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THE EFFECT OF Pictionary GAME ON THE STUDENTS' WRITING ABILITY AT THE TENTH GRADE OF MAS AL-HASYIMIYAH TEBING TINGGI

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ABSTRACT

The research was conducted to know the significant effect of Pictionary game of students' writing ability which was observed from the students at the tenth grade of MAS Al-Hasyimiyah Tebing Tinggi. The research method of this paper was quantitative research by using quasi-experimental research. The population of the research was the tenth grade of MAS Al-Hasyimiyah Tebing Tinggi. In taking the sample, the researcher used saturated sampling which took all of the students in the tenth grade. The two classes divided into experimental class and control class. There were 25 students in experimental class and 25 students in control class. In experimental class, the researcher taught by using Pictionary game, meanwhile the control class that used conventional method. In experimental class that was taught by Pictionary game, the increase of the mean score was 21.4 and in control class was taught by conventional method, the increase of the mean score was 5.08. The calculation of T-test by using SPSS v.23 in post-test of both classes, the researcher found that the value of the Sig. score was 0.000. It means that the Sig. core was smaller than 0.005 ($0.000 < 0.05$). It can be concluded that there were significant differences between the two classes; experimental class and control class. It showed that Pictionary game gave the effect on students' writing ability at the tenth grade of MAS Al-Hasyimiyah Tebing Tinggi.

Keywords: writing ability, students, Pictionary game

INTRODUCTION

Globalization has touched on all aspects that make English as a widely used language. Fithriani stated that globalization has made English the world's most widely spoken language for trade, education, business and tourism.¹ Specifically in education, English is the tool of instruction in most universities and higher education institutes

¹ Fithriani, R. (2018). Discrimination behind NEST and NNEST dichotomy in ELT professionalism. In: 1st Annual International Conference on Language and Literature, 18-19 April 2018, Medan, Indonesia. p.741

of the world.² Moreover, it is obvious that many studies are mostly revealed in English. It can be seen that many international journals and studies that used English for the writing.

Language is succinctly defined in our Glossary as a “human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols”.³ By the principle, the government requires people to learn English as one of the language that the students have to learn. Indeed, the awareness of English as an International language and as a language of science is responded with mandatory English teaching in Junior High school to universities level.⁴

In fulfilling the awareness, the government has made an appropriate curriculum for improving English for all students. Currently, the curriculum that used in Indonesia is Curriculum 2013. Meanwhile, the goal of teaching English in curriculum 2013 is to increase the ability of students to communicate in that language. It includes the ability to listen, speak, read and write.⁵

The four skills have to master by the students. One of the skills is writing. Writing is one of the language skills in which one can express one’s ideas in written form.⁷ Moreover the government through curriculum 2013 wants to emphasize the students in Senior High school to master writing skill because almost all of the genre of text should learn in this level. English curriculum of Senior High school should be able to comprehend and produce short functional text in forms of narrative, recount, report, descriptive, procedure, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review.⁶

Based on the syllabus for the tenth grade of Senior High School, there are three texts that the students have to master. They are descriptive, narrative and recount text. The first text that the students have to learn is descriptive text. Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers.⁷ In learning descriptive text, the students are expected to be able to write the texts thus writing is not a simple skill to learn.

Writing is a difficult skill that should be mastered by the students. Ariyanti stated that writing is quite difficult to master, especially for EFL students in Indonesia, since there are some differences between Bahasa and English such as structural and grammatical terms and styles.⁸ Fithriani also stated that writing is doubled difficult, because they need to transfer ideas from their first language into the target language and organize those ideas into new and different patterns than those in their first language.⁹

² M. Samanth Reddy, (2016), Importance of English Language in today’s world, International Journal of Academic Research, Vol.3, Issue-4(2), p.180

³ Sholihatul Hamidah Daulay, (2011), Introduction to General Linguistics, Medan: La Tansa Press, p.12

⁴ Devy Angga Gunantar, (2015), The Impact of English as an International Language on English Language Teaching in Indonesia, Journal of Language and Literature, X/2, p.143

⁵ Komang Juni Artini, et.al,(2018), An Analysis of Learning Activities in Writing Classes based on the Curriculum 2013 at SMPN 4 Singaraja, Jurnal Pendidikan Bahasa Inggris undiksha, 5/2

⁶ Irawansyah, (2016), Genre Based Approach: A Way to Enhance Students’ Writing Ability, Jurnal Tadris Bahasa Inggris, 9(1), p.75

⁷ Eko Noprianto, (2017), Student’s Descriptive Text Writing in SFL Perspectives , Indonesia University of Education (UPI), Vol. 2(1), p.68

⁸ Ariyanti, (2016), The Teaching of EFL Writing in Indonesia, Widya Gama Mahakam University, Vol.16 No.2, p.264

⁹ 11 Rahmah Fithriani, (2018), Cultural Influences on Students’ Perception of

In mastering writing in English, the students need to know about grammar, vocabulary, organization, and mechanics. Vocabulary is one of the elements that students need to know. Thus there are some problems that the students faced in vocabulary for writing. According to Novanna, there are some problems that commonly occurred in writing. One of them is problem in word choice. Writing in a second language using the appropriate words is the problem of the students.¹⁰ It can be concluded that the students in EFL context have the problem in word choice. Word choice is related to the vocabulary that use in writing. It means that the students in Indonesia are still having the problems in vocabulary for writing.

In order to solve those problems, the solution to overcome the problem is by using an interest game. Game is one of the techniques for teaching to the students in fulfilling and relaxing learning atmosphere. One of the games is Pictionary Game. Pictionary is a game that represents the picture of the word that should be guessed.¹¹

According to previous study, Pictionary Game can be helped for the students in enhancing the students' vocabulary. It comes from Yuni Triandini, she stated that there was a positive effect of Pictionary Game on students' vocabulary retention. Thus there is also the study from Mei Setya Chairena about "The use of Picture to teach writing Descriptive text", she stated that pictures contributed greatly to the students' in writing descriptive. It can be seen the differences of the mean scores of the post-test obtained by experimental and control class. The mean score of post-test of the experimental class was 81.3, and the control class got 73.5, it concluded that the pictures were very effective helping the students in writing descriptive text. Due to Pictionary Game is related to the picture, these related study is become the reference in using Pictionary Game for writing Descriptive text.

RESEARCH METHOD

The design of this research is Quantitative Research method. Based on Syahrums and Salim, they stated that Quantitative Research is empirical research whose data is in the form of numbers.¹² The purpose of quantitative research is to develop and use mathematical models, theories and or hypotheses relating to natural phenomena.¹³ The researcher will use the quasi-experimental design that suitable for the research. The purpose of this design is to reach the conclusion about the effect of experimental treatment on the dependent variable.¹⁴ It is related with the research that wants to know about the effect of Pictionary game in learning and teaching process. The research used two classes; it divided the class into two groups, namely Experimental and Control class. Both of the Experimental class and Control class got pre-test and post-test. Firstly, the researcher

Written Feedback in L2 Writing, *Journal of Foreign Language Teaching & Learning*, Vol.3, No.1, p.1-2

¹⁰ Hanna Novariana, (2018), Senior High School Study Students' Problems in Writing, 2nd English Language and Literature International Conference, Vol.2, p.216

¹¹ Melanie Naphtine and Michael Daniel, (2011), *ESL English for Year 12*, Victoria: Insight Publications, p.102

¹² Syahrums & Salim, (2014), *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media, p.40

¹³ Ibid, p.19

¹⁴ Donald Ary, Lucy CheserJacobs,Chris Sorensen and AsgharRazavieh. (2010). *Introduction to Research in Education*8th edition, USA : Wadsworth Cengage Learning. p.301

conducted pre-test to both of the class. The Experimental class got the treatment based on Pictionary Game, while the control class didn't get the treatment with Pictionary game. After the treatment, both of experimental and control class received the post-test to know the effect of Pictionary game on students' writing descriptive text.

In this study, the researcher conducted the research at the tenth grade of MAS Al-Hasyimiyah Tebing Tinggi. Besides of the other classes, the tenth grade is appropriate class because Descriptive text will learn by the students at that grade. The total of the student of the tenth grade is 50 students.

In determining the sample, the researcher chose saturated sampling that the sampling usually uses for the small population. It is like the statement from Sitoyo and Sodik, stated that saturated sampling is a sampling technique if all members of the populations are used as samples.

RESULT AND DISCUSSION

The data of this research was acquired from both of the classes. After conducting the research, the researcher got the data from the students' scores in pre- test and post-test from both experimental and control class. The pre-test and post- test that the researcher gave were about descriptive text. The pre-test was conducted in the first meeting before the treatment to know the basic skill of the students in writing descriptive text. Meanwhile, the post-test was conducted in the last meeting after the treatment. After the research was done, the researcher collected the data based on the students' scores from pre-test and post-test from both experimental and control class.

a. The Data of Experimental Class

Table 1. Students' Score of Experimental Class

No.	Initial name	Score	
		Pre-test	Post-tets
1	AS	54	80
2	ASD	57	86
3	BMP	63	78
4	EWS	65	79
5	HAP	56	74
6	HKS	61	78
7	IIS	50	80
8	IS	65	87
9	KRS	67	79
10	MIS	54	78
11	MR	57	81
12	NA	67	85
13	NFH	63	83
14	NHP	64	76
15	NN	58	86
16	PS	47	83
17	RA	62	73
18	RA	60	78
19	RDI	63	84
20	RS	55	76
21	RY	51	80
22	SFAP	62	78
23	SS	51	77

24	WAP	65	82
25	WHE	58	89
	Total	14	20
		75	10
	Mean	59	80,4

Based on the table above, it showed the total score and also the mean score from experimental class for pre-test and post-test. For pre-test, the total score is 1475 and the mean score is 59.00. Meanwhile, the total score of post-test is 2010 and the mean score is 80.4. It can be known that the experimental class got the improvement after the treatment conducted. Therefore, the students' score in post-test is better than pre-test. It can be concluded that there is the improvement on the students' writing ability by using Pictionary game.

b. The Data of Control Class

Table 2. Students' Score of Control Class

No.	Initial name	Score	
		Pre-test	Post-tets
1	A	53	56
2	AA	47	52
3	AEN	50	55
4	AF	70	72
5	AFP	58	63
6	AMF	59	65
7	ANW	58	63
8	AR	57	61
9	AS	56	63
10	AS	54	59
11	BRS	58	64
12	F	65	69
13	MKH	54	65
14	MTA	55	65
15	NAS	63	68
16	NSS	60	63
17	RSS	63	68
18	SFWA	66	68
19	SH	70	74
20	SI	62	71
21	SRD	67	73
22	TAS	64	70
23	UAS	56	60
24	YS	49	53
25	ZNNS	62	63
	Total	14	16
		76	03
	Mean	59,	64,
		04	12

In control class, the test was same like experimental love. The data was collected based on the students' score in pre-test and post-test. It can be seen that the total score of pre-test is 1476 and mean score is 59.04. For post-test, the total score is 1603 and the mean score is 64.12. It can be concluded that the using of conventional method didn't make a high improvement on students' writing ability.

Therefore, the data showed the result of the both classes. There was a significant increase between the mean score of pre-test and post-test. In experimental class that the students was taught by Pictionary game, the increase of mean score is 21.4. Meanwhile, the control class was taught by conventional method, the increase of mean score is 5.08. The comparison of the mean score in both classes; experimental and control class can be seen in chart below:

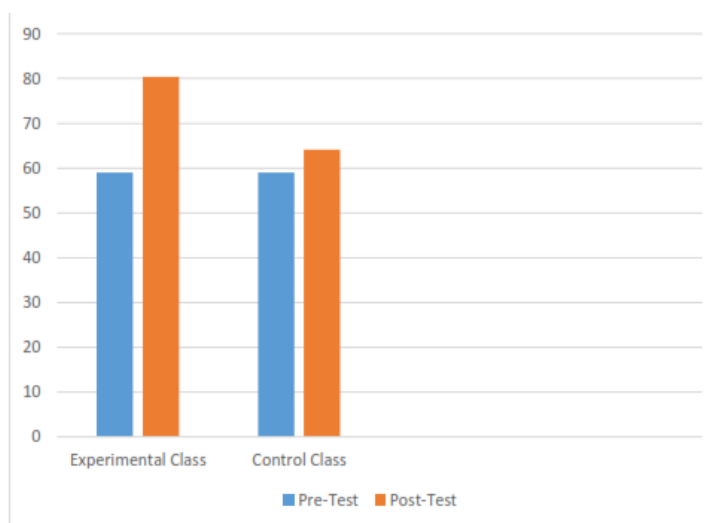


Figure 1 The Mean Score Comparison between Experimental Class and Control Class

Then, the researcher calculated T-test by using SPSS v.23. The purpose of the test is to know the significant differences between the experimental class that used Pictionary game and without Pictionary game in control class. The T-test that the researcher used is Independent Sample T-test with the level of significances is 5% (0.05). The result of the T-test that using SPSS v.23 was showed in the table below:

**The T-test of Post-Test in
Experimental class and Control Class**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-Test	Equal variances assumed	2,342	,133	11,143	48	,000	16,280	1,461	13,343	19,217
	Equal variances not assumed			11,143	42,501	,000	16,280	1,461	13,333	19,227

In this table, it can be known that the Sig. (2-tailed) was 0.000. It was smaller than 0.05. Accordingly, it was a significance difference between experimental that used Pictionary game in the teaching process and also for the control class that used conventional method. It showed that the Sig. (2-tailed) $0.000 < 0.05$. Meanwhile, the differences between the mean score in post-test for experimental class and control class can be seen in the table below:

Table 3. The comparison of Mean score from Post-test in Experimental and Control Class

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-Test	Post-Test Experimental Class	25	80,40	4,133	,827
	Post-Test Control Class	25	64,12	6,023	1,205

The table showed that there is a significant difference between mean score in experimental class and control class. The mean score of post-test in experimental class is 80.40 with standard deviation 4.133. For control class, the mean score of post-test was 64.12 with standard deviation was 6.023. Accordingly, the differences between the mean score for experimental class and control class showed that there is the effect of using Pictionary game than the conventional method.

The data analysis has showed that there are significant differences between the students' score in the writing ability that used Pictionary game at the tenth grade of MAS Al-Hasyimiyah Tebing Tinggi. It was showed from the students' pre-test and post-test in experimental class and control class. Based on the data that was acquired, it was found that the total score of pre-test in experimental class was 1475 and the mean score was 59.00, meanwhile the total score of pre-test in control class was 1476 and mean score was

59.04. It showed that the experimental class and control class is in the same level. For post-test, the total score of post-test is 2010 and the mean score is 80.4 and for control class, the total score 1603 and the mean score is 64.12. It can be known that the experimental class got the improvement on students' writing ability after Pictionary game was applied in the classroom. Then, the using of conventional method didn't make a high improvement on students' writing ability. Meanwhile, the result of T-test in post-test for experimental class and control class, it can be seen that Sig. (2-tailed) is $0.000 < 0.05$. It showed that Sig. (2-tailed) < 0.05 . It means that H_0 was rejected and H_a was accepted. It can be concluded that there is a significant effect of Pictionary game on the students' writing ability.

The result of the research indicated that Pictionary game is the game that can be applied in the learning process, moreover in the students' writing ability. Game is very suitable for the learning process as the method that can be used in the classroom. The learning process by using Pictionary can increase the students' interest in learning writing. The students also can be an active students in front of the classroom because all of the students have to participate in that game. As the final result of this research, it showed that there is the significant effect of Pictionary game on the students' writing ability at the tenth grade of Senior High school as an interest method that can be used in the learning process.

CONCLUSION

Based on the data finding, it can be stated that the students' writing ability that was taught by Pictionary game is better than the conventional method.

The finding of the data showed that there is a significant effect that Pictionary Game has significant effect on the students' writing ability. After conducting Pre-test and Post-test in experimental class and control class, it can be seen that the T-test showed that the Sig. score of the test was smaller than 0.05. It means that H_0 was rejected and H_a was accepted. It also can be seen in the mean score between experimental class and control class. The mean score in experimental class was 80.4 and the mean score in control class was 64.12.

The conclusion of this research, it can be concluded that the students' writing ability by using Pictionary game is better than the conventional method. There is a significant effect of Pictionary game on students' writing ability.

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