

PICTIONARY IN ENGLISH TEACHING AT SCHOOL

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Abstract:

This study is aimed to find out the effectiveness of using Pictionary game to increase students' English vocabulary at secondary school students. The main aim of this article was to know whether teaching vocabulary by using Pictionary game was effective to the students. The sample was students of class consisted of about 25 students. Some students' interview that has conducted to 5 students. The result shows that Pictionary game technique is useful to draw the students' motivation in learning English vocabulary and made the students more active to get involved in teaching and learning process actively. Therefore, Pictionary game effect significantly on students' English vocabulary achievement.

Key words: Pictionary game, vocabulary, Implement Pictionary in the classroom.

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In today's dynamic classroom, teachers are always on the lookout for innovative methods to engage students in language learning. One such method that has gained popularity is Pictionary. This classic drawing game not only makes learning fun but also effectively reinforces vocabulary, enhances communication skills, and fosters teamwork among students. Pictionary is a game where players take turns drawing a word or phrase while their teammates try to guess what it is. Teaching vocabulary is important because it is one of language elements that should be taught to support the language skill development. Vocabulary is related to words that are used in spoken and written communication. Pictionary is an excellent tool for reinforcing new vocabulary. By drawing and guessing words, students engage with the material actively, which aids retention. Students are encouraged to express ideas visually, which can lead to unique interpretations and creative thinking. Moreover, no matter how well students learn the other English four skills but without words to express a wide range of meaning, communication in the second language just cannot happen and nothing can be conveyed. Mastering vocabulary enables students to achieve the success of learning English. By using a games as a technique in teaching vocabulary, it enables teacher in observe student's personalities, teach them how to work as a team build their relationship with the others, and also practice students' various skills in more fun ways. Therefore, in this study, the writer will implement Pictionary game as a technique in teaching vocabulary to school students.

Vocabulary had been a particular subject of students to learn, it included at the margin within lesson of speaking, listening, reading and writing that learning vocabularies to the learners is to make them communicate easily during their second language acquisition. Nowadays, government policy always makes changes in education tool especially in implementing curriculum. Furthermore, implementing new curriculum not only may lead the teacher to gain a new concept in teaching but also has an impact on students' learning, for example English subject has been deleted from primary school and the result is the teacher needs to adapt with these changes. It also gives an impact on teacher performance in learning process and forces the student to learn harder in the process of their second language

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acquisition especially in vocabulary learning. The implementation of Pictionary game also highly assisted students to understand about the material. Moreover, it also increased students' enthusiasm which made them did not feel burden to answer teacher question.

Pictionary game in the classroom as following;

a. Learners are divided into a group. The number of the group can be depending on the number of learners in the classroom and also can be divided based on the seat.

b. The teacher explains the rules of Pictionary game.

c. Each group is given a word to draw.

d. Each group determines the others to draw and also to illustrate every word given by the teacher. The other can be the learners who sit down in front of the classroom and or on the backside.

e. The teacher who puts a collection of that word will draw in the front desk, along with a blank sheet of paper for drawing several words to each of the learners.

f. After all learners ready, the teacher gives the warning to start and each of the learners starts to play it.

g. After a warning, one member of each group begins to take one of the cards and begin to draw, and then tell the members of the group to guess (students who are drawing only answer 'yes' if true and 'no' if false).

h. Each learner as members of the group takes turns to go forward to take one of the card words and draws to guess by members of the group. The winner is the most and the fastest group when guessing the words.

Working in team's fosters collaboration students helping them develop social skills. The game format creates a relaxed atmosphere, making it easier for students to participate without fear of making mistake. In the classroom teacher should select vocabulary words relevant to current lesson and create cards with these words for the game. Setting up teams is also important. Teacher will divide the class into small group of 3-5 students. When it comes to game rule: one student from a team draws a card and has a set time to illustrate the word without using letter or numbers. Other members of team try to guess the word based on the drawing. After each round, take a moment to discuss the words used. This reinforces understanding and encourages students to use the words in sentences.

METHOD

This study used Classroom Action Research method. This research focus on the issue of students in a classroom. Also classroom action research is a study of people conducted by practitioners to improve and understand professional practice. This research begins with an action plan. The plan is then implemented as an action in the classroom and then observed. The reflection is done when analyzing the data obtained during the operation. The researcher used observation sheet and field note to know the students' behavior and activity during the lesson process.

The researcher conducted a study to check the attitude of the students to this method and its effect on them, i.e. whether their level of knowledge of the English language is developing or not. The table below shows how many percent of the students are active and effective in the lesson through the pictionary game, and what percent of the students do not help or are not interested.

FINDINGS AND RESULT

In the table below are the results of students according to the Pictionary game method as of 16.10.24.

Table vocabulary score of students

GRADE	CRITERIA OF ASSESSMENT	THE NUMBER OF PARTICIPANTS	PERCENTAGE
7a	Very good	16	80%
7b	excellent	15	100%

7d	good	17	70%
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The table shows that, 7b students are active in this game method, beside this attractive method 7a and 7d less active than 7b. After this observation the researcher conducted a survey among students. That is, does this method increase their interest in English or does it benefit them their improving vocabulary or knowledge?

The survey was conducted in 3 classes; the survey consists of 5 questions. And in the table below, the students' answers are related to the survey.

QUESTIONS STUDENTS' RESPONSE

1	What do you think about learning using Pictionary game?	Most respondents said that they like to learn English using Pictionary game because it was a different way of teaching than usual. They stated that learning English vocabulary by using Pictionary game was fun and made them enjoy the learning process.
2	Are there any difficulties during learning English using Pictionary game?	Most of them thought that they did not have any big problems or difficulties while playing Pictionary game. They could play the game quite well. Also, one student stated sometimes the difficulty was only when they got the difficult words to illustrate, they had to imagine of a drawing.
3	Does playing Pictionary game make you motivated or interested in learning English?	All of the students said that Pictionary game motivated them to learn English. The learning process became more fun but challenging which made the students interesting to get involved actively. Some student even stated that they used to did not like English.
4	Do you think learning vocabulary using Pictionary game is useful to motivate students in learning English?	The students all agree that Pictionary game was useful to motivate them to learn English. They get attached to that technique and enjoying the learning process in a more fun way.
5	Do you think learning using Pictionary game helps your vocabulary mastery?	The students stated that Pictionary game did help their vocabulary mastery in learning English.

Discussion

Referring to the data gained from the interview, most respondents showed good responses toward learning vocabulary by using Pictionary game. The students stated that the learning process became more exciting and made them enjoy during the lesson. By playing Pictionary game attracts the students' motivation to get engaged actively because this game requires the students to work in groups and they need to cooperate with each other during playing Pictionary game. The statement from the students' interview also supported by the data from the observation sheet which the students' participation was being observed during the Pictionary game was implemented in the classroom. The English teacher being involved to help the researcher in observing the students by assessing the aspects presented in an observation sheet from the above survey, it is considered useful that Pictionary Game in English teaching among the classes and based on the students' survey, the researcher found this type of method useful among students and teachers. Taking into account the effect of using this method in each lesson on students' vocabulary development and skills is very useful.

Suggestions

Regarding the study's findings, the authors would like to make some recommendations since English teachers are encouraged to be creative in selecting the best teaching approach

for their students. For example, as a tool for teaching vocabulary, the Pictionary game can be used. It helps students learn to work in groups and can significantly improve the learning process over text boxes and teacher's explanations.

Conclusion

Based on the result and discussion above, it can be concluded that Pictionary game is useful to draw the students' motivation in learning English. That can be seen from the students' interview and their participation during the teaching process occurred in the class. The students gave positive responses. Integrating Pictionary into English teaching not only makes learning enjoyable but also effectively supports language acquisition. As educators embracing such interactive methods can lead to more vibrant and effective learning environment where students feel motivated and excited to learn. So grab some marks and get ready to draw your way to language mastery!

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