COMPARING THE STUDENTS VOCABULARY ACHIEVEMENT TAUGHT THROUGH PICTIONARY GAME AND CROSSWORD PUZZLE

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Abstract: Comparative Study of Students' Vocabulary Achievement Taught by Pictionary Game and Crossword Puzzle at The Second Grade of SMP N 01 Kalirejo. *This research was intended to find out the difference of students' vocabulary achievement between the students taught through Pictionary Game and those given Crossword Puzzle. The subjects of this research were class VIII D and VIII F of SMPN 1 Kalirejo. The data were collected using the pretest and the post-test of vocabulary tests. The result showed that the students who were taught using Crossword Puzzle had the higher scores than the students who were taught by Pictionary Game with the significant level (p) 0,03. Crossword Puzzle improved the students' vocabulary better than Pictionary Game did.*

Keywords*: Pictionary game, Crossword Puzzle, Vocabulary*

Abstrak: Perbandingan Hasil Belajar Kosa-Kata Siswa yang Diajarkan Menggunakan Pictionary Game and Crossword Puzzle. Penelitian ini bertujuan untuk mencari perbedaan hasil belajar kosa-kata siswa-siswi yang diajarkan *Crossword Puzzle* dan *Pictionary Game*. Penelitian ini melibatkan dua kelas yaitu kelas VIII D dan VIII F di SMPN 1 Kalirejo. Data didapat melalui pemerolehan ujian awal dan ujian akhir ujian kosa-kata. Hasilnya menunjukan bahwa siswa-siswi yang diajarkan menggunakan *Crossword Puzzle* mendapatkan nilai yang lebih tinggi dibandingkan dengan siswa-siswi yang diajarkan menggunakan *Pictionary Game* dengan statistik level signifikannya 0,03. Hal ini berarti *Crossword Puzzle* secara signifikan lebih baik daripada *Pictionary Game* dalam meningkatkan pemerolehan kosa kata siswa.

Kata Kunci: Pictionary game, Crossword Puzzle, kata

INTRODUCTION

One of the important aspects of English language is vocabulary. This is because the more words that the students know, the more they are able to understand what they hear, read, and will be easy to speak and write. Hence, It will be easy for the students to speak, read, write and listen related to the target language by mastering the vocabulary. Vocabulary is the total number of words that are needed to communiate ideas and express the speakers' meaning (Alqahtani, 2015). Without grammar very little can be conveyed; without vocabulary nothing can be conveyed. In order to communicate effectively, we should know such various vocabulary (Thornbury, 2002).

When the learners are learning a new language, they should have enough vocabulary in order to master the skills such listening, speaking, reading, and writing. This is particularly true for vocabulary teaching that occurs in the context of message-focuses activities involving listening, speaking, reading, and the activity (Nation, 2005). Deliberately teaching vocabulary is one of the least efficient ways of developing learners' vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary program (Nation, 2005). Additionally, the students who wanted to master English skills should be taught vocabulary well. Unfortunately, there were some problems in teaching vocabulary which were implemented by the teacher in the school. Less interactive classroom in teaching and use conventional technique were the examples of not effective teaching vocabulary. One of the effective ways to solve the problem was using game. The effective techniques in learning vocabulary was by using game. The effect of the game in learning vocabulary was better than other techniques because students were be easy to remember what they learned without any pressure since the students enjoyed the activities. Huyen and Nga (2003) state that student's seemed to learn new vocabulary more quickly and retain it better when it is applied in a relaxed and comfortable environment such as while ESL games.

Some games which were interesting to be implemented in learning vocabulary were Pictionary Game and Crossword Puzzle. Pictionary Game is a game that involves students guessing words or phrase from drawings. The students work in teams, each member of the team taking turns to be an artist to draw a picture of a vocabulary word given by the teacher. The first team to guess correctly earns a point and the new artists or other students have a turn with another word (Thornbury, 2002). The players have authority to make their own picture without any exact rule whether this is a good picture or not. It is free for the player to visualize the word into a picture by using their own creativity. Pictionary Game is a picture-based guessing game. And another game is Crossword Puzzle. Crossword Puzzle is game which required to the participants to fill the grid with a letter and they should look at the clue before fill it. Dhan as cited by Utami (2014) defines a Crossword Puzzle as the puzzle with sets of squares to be filled in with words / numbers, one letter / number to each square.

Thus, from the explanation above, the researcher was interested to find out which one of both techniques between Pictionary Game and

Crossword Puzzle significantly increased the students' vocabulary achievement and what aspect of vocabulary especially in content word significantly improved after being taught by these techniques.

METHOD

In this research, the researcher used two groups pretest - post-test design because the researcher wanted to know which one between Pictionary Game and Crossword Puzzle are more effective for the students' achievement in learning vocabulary.

The research design, that was two groups pretest – post-test design, was illustrated as follow:

G1 $T_1 X_1 T_2$
G2 $T_1 X_2 T_2$

In which,
T1 : pretest for students' vocabulary achievement before treatment was given
T2 : post-test for students' vocabulary achievement after treatment was given.
X1 : treatment using Pictionary game in 4 meeting
X2 : treatment using Crossword Puzzle in 4 meeting
G1 : The class which will be taught using pictionary game
G2 : The class which will be taught using Crossword Puzzle

In this research there were two variables, they were dependent variable and independent variable. The independent variable was the two techniques that were used as a treatment in teaching vocabulary for the students. On the other hand, independent variable was students' score in vocabulary test. The score showed data about students' vocabulary achievement and be used to identify which one was better between Pictionary Game and Crossword Puzzle.

RESULT AND DISCUSSION
Result

This research was conducted to compare students' vocabulary achievement between those who were taught through Pictionary Game and Crossword Puzzle. By comparing these techniques, the researcher found out the significant difference in student's vocabulary achievement and which one of those tecniques was better between Pictionary Game and Crossword Puzzle to increase students' achievement in learning Vocabulary.

The researcher found that there were significant difference in student's vocabulary achievement taught through Pictionary Game and Crossword Puzzle. It can be seen from the table below.

Table 1. Table of Gain Score

Group	N	Mean	Std. deviation	Std. Error Mean
Pictionary Game Crossword Puzzle	33 32	14.4242 20.4242	9.03822 13.26929	1.57335 2.36338

Table 2. Table of Significant Score

	Leven		T test						95 %	
	F	Sig	T	Df	Sig	Mean	Std er		Low	up
Gain Equal varianced assumed	.889	.349	-2.21	63	.030	-6.26	2.82		-11.9	-.622
Equal varianced not assumed			-2.20	54.2	.032	-6.26	2.83		-11.9	-.571

Table 3. Mean Score of Students' Vocabulary Achievement Taught by Pictionary Game and Crossword Puzzle.

	content word	Mean					
		The Students who taught Pictionary game			The students who taught Crossword Puzzle		
		Pre	Post	Gain	Pre	Post	Gain
1	Noun	54	80.1	26.1	53.9	72.7	18.8
2	Verb	50	60.1	10.1	56	72.6	16.6
3	Adjective	56	70.3	14.3	64.3	86	21.7
4	Adverb	55.1	60.9	5.8	63	88	23

The data show that there is significant difference between gain of each technique which can be shown by p value 0.03<0.05. In case, Crossword Puzzle is better technique in improving students' vocabulary achievement than Pictionary Game. The gain betwen two techniques also show that there is significant difference of students' vocabulary achievement.

Beside that, the data also provides classword getting from pre-test and post test score of vocabulary. The data are the gain of mean score from each aspect of vocabulary which is shown as follows.

Discussion

The research used two techniques for teaching vocabulary which were Pictionary Game and Crossword Puzzle in this research. In the previous research, finding by Rhokuma (2011), which examined about the effectivity Crossword Puzzle compared to Quarted Card . The result of that research found that using Crossword Puzzle in learning vocabulary gives higher achievement vocabulary achievement than uisng Quarted Card.

In this research, the researcher tried to compare two techniques. Pictionary and Crossword Puzzle were the technique which used in this research. It was needed in order to know which one was better to give increasing in students' vcabulary achievement when were taught using techniques which the previous research proved that the technique could give significant improvement when it was compared to Quarted Card. Therefore, the researcher chose two classess for the samples of the research to be the experimental classess. This case was given to optimalize the result of the research.

The researcher finds that Crossword Puzzle is better than Pictionary Game in improving students' vocabulary achievement in learning vocabulary by looking at pretest anf post-test score. There are significantly difference in students' vocabulary achievement taught by using Pictionary Game and Crossword Puzzle. Crossword Puzzle is made the score of students in learning vocabulary improving significantly from 59.1 to 79.8 . It shows that the gain score using Crossword Puzzle class is 20.7. On the other hand, the class which is taught using Pictionary Game increases its mean score from 53.8 to 68.3. In other words, the gain mean score in Pictionary Game is 14.5.

In the process of the research, it was found that there were problems when conducting Pictionary Game. The students were very noisy. They wanted to guess the picture but they guessed together so the researcher could not listen the voice and the condition of the class was not calmly. When the game was playing, all the audience came in front the class so, it disturbed the student's concentration who was describing the picture in front of the class. When the students described the picture to other students. They used a very simple sentence. It was caused maybe they described the picture based on the word that they had known than built new word. Pictionary Game made the students learn the vocabulary based on their understanding in concrete things rather than abstract like noun. By describing the picture, most of students only focussed on what they saw.

In other cases, learning process in Crossword Puzzle were conducted calmly. All the students played Crossword Puzzle without any disturbance from other students, so the class was retrained. They did the Crossword Puzzle in couple. So the class could be controlled. Therefore, both of these techniques could be increased students' vocabulary achievement during the treatment by looking at the assignment which was done by the students.

The researcher analyzed that using Crossword Puzzle gave a better

achievement in learning vocabulary than using Pictionary Game because the researcher had determinded and had chosen the topic properly which can be implemented in Crossword Puzzle. And all the content word have covered on the Crossword Puzzle such as noun, verb, adjective, and adverb. The researcher saw that the students found their confidence when they found the answer in Crossword Puzzle correctly and when the students had difficulty with the puzzle, they hag the challenge to ask questions and search the correct one. They would find the answer by using dictionary or ask to their partner.

On the other hand, the students who are taught using Crossword Puzzle got the achievement near similar each word class. This condition happened because the students who were taught using Pictionary Game only used their creative thinking in producing the words in teaching learning proccess that was usually dominated by concrete thing. That was matter which made that the students acquired more in class word noun. On the other hand, the students who were taught Crossword Puzzle had a good achievement in each aspect because they had a chance to review vocabulary from the textbook with crossword puzzle sheet. Since the number of vocabulary that the students practiced in learning proccess was large, they tended to gain more knowledge of vocabulary.

So, when the students often practiced in learning procces using Crossword Puzzle, they would remember the word that they had written since they learned in learning proccess.

CONCLUSION AND SUGGESTION

Conclusion
Based on the result of the analysis, the writesr conluded that:

1. There is a significant difference the students' vocabulary achievement which is taught using Pictionary Game and Crossword Puzzle.
2. The vocabulary achievement taught using Crossword Puzzle is better than using Pictionary Game. Crossword Puzzle is better to teach vocabulary because it is very simple and challenge. I think this technique is suitable to be used to all grades of learners starting from the beginner level until advanced level. The students who learn Crossword Puzzle can review vocabulary from the textbook with crossword puzzle sheet. Since the number of vocabulary that the students practice in learning proccess is large, they tend to gain more knowledge of Vocabulary. So, when the students often practice in learning procces using Crossword Puzzle, they will remember the word that they have written since they learn in learning proccess.
3. The students who are taught using Pictionary Game get better improvement in class word noun and the students who are taught using Crossword Puzzle are the achievement near similar each word class.

Suggestion

Some suggestion that the writer likes to propose based on the conclusion are as follow:

1. English teachers are recommended to use Crossword Puzzle for teaching students to develop vocabulary in each word class since the number of vocabulary that they practice is large. For example : the teacher often gives the students some Crossword Puzzles during learning process.
2. The researcher recommends for the teacher to be creative in learning pictionary game not only focus concrete word but also other word like adjective. Eventhough pictionry game tends to focusses on concrete word but the researcher can include such other word like adjective. For example: the teacher trains the students to describe the picture in a complete sentence. So they can reach other words.
3. The researcher recommends for the teacher to use multiple choice test because it will make the students easier to do the test that there is not any distractor in the options. So, it can make the result of the test valid and reliable.

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