The Effectiveness of Pictionary Game to Improve the Students Writing Skills

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ABSTRACT

This classroom action research study aimed to investigate the effectiveness of integrating the Pictionary game as an instructional tool to enhance students' writing skills among eighth-grade students at SMPN 15 Kabupaten Sorong. The sample consisted of 22 students, and the research design followed a classroom action research approach. The study utilized pretest, posttest Cycle 1, and posttest Cycle 2 assessments to measure students' writing proficiency. The results revealed a mean score of 65.48 in the pretest, which increased to 73.29 in posttest Cycle 1 and further improved to 82.47 in posttest Cycle 2. The progressive increase in mean scores indicated a significant enhancement in students' writing skills following the implementation of the Pictionary game intervention. The findings suggest that the interactive and engaging nature of the game positively impacted student engagement, motivation, and collaboration, leading to improved writing abilities over the course of the study. This study contributes to the growing body of research supporting the efficacy of incorporating educational games, such as Pictionary, in classroom instruction to promote skill development and academic achievement. The results underscore the potential of innovative pedagogical strategies in enhancing student learning outcomes and highlight the importance of dynamic and interactive approaches to teaching writing skills.
Key words: Pictionary Games; Writing Skills

INTRODUCTION

Effective writing skills are crucial for academic success and communication proficiency. However, many students encounter difficulties in developing their writing abilities, leading to concerns about their capacity to express ideas cohesively and creatively (Toba, Noor, & Sanu, 2019). Among the challenges faced by eighth-grade students at SMPN 15 Kabupaten Sorong is a noted deficiency in writing skills, highlighting the necessity for innovative and engaging strategies to enhance their proficiency in written expression.

One promising approach to address this issue is the integration of educational games, such as Pictionary, as a tool to improve students' writing skills. Pictionary is a popular word-guessing game that requires players to convey concepts through drawings, fostering creativity, critical thinking, and effective communication (Ain, Nawir, Putra, Ardiana, & Suwarni, 2022). By incorporating Pictionary into writing instruction, educators can create a dynamic and interactive learning environment that motivates students to engage with writing tasks in a fun and stimulating manner.

Research has demonstrated that gamification in education can enhance student motivation, engagement, and learning outcomes. By incorporating Pictionary games into writing lessons, students can develop essential writing skills, including vocabulary expansion, sentence structure, grammar usage, and content organization, in a collaborative and enjoyable setting (Fatmawati, Miranty, & Hamer, 2022). The visual and kinesthetic aspects of Pictionary can aid students in visualizing abstract concepts, stimulating imagination, and improving their ability to generate and convey ideas effectively in written form (Wijianto, 2021).

Furthermore, the use of Pictionary games can cater to diverse learning styles and preferences, offering opportunities for hands-on, experiential learning that complements traditional writing instruction (Suoth, Maru, & Rorimpandey, 2021). By incorporating game-based activities into the curriculum, educators can establish a more inclusive and interactive learning environment that accommodates varied student needs and fosters a positive attitude towards writing. Additionally, Pictionary games can promote teamwork, communication skills, and peer collaboration, encouraging students to work together to solve problems, share ideas, and provide constructive feedback on each other's writing (Purba, Sipayung, Lumbantoruan, & Simanjuntak, 2022).

The integration of Pictionary games into writing instruction presents a promising avenue to address the low writing abilities of eighth-grade students at SMPN 15 Kabupaten Sorong. Leveraging the engaging and interactive nature of educational games, educators can create a stimulating learning environment that enhances students' writing skills, nurtures creativity, and cultivates a positive attitude towards writing. Through this research, the effectiveness of using Pictionary games as a pedagogical tool to enhance students' writing proficiency can be explored and evaluated, offering valuable insights for improving writing instruction and fostering student success.

LITERATURE REVIEW

Previous Related Study

Ain, Nawir, Putra, Ardiana, & Suwarni (2022) researched methods to enhance the vocabulary proficiency of ESP students in the Fashion study program at SMK Negeri 2 Pangkep by implementing the Pictionary Game. This research utilizes a qualitative research method known as Classroom Action Research (CAR). The research was carried out at SMK Negeri 2 Pangkep during the academic year 2021/2022, with a sample of 26 second-grade Fashion students. The treatment involved two cycles, each comprising three encounters. Data was collected via tests. The study demonstrated that utilizing the Pictionary game technique enhanced students' vocabulary attainment. The kids' scores improved in the post-tests. This suggests that utilizing the Pictionary game method aids kids in acquiring vocabulary more effortlessly.

Wijianto (2021) investigated if there was a significant difference in academic performance between students taught using the Pictionary technique and those who were not at MTS Ma'arif Klego during the academic year 2021/2022. This study utilized a quantitative method and employed a quasi-experimental design. The research results indicated that the T-test value was 1.094, while the T-table value for dB = 37 was 1.70. The T-test value exceeded the critical T-table threshold (> 2.00). Thus, the null hypothesis (Ho) was rejected while the alternative hypothesis (Ha) was accepted. It can be inferred that there was a substantial difference in vocabulary mastery scores between students taught using the Pictionary technique using the Pictionary game and those not taught using the game.

Writing Skills

Nunan (2003) described writing as an intellectual process of exploring ideas, contemplating how to articulate them, and organizing them into clear and understandable paragraphs for the reader. White and Arndt in Hammad (2014) emphasized that writing is a cognitive process that requires intellectual exertion, encompassing idea generation, planning, goal establishment, monitoring, evaluating both upcoming and existing content, and utilizing language to convey precise meanings. Fithriani (2018) further emphasized that writing is crucial in second language (L2) learning as it functions as a tool for communicating and a method for learning, thinking, and organizing knowledge or ideas.

The writing process refers to the series of processes a writer goes through to create a completed written piece (Harmer, 2007). Tompkins (2018) asserts that the writing process involves focusing on students' thoughts and actions as they write, rather than just their results. Writing is a productive skill that requires a procedure. Harmer (2007) defined the writing process as the sequential stages that writers undergo to create a written text before reaching the final draft. Britton, Emig, and Graves categorized the writing process into three distinct categories: activities, processes, or stages (Tompkins, 2018).

Pictionary Games

Pictionary is a game where players must guess a word based on a picture that represents it (Wijianto, 2021). The Pictionary Game is highly popular. Rob Angel designed it at the age of 24. He introduced Pictionary in 1986. In the Pictionary game described by Major, Harris, & Zakraisek (2016) students select a card containing a course concept, information, or individual. The student illustrates concepts while teammates try to guess the word or phrase on the card (Major, Harris, & Zakraisek, 2016).

The following steps are the procedure of teaching writing using Pictionary game (Rinanda, 2020):

- educators can start by introducing the game rules and objectives, selecting writing topics aligned with learning goals,
- dividing students into teams,
- providing writing materials,
- setting time limits,
- incorporating vocabulary building through drawing and guessing words,
- encouraging creativity in visual representations,
- linking drawing to writing by translating visual concepts into written form,
- providing feedback on writing pieces, and
- concluding with a reflection session to discuss writing experiences and lessons learned, fostering creativity, vocabulary development, collaboration, and overall improvement in students' writing skills in an engaging and interactive manner.

METHOD

Design and Samples

The research design for investigating the use of Pictionary game to enhance students' writing skills was a classroom action research (CAR) approach conducted with eighth-grade students from SMPN 15 Kabupaten Sorong, comprising a sample of 22 participants. The study will involve iterative cycles of planning, acting, observing, and reflecting to assess the impact of integrating Pictionary games into writing instruction.

Instrument and Procedure

The research instrument for the classroom action research on using Pictionary game to enhance students' writing skills will include pre- and post-intervention writing assessments, observation checklists for monitoring student engagement during Pictionary game sessions, student journals for reflections on the writing process and game experiences, and feedback surveys for both students and educators. The pre-intervention writing assessment will consist of prompts assessing key writing skills such as vocabulary usage, sentence structure, coherence, and creativity. The post-intervention assessment will follow a similar format to measure improvements in writing skills after the integration of Pictionary games. Observation checklists will be used to record student participation, collaboration, and communication during Pictionary game activities. Student journals will provide a platform for students to reflect on their writing progress, challenges faced, and insights gained from the game-based activities. Feedback surveys will be administered to gather feedback from students and educators on the effectiveness of using Pictionary games in improving writing skills.

The data collection procedure will involve administering the pre-intervention writing assessment to the eighth-grade students at SMPN 15 Kabupaten Sorong

before implementing the Pictionary game intervention. Following the assessment, the Pictionary game sessions will be integrated into writing instruction, with observations conducted to monitor student engagement and collaboration. Throughout the intervention period, students will maintain journals to document their writing experiences and reflections on the game-based activities. After the intervention, the post-intervention writing assessment will be administered to evaluate changes in students' writing skills. Feedback surveys will be distributed to students and educators to gather perspectives on the effectiveness of the intervention. The data collected through these instruments and procedures will be analyzed to assess the impact of using Pictionary games in enhancing students' writing skills and inform future instructional practices.

Data Analysis

The data analysis for the classroom action research on using Pictionary game to enhance students' writing skills will involve a multi-faceted approach utilizing diagnostic tests, posttest Cycle I, and posttest Cycle II results alongside classroom observations. The diagnostic test will establish a baseline of students' initial writing skills, while posttest Cycle I and posttest Cycle II will measure progress and improvements after each intervention cycle. Classroom observations will provide qualitative insights into student engagement, collaboration, and communication during Pictionary game sessions, complementing the quantitative data from the writing tests. By analyzing the results of diagnostic tests and posttests across multiple cycles, and integrating qualitative observations, this comprehensive approach will allow for a thorough evaluation of the impact of using Pictionary games on enhancing students' writing skills, facilitating informed decision-making and potential adjustments to the intervention strategy. The researcher utilized the following table to categorize the students' scores:

Table 1. The Scoring Classification of the Students Writing Skills

Classification	Score
90-100	Excellent
80-89	Very Good
70-79	Good
60-69	Fairly Good
50-59	Fair
<50	Poor

(Hasri, Ampa, & Ilmiah, 2021)

RESULT AND DISUSSION

After conducting the treatment in two cycles, the result of the students mean score can be seen in the following table:

Table 2. Students Writing Score in Pretest and Posttest for Cycle I & II

Phase	Mean	Classification
Pre-test	65.48	Fairly Good
Post-test Cycle I	73.29	Good
Post-test Cycle II	82.47	Very Good

The table 2 above showed that the mean score of the student before giving the students treatment was 65.48 which is classified into fairly good. As we can see, even the mean score has almost reached the good classification, but we can't say that its good because the minimum passing criteria is 70 in the school. So, it is under the target. Apparently in cycle I, the writing skills of the students improved. It can be seen form the students mean score in posttest was 73.29 which is classified into good score. Surprisingly in cycle II, the mean score improved a lot. It became 82.47 which is classified into very good score. In conclusion from the data above we can say that the Pictionary game improved a lot the students writing skills.

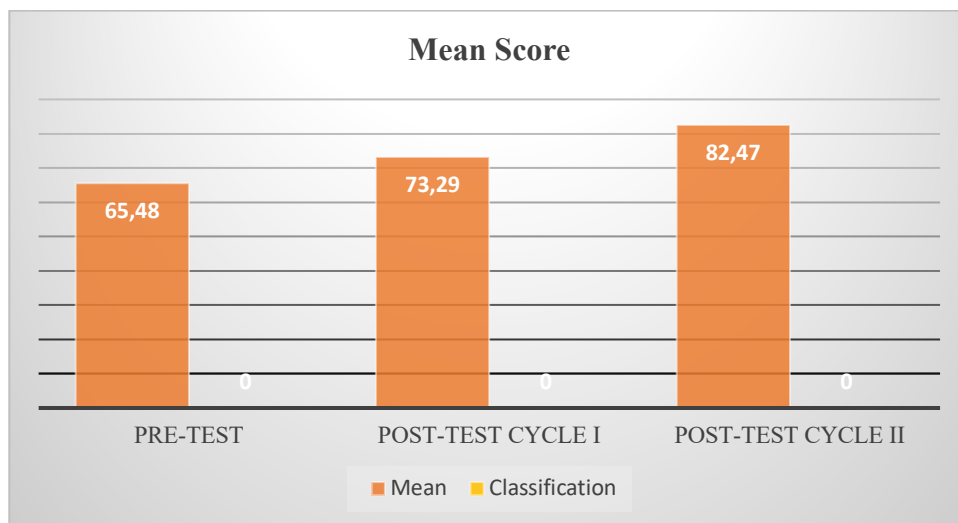The result of the students' improvement in writing skills can be seen in the following graphic:

Figure 1. The Students' Mean Score Pretest, Posttest Cycle I and II

The implementation of the Pictionary game to enhance students' writing skills through action research has yielded promising results, as evidenced by the significant improvement in students' mean scores across the pretest, posttest cycle 1, and posttest cycle 2 assessments. The initial pretest mean score of 65.48 indicates the baseline level of students' writing skills before the intervention. The notable increase in the mean score to 73.29 after posttest cycle 1 reflects a positive impact of integrating Pictionary games into writing instruction. Furthermore, the substantial improvement to a mean score of 82.47 following posttest cycle 2

demonstrates the continued effectiveness of the intervention in enhancing students' writing proficiency over time.

The observed progression in students' mean scores from pretest to posttest cycle 2 suggests that the implementation of the Pictionary game intervention has contributed to measurable advancements in students' writing skills. The incremental growth in mean scores between each assessment point indicates a cumulative positive effect of the intervention on students' writing abilities. This trend underscores the value of utilizing interactive and engaging pedagogical strategies, such as incorporating educational games like Pictionary, to foster skill development and academic achievement among students.

The increase in students' mean scores throughout the action research process may be attributed to various factors. The interactive nature of the Pictionary game likely enhanced student engagement and motivation, leading to increased participation and active learning during writing activities. The collaborative aspects of the game may have facilitated peer interaction and communication, promoting a supportive learning environment conducive to skill development. Additionally, the integration of visual and kinesthetic elements through the game may have appealed to diverse learning styles, enabling students to approach writing tasks from different perspectives and enhancing their overall comprehension and retention of writing concepts.

The significant improvement in students' mean scores from pretest to posttest cycle 2 underscores the effectiveness of the Pictionary game intervention in not only enhancing students' writing skills but also sustaining and building upon these gains over time. The consistent growth in mean scores across assessment points indicates a positive trajectory of progress and development in students' writing proficiency throughout the action research process. This sustained improvement suggests that the intervention has had a lasting impact on students' writing abilities, highlighting the potential long-term benefits of incorporating interactive and game-based approaches into writing instruction.

The findings from the action research support the notion that integrating educational games like Pictionary into classroom instruction can be a valuable strategy for improving students' writing skills. The positive outcomes observed in this study underscore the importance of innovative and engaging teaching methods in promoting student learning and skill development. By leveraging the interactive and collaborative nature of educational games, educators can create dynamic and stimulating learning environments that enhance student engagement, motivation, and academic achievement. The success of the Pictionary game intervention in enhancing students' mean scores in writing proficiency serves as a compelling example of the potential impact of incorporating game-based approaches into educational practices.

In conclusion, the implementation of the Pictionary game intervention within the action research framework has proven to be effective in improving students' writing skills, as evidenced by the significant increase in mean scores from the pretest to posttest cycle 2 assessments. The positive outcomes observed throughout the research process highlight the value of utilizing interactive and engaging pedagogical strategies, such as educational games, to enhance student learning and academic achievement. The sustained growth in students' writing proficiency over time underscores the lasting impact of the intervention and emphasizes the importance of innovative and dynamic approaches to teaching and learning.

CONCLUSION

In conclusion, the implementation of the Pictionary game intervention within the action research framework has demonstrated significant success in enhancing students' writing skills, as indicated by the substantial increase in mean scores from the pretest to posttest Cycle 2 assessments. The progressive improvement in students' writing proficiency throughout the intervention highlights the effectiveness of incorporating interactive and engaging pedagogical strategies, such as educational games, to promote skill development and academic achievement. The notable growth in mean scores from 65.48 in the pretest to 82.47 in posttest Cycle 2 underscores the positive impact of the Pictionary game intervention on students' writing abilities, emphasizing the value of innovative and dynamic approaches to teaching and learning in fostering student success.

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