Using Pictionary as an Effective Way to Improve Young Learners' Reading Skill on a Procedure Text

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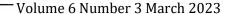
ABSTRACT

This study aims to see how successful Pictionary is at teaching procedural text. Fifty students from Mojokerto's MA Al-Istiqomah second year participated in this study. This study employed a one-group pretest-posttest design. Field notes were used to collect data, and pupils' reading achievement was determined using the minimum passing score. The current research examines the impact of utilizing Pictionary to increase students' comprehension of process language, particularly in determining primary verbs used in the procedure text. As the research tool, a vocabulary test was conducted. The results demonstrated that applying the Pictionary game approach improved vocabulary attainment. This implies that the Pictionary game approach makes it easier for kids to learn a new language.

Keywords: Pictionary Game, Reading Comprehension, Visual Learning

INTRODUCTION

According to Thornbury (2002:13), "Without grammar, very little can be expressed without vocabulary, nothing can be conveyed". Therefore, it shows that vocabulary is very crucial in learning the language. Students' vocabulary can be developed inadvertently by reading, listening, and speaking. The underlying information and prior experiences of a pupil significantly affect vocabulary development. Students better comprehend their reading as they make connections between familiar and unknown words. As a result, the more experienced youngsters have for homework or being read to before entering school, the more background information they have to help their reading comprehension (Hall, 2006).

The organization of information and environment to assist learning is known as instruction. By using the background, we don't only mean the physical location of education, we also include the instructional media, techniques, and other teaching tools that are used to communicate information and direct the learner's study (Bourgoin & Le Bouthillier, 2021; Isabel et al., n.d.; Kupchyk & Litvinchuk, 2021). As

a result, it is often the role of the teachers to arrange information and the atmosphere. The setting (methods, media, and other facilities) as well as how data is used are determined by the instructional strategy chosen (Bahauddin & Setyaningrum, 2019; Simbolon et al., 2020). For example, when teachers direct instruction on effective word-building strategies, students develop their vocabulary (Hall, 2006).

In response to the preceding statement, teachers can be said to play an important role in facilitating learners by involving the selection, arrangement, and delivery of information in a suitable environment (instructional media, materials, and teaching methods), as well as the way students interact with that information in classroom teaching and learning activities (Azizah et al., 2021; Bawani & Mphahlele, 2021; Torro et al., 2021). As a result, it is critical to ensure that teachers are aware of their students and that they are expected to actively participate in the teaching and learning process through integrated language teaching and learning (Chen & Yuan, 2021).

To assist their students in learning English, an English instructor must be imaginative and creative. They should be able to establish a conducive environment. One of the teacher's responsibilities is to promote the educational media or technique's quality. This enables students to express themselves in English, which is one of the instructional component's ultimate goals (Bulman et al., 2021; Mróz & Ocetkiewicz, 2021). To maximize the efficacy of teaching and learning, the teacher must consider appropriate techniques for creating and supervising learners in teaching-learning activities (Hapsari, 2019; Simbolon et al., 2020).

Shabiralyani (2015) focused on the study of visualizations. They are essential in the educational system. Visual aids are technologies that are used in classrooms to help students learn more easily and effectively. Visual aids are the most effective technique for making instruction more successful and for disseminating knowledge. Graphical representations are tools that help instructors clarify, develop, correlate, and coordinate precise conceptions, understandings, and appreciations, as well as make learning more authentic, dynamic, motivating, encouraging, meaningful, and glowing. The following are the study's findings:

1. Everyone has a tendency to overlook things. The use of visual aids effectively increases the long-term memory of more concepts.
2. Learners can understand effectively when various visual aids suitably inspire them.
3. When kids see and hear, visual aids help to create a more realistic impression.
4. Visual aids give a detailed illustration of intellectual thought.
5. Visual elements provide an engaging atmosphere for kids.
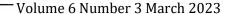6. Visual tools assist kids in expanding their vocabulary.

7. Visual tools assist the instructor in gaining time and making information persistent.
8. Visualizations give pupils hands-on experience.

Pictionary is one of the visual tools that is a guessing game designed by Robert Angel, with graphic design by Gary Everson, and initially released by Angel Games Inc. in 1985. (Iswandari, 2017) stated that students must create their pictures or drawings based on the English terminology presented on the card when playing Pictionary. It could aid in the development and reinforcement of any number of facts, figures, or theories. Pictionary rules will aid in the development of creativity and problem-solving skills. Players must be creative and select sketches that successfully express the association with the rest of their team, therefore, it is ideally suited for honing certain grammar and vocabulary abilities. Furthermore, Pictionary is a game in which pupils guess words or phrases from illustrations. The kids work in groups, with each team member taking turns as the artist, drawing an image of a vocabulary word supplied by the teacher.

According to the data given above, a Pictionary game can be an effective instructional tool in improving interaction and problem-solving ability. Furthermore, it can be used to strengthen concepts in other areas of study for visuals, it can support facts, numbers, or theories. Pictionary guidelines will lead to innovation and creativity. According to Efiza (2017), students guess words or sentences from drawings in a Pictionary game. This game is played in groups, and each participant takes a turn being the illustrator.

The previous study on using visualization as a language tool was conducted by (Halimah et al., 2020). Students' learning results were compared before and after using picture and picture learning models via the audio-visual medium in the study. This survey covered all seventh-grade pupils from Junior High School 2 Sampit in 2015/2016. Simple random sampling was used to obtain samples from 38 pupils in space B of class VII. The examination test Paired Sample T-Test, according to the researchers, displays the average score of students' learning results before and after using the learning model. As a result, audio-visual media is successfully used to implement the image and picture learning paradigm.

(2021) Retno sought to ascertain the impact of a cooperative learning approach in Numbered Heads Together (NHT) supported by image puzzle Media on self-efficacy and student learning results. The study's design employed was a quasi-experimental design in the form of a nonequivalent control group design. This study's sample was drawn from class XI at SMA Al Islam Wirosari using non-probability sampling and a total of 77 students. Based on the discussion and analysis results, it is possible to infer that the Numbered Heads Together (NHT) in cooperative learning model supplemented by image puzzle media are beneficial in increasing self-efficacy and student learning outcomes in the coordinate system

content. (Roslina: 2017) also sought to explore the impact of image storybooks on students' reading comprehension and explain students' perceptions of using picture storybooks in reading. The findings demonstrated that picture storybooks might increase pupils' reading and their enthusiasm for reading. In addition, the results indicated that picture storybooks influenced the students' reading comprehension, with a value of 0.025 shown with better scores obtained in the post-test.

According to the research, digital educational games can be useful methods for teaching knowledge. When examining learning and success, researchers recommend focusing on motivation, game load, and interaction. Gaming experience and English competence appear to be extra important elements in learning achievement, particularly for non-native English speakers. The data show that gaming and English proficiency are two mediating factors in educational game learning performance. According to the study, gaming skills and English comprehension abilities reduce cognitive load, allowing students to focus their energies on more meaningful learning (Stiller & Schworm, 2019).

According to the researchers' observations, past research, and the preceding account, the purpose of the teaching and learning process, notably procedure text, would be more fully realized by employing the Pictionary game. As a result, the researchers used a One-Group Pretest-Posttest Design to teach procedural text reading comprehension for second-grade students at a senior high school, MA Al-Istiqomah, Mojokerto, using a Pictionary game. The study focused on the usefulness of utilizing the Pictionary game to teach procedure text to second-year students at a senior high school, MA Al-Istiqomah, Mojokerto, by evaluating pre and post-test results. The alternate hypothesis in this study is that the second-grade students of MA Al-Istiqomah, Mojokerto will improve their procedure text comprehension by utilizing the Pictionary game. The null hypothesis suggests no significant improvement in the reading achievement of MA Al-Istiqomah second grade pupils subsequently using the Pictionary game. In conclusion, this study's research question is as follows: do second-year MA Al-Istiqomah students have a higher score in interpreting procedure literature using the Pictionary game?

METHOD

The current study focused on determining the usefulness of using the Pictionary game in teaching procedure text. The researcher used a One-Group Pretest-Posttest Design to achieve this goal. Pre-Experimental Research Design is another term for this (Latief, A.M. 2016). The relevance of the approach is determined by comparing the mean scores of the pre-test and post-test phases. Once the post-test average score is more excellent than the pre-test means score, it may be concluded that the intervention or strategy execution seems to have become successful.

Table 1: Pretest-Posttest Design for One Group

Pretest	*Treatment*	*Posttest*
O_1	X	O_2

This research was carried out at MA Al-Istiqomah in Mojokerto. The current study included fifty second-year MA Al-Istiqomah students from all three classes during the academic year 2021/2022. The researcher and MA Al-Istiqomah's English instructor employed tests as the device to collect data. The assessments were created to learn more about the students' abilities to understand and identify the meaning of the instructional verbs in the process text before and after performing the steps designed as a Pictionary game.

In this study, the researcher scheduled four 45-minute meetings each day, lasting two weeks, based on the students' schedule. The first meeting was utilized to conduct the pre-test phase. The second and third were through playing Pictionary with an intriguing practical aspect. Finally, the post-test was completed on the fourth day of the conference. The pre-test and post-test consisted of ten true-false questions and five multiple-choice questions based on procedural material from the course plan. Therefore, the exam was deemed content valid since the language test covers topics taught and chosen based on the K13 Curriculum Guide through the second year of senior high school.

To establish the students' language performance before and after the therapies, the pre-test and post-test scores were compared. The researcher computed the data using the paired t-test, the researcher utilized IBM SPSS Statistic Version 20 in this stage. SPSS stands for Statistical Package for the Social Sciences. This application may evaluate data gathered from observations, surveys, tests, and other sources. It can effectively demonstrate data analysis variation and display functions, such as graphical data presentation and statistical analysis.

RESULTS AND DISCUSSION

To play the game of Pictionary, every team is moving pieces on a board game made up of a series of rectangles. Each block includes a letter or form that indicates the sort of picture placed on it. The goal is to be the first team to finish the board's last spot. To do this, a participant should recognize the phrase drawn by their teammate. If the gamer falls on an "all play" block, one participant out of each squad tries to express the same notion at almost the same time, with the two groups competing to see who can answer fastest. The first person to arrive and accurately predict the finish line won.

Furthermore, in the Pictionary game, the squad selects one member to start sketching, this role alternates with each phrase. The painter chooses the card from a set of specialized Pictionary cards and attempts to create images that correspond to the words displayed on the card. The drawings cannot include any letters and numbers, nor may the illustrator provide auditory prompts concerning the issue. Then, the partners start figuring out what word the artwork is supposed to be representing. Each Pictionary card has a set of five words inscribed on it, and there are five distinct types of blocks on the board. After that, teams should sketch the keyword that matches to the tile on the grid where the players sign is.

Based on the facts presented earlier, it can be concluded that the following are some guidelines for using the Pictionary activity in the schoolroom:

1. Students are divided into groups. The number of groups in a class can be determined by the number of pupils in the class, and they can be divided by position.
2. The rules of the Pictionary game are described by the teacher.
3. To illustrate, each group is given a word.
4. Someone from each group is assigned to sketch and explain each sentence given by the instructor. The students in the front and back of the class could be among the others.
5. The instructor who places a compilation of that term will sketch at the front table, together with a large piece of paper for each learner to draw several words.
6. When all people are prepared, the instructor gives the signal to begin, and each student starts playing.
7. After just a reminder, each team participant starts taking one of the decks, starts to sketch, and then tells the other teammates to answer (those who are drawing say yes if correct and no if incorrect).
8. As teammates, each student gets a turn going forth to pick one of the board keywords and draw to be guessed by group members.
9. The champion is the group that correctly guesses the most words in the shortest amount of time.

Table 2. The Pictionary treatment

Pre-test	Treatment	Posttest
The mean score	Pictionary game	The mean score
73.76	1. Given the card	82.08
	2. Sketch the card	

3. Guess the
drawing

Table 2 demonstrated that the mean of the students' scores increased after they played the Pictionary game. The pupil's mean score on the pre-test set was lower than the minimum acceptable mark. However, the pupil's mean score was higher than the minimal proper mark during the post-test. The passing grade for English is seventy-five.

Table 3. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	73.76	50	7.041	.996
	Post Test	82.08	50	6.540	.925

Table 3 discusses the Paired Samples T-test results. According to statistics, the pre-test group's mean score was 73.76, while the post-test group's average score was 82.08, with N values of 50 for both the pre- and post-tests. As a result, the post-test mean score was 8.32 points higher than the pre-test mean score. The pre-test score had a statistical significance of 7.041, whereas the post-test score had a standard error of 6.540. The average absolute error before the test was 0.996, while the mean error margin after the test was 0.925.

Table 4: Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test & Post Test	50	.811	.000

Table 4 shows the outcomes of Paired Samples. Both the pre-test and post-test have significant correlations. Both samples had a statistical correlation of 0.811, with a statistically significant level of 0.000, according to the table. It was evident that the substantial statistical value of 0.000 was less than 0.05. Depending on these results, it was acknowledged that the Pictionary game had a considerable effect on leaner's learning process and significantly impacted pupils' reading comprehension.

Table 5: Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest	-8.320	4.206	.595	-9.515	-7.125	-13.987	49	.000

According to the Paired Samples Test calculation shown in table 5, the discrepancy means between pre-and post-test scores was 8.320, or 82.08 minus 73.76 = 8.32. Both samples had a standard deviation of 4.206, a common error mean of 0.595, and a disagreement of difference ranging from 9.515 to 7.125. (95 percent Confidence Interval of the Difference). Paired Samples Test Significance (2-tailed) was 0.000, less than 0.05. It denotes the importance of the difference in the students' pre-test and post. Furthermore, based on this data, it can be inferred that the adoption of the Pictionary game in the students' reading process has a significant impact on pupils' grades.

DISCUSSION

The Pictionary game effectively increases pupil's drive to become more independent readers while reducing fear. Pictionary also teaches pupils how to control their learning and cognitive processes. Students who play the Pictionary game while learning a language report that they are more engaged in their learning process and can better identify the terminology used in the procedural text. Students may understand how to successfully and cooperatively complete a specific project with no anxieties, but greater satisfaction in learning the course and text.

Pictionary is a practical instructional approach for enhancing interaction and problem-solving ability. It is perfect for visual learners to reinforce ideas in other subjects; it may grow and strengthen any series of data, statistics, or notions. The focus of the Pictionary rules will be on improving innovative and counter-intuitive thinking. Players must not only be creative, but must also select sketches that successfully express the association with the rest of their team, therefore, it is ideally suited for honing specific grammatical and lexical abilities.

The study's purpose was to demonstrate that the Pictionary game had a significant and positive impact on students' cognition and understanding when

reading procedural literature. Consequently, the students may gain a higher grade and more self-confidence in overcoming hurdles in their learning process, resulting in improved growth. Based on the result, the current study's findings are consistent with the findings of earlier investigations. In general, the Pictionary game is a valuable and successful approach for aiding kids in comprehending the reading text (Halimah et al., 2020; Roslina, 2017; Retno et al., 2021; Stiller & Schworm, 2019).

CONCLUSION

After discussing the guidelines of using the Pictionary game, including the action plan of enjoying the Pictionary play in the schoolroom to increase the pupils' reading skills. It may be stated that the Pictionary game was simply one of many engaging board games in the English classroom as a teaching approach or tactic. It is critical to highlight various advantages of using this Pictionary game to learn languages. The Pictionary game, for example, is excellent for ELL kids or individuals. As a result, depending on the game type, it provides language practice in listening, speaking, reading, and writing.

Furthermore, the Pictionary game promotes blended learning in teams. Nonetheless, there are some disadvantages to utilizing a Pictionary game, such as the fact that it only gives visual reinforcement learning. Some students are hesitant to work in groups. Pictionary may be challenging and discouraging for those who cannot draw correctly. For this, it is proposed that Pictionary game could be one of the alternate tools for supporting English language teaching and learning. This research is limited to a certain area. Further research is advised to reveal a broader field examining the impact of Pictionary game on students' self-regulated learning.

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