
- Pronouns: A word used to take the place of a noun. For example, **it** is a flower, etc.
- Adverbs: A word used to explain when, where, and how the action occurs. For example, my brother never speaks **loudly**, etc.
- Preposition: A word used before a noun or pronoun. For example, there is bread **in** the fridge
- Adjective: A word used to qualify a noun. For example, the dress is **beautiful**, etc.
- Conjunction: A word used to connect one part of speech and the other. For example, my mother likes to see dance videos **but** can be dancing, etc.

Referring to the previous study by [Dwi \(2017\)](#) that used only nouns to conduct the research, the researchers put more attention by focusing on two kinds of vocabulary to teach the students in 10th grade of senior high school in Banten Province, Indonesia, in the form of verbs and nouns.

Teaching vocabulary

Teaching vocabulary is not a spontaneous process that is easy to be done. In teaching language, the teacher should find the technique that motivates the student to learn vocabulary. Referring to [Faridi \(2012\)](#) explained, a teacher can encourage students using creative and inspirational teaching methods. [Murcia and Olshtain \(2005\)](#) stated three factors influencing English vocabulary. The first is student factors, the second is the teachers' factor, and the third is the learning facilities' factor. Regarding student characteristics, two things can be considered: curiosity and learning activities. Interest is a crucial element that might impact vocabulary. Students that interested in learning English can have motivation and enthusiasm when studying.

Furthermore, a significant issue with teaching vocabulary is that only a few words and a small fraction of the information needed to understand a word may be covered ([Richards & Renandya, 2002](#)). Therefore, teachers must find a medium that motivates students to learn vocabulary. Considering the description above, the researchers conclude that teachers must use the media to motivate students to teach. The teacher can use an exciting game that effectively increases the student's motivation and interest to learn vocabulary because it can help them learn vocabulary quickly.

Concept of pictorial games

The teacher can teach vocabulary mastery using games as a medium. Usually, the students will have more enthusiasm to learn while playing. The Pictionary is one that the teacher may utilize to teach vocabulary. The Pictionary game was designed in 1985 by [Angle \(Hinebaugh, 2009\)](#). [Dwi](#)

(2017) stated that Pictionary games are a game that involves the player to phrases from drawings or guessing words. In line with the statement above, Daulay (2021) stated that Pictionary is a guessing-word game played in pairs, where the player will draw it, and the other player will guess it. Pictionary games direct students to think about the word through pictures drawn by other pairs. Each player should draw, and the other should guess it (Naphine & Daniel, 2011).

In addition, Darmawan and Fatmawati (2019) define the Pictionary games as word games that effectively improve the students' vocabulary mastery by guessing the pictures. A Pictionary is a game that helps the students remembers the words they have known by assuming a picture of the term used by the teacher. In sum, Pictionary is a game that asks the students to guess a picture already drawn by other students to make the other students feel happy, have high motivation, and easy to learn English. Pictionary games can also help the students improve their vocabulary mastery using pictures.

The advantages of pictionary games and the instruction to use pictionary games

Pictionary games are a game that has advantages in helping students to improve their vocabulary mastery. It is supported by Hinebaugh (2009), which explained the benefits of the Pictionary games for learning a new language. The first is a Pictionary that may be used to reinforce students' understanding of the material, particularly for visual learners. Other benefits include how the Pictionary game encourages creativity in the children by having them predict the image. It is appropriate for vocabulary growth. In line with the statement above, Grida (2019) also states that Pictionary games are exciting games with advantages to making students easier to learn vocabulary because when they play the Pictionary games, they make the illustration by themselves.

A Pictionary game is a game that plays on a team. Several things need to be considered to using the Pictionary games. Hamer and Lely (2019) explained the instruction for using Pictionary games there are;

- The teachers divided students into teams.
- The teacher establishes the game's rules.
- The teacher prepares the word from the vocabulary list and writes it into cards
- Each team set the member to illustrate the word from the teacher, and other members tried to guess it.
- After the team is ready, the game starts to play it.
- A team member starts taking one of the cards, drawing and then telling the other members to guess.
- Each team member should take one of the card words and draw to guess by other members.
- The team with the high score answer is the winner.

Buttner (2007) also defines how to play Pictionary. First, the teacher prepares the vocabulary list. Then, the teacher asks students to divide into teams. Next, one student from each draws the word from the vocabulary list, and other members guess the drawing. The students should guess it at a particular time. If a team fails, the other team can answer it and steal the points. Moreover, If the teacher uses the Pictionary game as the media to teach, the teacher also teaches how the students can work well in a team.

Previously relevant studies

Several previous studies are relevant to this research. The study of the effectiveness of Pictionary games in teaching vocabulary can be seen from many research findings. For example, [Grida \(2019\)](#) informed that the researchers divided the students into two classrooms; the experimental class played Pictionary, while the control class employed traditional media. The material was done by using verbs. The result of this research is that the experimental group had an average score of 55 in the pre-test, and the control class had an average of 51. Meanwhile, in the post-test, the experimental group had an average score of 67, and the control group had an average of 61. In sum, the Pictionary game can improve students' vocabulary mastery because the score in the experimental group is more significant than the control group.

Furthermore, the other study is from [Dwi \(2017\)](#) entitled "Improving Students' Vocabulary Mastery through Pictionary Board Game at Grade IV B of Elementary School 36 Pekanbaru". The study used classroom action research for the research design, then pre-test and post-test for the test. The material of this research is a noun. The average result of the pre-test was 66.66, and the average mark in the post-test was 79.33. In sum, the post-test was more significant than the pre-test. So, the Pictionary games can help the student's vocabulary mastery.

The subsequent research by [Rianti \(2018\)](#) is "Improving Students' English Vocabulary Mastery through Pictionary Game of SD Negeri 22 Rumbio". The research design used classroom action research and nouns for the material. The result of this study is that the score in cycle one is better than in cycle two. In sum, Pictionary games effectively improve the student's vocabulary and also help students memorize vocabulary.

Then, the researchers from [Tahmit and Nastiti \(2019\)](#) entitled "Improving Students' Vocabulary Mastery through the Pictionary Words Game in Fifth Grade of Madrasah Ibtidaiyah Tarbiyatul Athfal Sumurber." The study used class observation and interviews, and nouns as the material. The result of the discussions is that the student felt that the Pictionary game could increase their vocabulary mastery and make them more interested in learning vocabulary. In sum, the Pictionary game can improve students' vocabulary mastery.

Another study is from [Ferdinandus and Rahayaan \(2020\)](#) entitled "Extending Students' Mastery of Vocabulary Learned through Pictionary Game." This study used mixed method quantitative-qualitative and class action research as the research design. The material in this research is nouns. The result is that the average in cycle one is 35%, and the standard in cycle two or after the treatment is 96%. In sum, the student's vocabulary is excellent after using Pictionary games. Therefore, the Pictionary game can help students improve their vocabulary mastery.

The last study is from [Kartini and Kareviati \(2021\)](#) entitled "The Students' Responses toward the Implementation of Pictionary Game in Teaching Vocabulary to the Seventh Grade Students in One Junior High School in Cimahi." The study used descriptive-qualitative methods and used nouns as the material. The results show significant improvement in the students after using Pictionary games to learn vocabulary. In sum, the Pictionary game helps the students improve their vocabulary mastery.

Based on the previous studies above, there are several similarities and differences between the researchers and other researchers. The equality is using the same media, namely Pictionary game, and the differences are in this study, the researchers would like to apply the Pictionary games to different levels and kinds of vocabulary. Therefore, this study fills this knowledge gap by exploring

the effectiveness of Pictionary games in teaching vocabulary in senior high school by focusing on nouns and verbs for the material. The purpose of this research is that researchers need to know the effectiveness of Pictionary games as a teaching tool for senior high school students using verbs and nouns.

Methodology

Research design

The study applied a quantitative approach as the research method and utilized quasi-experimental research as the research design to find answers to the research questions. It aims to compare students' prior and post-treatment vocabulary competence. In line with the statement above, Ary (2010) defined experimental design as a general arrangement to perform a test with independent and dynamic factors. The structure is crucial because it decides investigations within legitimacy, which is the capacity to reach correct decisions on the impact of exploration treatment on the dependent variable.

Furthermore, the study involved two variables, "Pictionary games" is the independent variable or variable X, and "Vocabulary Mastery" is the dependent variable or variable Y. In addition, this study compared two classes. The experimental class was in the first class, while the control class was in the second. Both classes had to implement a pre-test and a post-test. The experimental class did the treatment using Pictionary games before the post-test. However, the control group did not. As Sugiyono (2017) explained the research design of quasi-experimental as follows:

Table 1. *Research design for quasi-experimental*

Activity	Experimental	Control
Pre-Test	√	√
Treatment	√	
Post-Test	√	√

The location of the research population and sample

This research was conducted at a senior high school in Banten Province, Indonesia, in December 2022. The study's research population consists of all 10th-grade students at a senior high school in Banten Province, Indonesia. There were MIA 1-3 and IIS 1-3, consisting of 222 students. This study was carried out using a sample from Cluster Random Sampling. Acharya et al. (2013) defined random cluster sampling as dividing all populations into clusters or groups. Then the cluster is chosen randomly. In this research, the researchers would choose two classes of 10th grade in a senior high school in Banten Province, Indonesia. Furthermore, the random cluster sampling result is 10MIA 2 as the experimental class and 10 MIA 2 as the control class.

Collecting data

To determine the students' level of vocabulary knowledge in this study, the researchers administered a pre-and post-test.

Pre-test and post-test, the pre-test is the beginning step in collecting data in this research. Referring to Taufik et al. (2019), a pre-test is a test from the teacher or the lecturer to determine how far the students understand the material before the teacher or the lecturer does the treatment. In this step, the researchers asked the student to answer the researchers' multiple-choice essay. There were five essays and 15 multiple-choice questions in the test. The researchers did this test to determine the student's vocabulary mastery before the treatment. Furthermore, the post-test was conducted after the treatment. Effendy (2016) stated that a post-test is a test that aims to see how far the students' progress after receiving treatment. The type of test was the same as the pre-test, which is multiple choice and essay. However, the researchers made different questions from the pre-test. This experiment aimed to determine whether playing Pictionary games with students helps them learn more vocabulary. In this research, the points for each correct multiple choice were 1.5, and the points for each correct essay were 2. Then, the researchers compared the points from multiple-choice and essays.

$$\text{Students score} = \frac{\text{Result point}}{\text{maximum point}} \times 100 \text{ (Brown, 2004)}$$

Validity and reliability instrument

The validity test is a basic test that includes several considerations used as material for reliability testing. If the data does not have a high validity value, the data can be doubted. The validity test can be valid if the calculated r-count is greater than the r-table and the significance value is < 0.05 . However, if the significance value is > 0.05 , it can be concluded that the item is invalid (Komarudin & Sarkadi, 2017). The researchers used SPSS V.20 for the validity test in this research.

The reliability test determines an indicator's consistency in the research variables (Komarudin & Sarkadi, 2017). To see how significant the test value of the instrument is in reliability testing, the researchers used Cronbach's alpha value. Cronbach's alpha was used to determine the consistency of each variable item to make it easier for researchers to determine whether the data obtained is reliable by referring to Cronbach's alpha value. If it is more significant than 0.60, it can be said to be reliable. While if it is below the value of 0.60, the data obtained are unreliable. It is because of the respondents' different answers or lack of understanding. Reliability testing is carried out with the application program SPSS V.20 or Statistical Package For The Social Sciences (Hardayanti, 2019).

Data analysis

A normality test did in this study to determine whether the data were average or not. The researchers used Shapiro in SPSS v.20 to calculate this test. As Fitriyani and Andriyani (2020), the normality test is a test to see if the residual value is distributed normally or not. The criteria of the normality test are;

- If the significance > 0.05 , the data is normal
- If the significance < 0.05 , the data is not normal

A homogeneity test examines differences between at least two different distributions. It is conducted to determine whether the variables X and Y in the data are homogeneous. There is the formula for the homogeneity test;

- A. Calculated the value of F_{count} by using the formula follow;

$$F_{count} = \frac{BV}{SV}$$

- B. Calculated the value of F_{table} by using the formula follows:

$$F_{table} = F(1 - \alpha)(dk = k)(dk = N - k - 1)$$

- C. Compared F_{count} and F_{table} . The criteria of testing are ;

- $F_{count} \geq F_{table}$, it meant that the variance of the test is not homogenous
- If $F_{count} \leq F_{table}$, it meant that the variance of the test is homogenous

The researchers gathered the pre-and post-tests from the students and then assessed the outcomes to compare the impact of the experimental and control groups on the student's vocabulary knowledge. The researchers calculated the effect of the Pictionary games by using a t-test with the significance level. The significance level is 5%.

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

t : Effectiveness of treatment

M : Sum of deviation on each group

$\sum x^2$: The sum of the deviation quadrate on the control group

$\sum y^2$: The sum of deviation quadrate on experiment group

N : Subject quantity

Findings

This study was conducted from December 1, 2022, until December 12, 2022, at a senior high school in Banten Province, Indonesia. This study aims to determine the Pictionary game's effectiveness in teaching vocabulary mastery in the 10th grade of a senior high school in Banten Province, Indonesia. Furthermore, the researchers applied a quantitative approach as the research method and utilized quasi-experimental research as the research design. The data was collected from two groups: experimental and control classes. There were 37 students in 10 MIA 2 and 37 in 10 IIS 2. The class that would be experimental was 10 MIA 2. Then, the control class was 10 IIS 2. Therefore, to know the effectiveness of the Pictionary game in teaching vocabulary, the study employed both a pre-and post-test. SPSS v.20 was used to calculate the result of the test.

The researchers found mean scores of the pre-test and post-test of the experimental and control classes. The pre-test result in the experimental class was 5.14, and in the control class was 4.64. Meanwhile, the post-test result in the experimental class was 8.39, and the control class was 5.05. The experimental class's mean development was determined to be greater than the control class. It can be concluded that the experimental class's vocabulary increased after the researcher used the Pictionary game to teach vocabulary.

The result of the validity

Validity had tested in the 10th grade of a senior high school in Banten Province, Indonesia. The test gave to 37 students in the experimental class and 37 students in the control class. The data was from 50 questions of the try-out. The researchers used the Pearson correlation to check the Validity. This test can be valid if the calculated r-count was more significant than the r-table and the significance value was < 0.05 . However, if the significance value was > 0.05 , it can be concluded that the item was invalid.

Based on the result of the validity test, the researchers found that in 50 questions of try-out, 40 questions were valid, and ten were invalid. The questions were valid because the $r_{count} > r_{table}$ ($r_{count} > 0.2287$). Meanwhile, the question was invalid because the $r_{count} < r_{table}$ ($r_{count} < 0.2287$).

The result of reliability

After getting data from the try-out test, the researchers examined the reliability test using SPSS v.20 and checked with Cronbach's Alpha. If it was more significant than 0.60, it could be said to be reliable. While if it was below the value of 0.60, the data obtained are unreliable. The researchers did the reliability test from the try-out, which was valid. Forty questions were valid in the try-out test. After checking in spss v.20, the researchers concluded the data was reliable because the Result of Cronbach's alpha was more than 0.60 ($0.85 > 0.60$).

The result of the normality test

The researchers did the normality test to determine whether the pre-test and the post-test were distributed normally or not. The researchers used SPSS v.20 and checked with Shapiro-Wilk. From the result of the normality test, It can be seen that the pre-test Experimental had a result sig $0.08 > 0.05$, the pre-test control had a result of $0.12 > 0.05$, the post-test experimental was $0.12 > 0.05$, and the post-test in the control class was $0.48 > 0.05$. In sum, all the pre-test and post-test results were distributed normally.

The result homogeneity test

The researchers conducted a homogeneity test to determine whether the experimental and control classes' pre-test and post-test results were homogenous. The researchers did the test using SPSS v.20. the criteria of homogeneity were; $f_{count} < f_{tabel}$ was homogenous. Meanwhile, $f_{count} > f_{tabel}$ was not homogenous. From the result of the homogeneity test, the researchers found that in the control class, $f_{count} < f_{tabel}$ ($1.62 < 4.12$), and in the experimental class, $f_{count} < f_{tabel}$ ($4.01 < 4.12$). In sum, all the data in both classes was homogenous.

The result of the testing of data (t-test)

The researchers tested data (t-test) to prove the effectiveness of Pictionary games in teaching vocabulary mastery in the 10th grade of a senior high school in Banten Province, Indonesia. The

criteria of the testing data were; if $t > 0.05$, the null hypothesis (H_0) was accepted, and the alternative hypothesis (H_a) was rejected. It means there is no influence between the independent variables on the dependent variable. However, if $t < 0.05$, it means the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. It means there is an influence between the independent variables on the dependent variable. The researchers checked with paired samples test.

From the data testing (T-test) result, the experiment and control classes came to different conclusions. In the experimental class, the value of t was lower than 0.05 ($t < 0.05$). Therefore, the t -test result in the experimental class was null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. However, in the control class, the value of t was higher than 0.05 ($t > 0.05$). Therefore, the null hypothesis (H_0) was accepted, and the alternative hypothesis (H_a) was rejected. In addition, it can be concluded that using the Pictionary game effectively taught vocabulary mastery in the 10th grade of a senior high school in Banten Province, Indonesia.

Effect size

Step 1: Calculated the value of effect size (r) by using this formula:

$$r = \frac{\sqrt{t^2}}{\sqrt{t^2 + df}}$$

Where:

r : effect size

t^2 : t_{count} from the calculation of independent t_{test}

d.f: degree of freedom

$$\begin{aligned} r &= \sqrt{\frac{(-15.636)^2}{(-15.636)^2 + 72}} \\ &= \sqrt{\frac{-244.48}{-244.48 + 72}} \\ &= \sqrt{\frac{-244.48}{-172.48}} \\ &= \sqrt{1.417} \\ &= 1.190 \end{aligned}$$

Step 2: Interpreted the value of effect size (r) by seeing the scale of effect size:

Table 2. The result of effect size

Relative Size	Effect Size
Small	0.100 – 0,234
Medium	0.234 – 0,370
Large	> 0.371

Based on the result of the calculation of the effect size of the independent test. It can be interpreted that the effect size was 1.190. It means that in interval >0.371 , it was showed the effect size in this test had a significant effect size. Therefore, it can be implied that Pictionary effectively improves students' vocabulary mastery.

Discussion

The researchers discuss the analysis described in the previous sub-chapter in this section. The researchers did the research in the 10th grade of a senior high school in Banten Province, Indonesia, and took experimental and control classes. The total of students in the experimental class was 37, and the control class was also 37. A pre-test and post-test served as the test instruments. Before the pre-test, the researchers conducted a try-out using verb and noun questions to determine whether the questions were valid and reliable. The total of questions was 50 questions. The researchers used SPSS v.20 to know the data was valid and reliable. The researchers found that 40 questions were valid and reliable, and ten were invalid. The valid numbers can be used as a pre-test and post-test in the experimental and control class. Therefore, the researchers used 40 valid questions and divided them into pre-test and post-tests. The result of the test about the instrument is accurate.

The first test after the try-out was a pre-test. The researchers conducted the test on December 5, 2022. The researchers gave a pre-test for the experimental class and control class. The test was given to determine essential competencies and to know prior knowledge before receiving treatment. The mean of the result of the pre-test in the experimental class was 5.149. Meanwhile, the mean result in the control class was 4.649. Therefore, it can be concluded that the pre-test result was; the score of the experimental class more than the score of the control class.

After the pre-test result, the researchers did the treatment. Referring to [Dwi \(2017\)](#), the researchers conducted the treatment thrice from December 6, 2022, until December 8, 2022. The treatment of both the experimental class and the control class was different. The researchers used Pictionary games to teach vocabulary mastery in the experimental class. The researchers saw that the students were enthusiastic and enjoyed the teaching-learning process. Then, the students in the control class were taught by power point text. The researchers saw that students did not understand the material presented. It is supported by [Ferdinandus and Rahayaan \(2020\)](#) that Pictionary games can make students enjoy learning vocabulary. Therefore, the students are easy to memorize the new word.

The next activity was the post-test. This activity was conducted on December 9, 2022. The researchers gave a post-test for the experimental class and control class. The test gave to determine essential competencies and to know prior knowledge after receiving treatment. The test result was that the experimental class had higher scores than the control class. It was indicated with a score of 8.392 from the experimental class and 5.054 from the control class ($8.392 > 5.054$). In sum, the Pictionary games effectively improved the student's vocabulary mastery in the experimental class. It is supported by [Hamer and Lely \(2019\)](#) that the Pictionary game effectively increases vocabulary mastery for the student. The Pictionary game effectively increases vocabulary mastery for the students.

After all the tests were finished, the researchers used SPSS v.20 to calculate and analyze the t-test. The t-test result was $t > 0.05$ ($0.00 < 0.05$). The null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. The researchers concluded that Pictionary games effectively increased the value of students' vocabulary mastery.

The effectiveness of using the Pictionary game to teach vocabulary mastery can be seen in the experimental class students' scores which were increased after the Pictionary game was applied in the experimental class. This study also confirms what was found by Grida (2019), Dwi (2017), Rianti (2018), Tahmit and Nastiti (2019), Ferdinandus and Rahayaan (2020), and Kartini and Kareviati (2021). All of the researchers also found that the Pictionary game was effective in increasing vocabulary mastery. Based on this study, Pictionary games were adequate as a learning tool and made the students more excited and enjoy learning vocabulary in English.

Conclusions and Recommendations

The data analysis showed that the experimental class scored more than the control class. The result of the hypothesis was $0.00 < 0.05$. It can be concluded that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. It also can be seen in the effect size with r 1.47, which means the Pictionary game had a significant level. In sum, the researchers concluded that the Pictionary game effectively teaches vocabulary mastery because the students' vocabulary mastery was increased after using the Pictionary game.

Considering the results obtained in this study and the discussion in the previous chapter, the researchers would like to suggest improving vocabulary mastery. The teacher should be creative in preparing the media to teach to make the students more enthusiastic and enjoy the teaching-learning process so the students have the motivation to learn. As a result of this research, Pictionary games effectively improve the student's vocabulary mastery and make the students interested to learn vocabulary. Besides, the students can use the Pictionary game as the media to learn vocabulary because this media uses a picture and asks the students to work in a team. Therefore, the Pictionary game effectively excites the students to learn vocabulary. It is also recommended for further researchers to conduct the same research but in different skills like speaking, reading, writing, or listening.

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