UBON RATCHATHANI UNIVERSITY

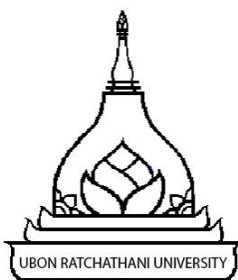# THE USE OF PICTIONARY GAME TO IMPROVE STUDENTS' VOCABULARY KNOWLEDGE: A CASE STUDY WITH THE GRADE 7 STUDENTS AT LUKHAMHANWARINCHAMRAP SCHOOL

AMSTRONG NDANGOH

INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS MAJOR IN TEACHING ENGLISH
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INDEPENDENT STUDY APPROVAL

UBON RATCHATHANEE UNIVERSITY MASTER OF ARTS

MAJOR IN TEACHING ENGLISH FACULTY OF LIBERAL ARTS

TITLE   THE USE OF PICTIONARY GAME TO IMPROVE
STUDENTS' VOCABULARY KNOWLEDGE: A CASE
STUDY WITH THE GRADE 7 STUDENTS AT
LUKHAMHANWARINCHAMRAP SCHOOL

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Amstrong Ndangoh

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บทคัดย่อ

เรื่อง   : การใช้เกมภาพเพื่อพัฒนาความรู้ด้านคำศัพท์ภาษาอังกฤษของนักเรียน
                 กรณีศึกษานักเรียนชั้นมัธยมศึกษาปีที่ 1 โรงเรียนลือคำหาญวารินชำราบ
ผู้วิจัย   : อามสตรอง ดังโกะ
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คำสำคัญ   : เกมภาพ, คำศัพท์

        งานวิจัยนี้มีจุดประสงค์ 2 ประการคือ เพื่อศึกษาว่าการนำเกมภาพมาใช้ในการสอนมีผลต่อการพัฒนาความรู้ด้านคำศัพท์ภาษาอังกฤษของนักศึกษาหรือไม่ และจุดประสงค์ที่สองคือเพื่อศึกษาพฤติกรรมของนักเรียนหลังจากเรียนคำศัพท์ผ่านเกมภาพ เครื่องมือที่ใช้ในงานวิจัยแบบผสมผสานนี้ประกอบด้วย แบบทดสอบก่อนเรียน หลังเรียน และแบบสอบถามตามแบบมาตราวัดของลิเคิร์ท

        ผู้เข้าร่วมงานวิจัยชิ้นนี้ได้แก่ นักเรียนชั้นมัธยมศึกษาปีที่หนึ่งจำนวน 35 คน ซึ่งเป็นกลุ่มนักเรียนที่มีความสามารถทางภาษาอังกฤษที่ค่อนข้างอ่อน โดยอ้างอิงจากผลคะแนนสอบภาษาอังกฤษที่ใช้ในการสอบเข้าเรียนหลักสูตรเตรียมทหารในระหว่างปีการศึกษา 2561/2562

        โดยผู้วิจัยใช้แบบทดสอบคำศัพท์ก่อนเรียน หลังเรียน และแบบสอบถามตามแบบมาตราวัดของลิเคิร์ทเพื่อเก็บข้อมูลงานวิจัยนี้ แบบทดสอบประกอบด้วยคำถามแบบปรนัยที่ทดสอบความรู้ด้านคำศัพท์ประเภทคำนาม คำคุณศัพท์ และคำกริยา และนำผลสอบที่ได้จากแบบทดสอบก่อนและหลังเรียนมาคำนวณผล เปรียบเทียบ และตีความเพื่อวิเคราะห์ความสามารถภาษาอังกฤษด้านคำศัพท์ของนักเรียนกลุ่มดังกล่าว ส่วนข้อมูลความถี่ที่ได้จากแบบสอบถามแบบมาตราวัดของลิเคิร์ทก็ถูกนำมาวิเคราะห์เช่นเดียวกัน

        ผลการวิจัยพบว่าคะแนนเฉลี่ยก่อนเรียนของนักเรียนคือ 12.14 ในขณะที่คะแนนเฉลี่ยหลังเรียนของนักเรียนคือ 18.03 ซึ่งแตกต่างอย่างมีนัยสำคัญทางสถิติ (P<0.05) ซึ่งแสดงให้เห็นว่าความรู้ด้านคำศัพท์ของผู้เข้าร่วมวิจัยมีพัฒนาการที่ดีขึ้นหลังจากการเรียนคำศัพท์ด้วยเกมภาพ ในขณะเดียวกันข้อมูลที่ได้จากแบบสอบถามก็แสดงให้ถึงทัศนคติเชิงบวกของผู้เข้าร่วมวิจัยต่อการใช้เกมภาพในการสอนคำศัพท์ภาษาอังกฤษ เนื่องจากผู้เข้าร่วมวิจัยมีความพึงพอใจต่อการใช้เกมภาพเพื่อช่วยพัฒนาความรู้ด้านคำศัพท์ภาษาอังกฤษของตน อย่างไรก็ตามเกมภาพที่ใช้เก็บข้อมูลในงานวิจัยนี้จำเป็น

จะต้องมีการปรับเปลี่ยนเพื่อให้เหมาะสมกับบริบทการเรียนการสอนหากนำไปใช้ในการพัฒนาคำศัพท์ของนักเรียนในโรงเรียนอื่น ๆ

ABSTRACT

TITLE   : THE USE OF PICTIONARY GAME TO IMPROVE STUDENTS' VOCABULARY KNOWLEDGE: A CASE STUDY WITH THE GRADE 7 STUDENTS AT LUKHAMHANWARINCHAMRAP SCHOOL

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KEYWORDS : PICTIONARY GAME, VOCABULARY

The purpose of this research is two folds. The first aspect was to find out whether the application of Pictionary game helped to improve students' vocabulary knowledge and the second aspect was aimed at investigating student's behavior after being taught through the Pictionary game. This hybrid research was composed of a pre-test, post-test, and a Likert scale questionnaire implemented as the design of the research.

The subjects of this research were 35 male students of grade 7. They were considered not to be good at the English language, based on their English entrance performance test into the 'pre-cadet program' in the academic year of 2018/2019.

To collect the data of this study, a vocabulary pre-test, post-test, and a Likert scale questionnaire were used. The test was composed of multiple-choice questions, on nouns, adjectives, and verbs. The results obtained from the pre-test and post-test were calculated, compared, and interpreted to shed light on their performances. The frequency information from the Likert scale questionnaire was identified and interpreted accordingly.

The study found out that the pre-test score was 12.14 while that of the post-test was at (18.03) indicating a statistically significant at $P<0.05$. This implied that students' vocabulary knowledge improved after the treatment. On the other hand, the Likert scale questionnaire shed positive data regarding the use of the game. Therefore, the majority of the participants were satisfied with the Pictionary game as it helped

them improve their vocabulary knowledge. However, the Pictionary game will need to be modified considerably to suit the teaching context in any other school.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Research

This chapter discusses the background problem, research questions, objectives, hypothesis, and definition of terms.

In the contemporary world where English has developed to become a very powerful tool for communication, the mastery of the English language has become very crucial in the communication process amongst people around the world. It is very important because a large number of people distributed across many countries use it for communication (Prapphal, 2006). The importance of English instructional use amongst the people has made it a very major field of concern in most school's curriculum (National Education Commission, 1999). To ensure that individuals can use the English language well. There are some components of the English language that must be observed such as phonology, semantics, and vocabulary.

Vocabulary skill plays an imperative role in facilitating of both productive and receptive language skills (Rafiah, Yee, & Kee, 2016). According to Wilkins (1972) "... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111). Comprehension of a text cannot be understood without getting a clear meaning of words used in a text. Vocabulary learning however, is one of the greatest challenges for foreign language students (Ghazal 2010, p. 84). Also, it is a continuous process of finding new vocabulary objects in relevant and understandable language contexts (Wood and Kiser, 2009). It is more than memorizing the meaning of words because it involves seeing, hearing and using words in specific ways (Bintz, 2011; Daniels and Zemelman, 2004). In the sense of teaching English in Thailand, some Thai students are taught to repeat the words spoken in English and to memorize the terms used in spelling and meaning in a teaching method that seems to be passive (Khuvasanond, Sildus, Hurford & Lipka, 2012).

In Thailand, English is taught in schools as a foreign language (national Education Commision,1999). Students learned it in schools from first grade, through

the tertiary institutions (Wongsothorn, Sakmolsun, Ratanothayanonth and Noparumpa,1996).

At the secondary school levels, students study English about four times a week. They spend about five to eight hours studying, yet they are considered to have low English proficiency.

As indicated above, one of the biggest problems that Thai students face in English is the inability to find the meaning of an unknown word in context (Gabb, 2000). Other factors include inappropriate teaching methodology and lack of input (Orasanu, 1986). A specific case in point is the Grade 7 students at Lukhamhan Warinchamrab school who believe that learning English vocabulary is difficult and challenging. "I don't think I want to learn English, its difficult for me', 'English is boring for me", 'I like English but I lazy to learn grammar and vocabulary' In the face of these die students and even the teacher, the question however remains, what is the best method to learn vocabulary? How can teachers and educators encourage students to study vocabulary while at the same time reducing the boredom that comes with memorization? In order to answer these and other questions, educators are in a continuous strive to bring a variety of teaching methods all in an attempt to motivate and encourage students to study English. In this case, the researcher decided to apply Pictionary game in teaching vocabulary as a technique.

As educators, we must have known that improving educational skills is a call for concern based on the development of education curriculum across schools. For this reason, educators must ensure that students achieve the necessary competencies in language and have mastery of vocabulary explicitly to enable them to be academically sound (Benoit, 2017). In that regard, schools around the world are raising academic bar which cannot be attained without strategizing on how to enhance students' vocabulary, therefore, the use of games in the classroom is a good way of breaking students' passiveness in studying through repetition, and shadow technique and translation technique (Khuvasanond, Sildus, Hurford & Lipka, 2012). According to Rafiah, Yee, and Kee 2016, this can be achieved by employing various learning strategies like the application of visual aids. One of such strategy is the use of

Pictionary game. In addition, (Benoit, 2017) the use of Pictionary game motivates students to learn a language.

The use of games to help boost one's ability to learn English vocabulary has been noted to be effective due to the effects that it has on their psychological and intellectual aspects. The Pictionary game has been one of the most effective games in learning English vocabulary. This research focuses on showing how the use of the Pictionary game can efficiently help to improve the students' vocabulary knowledge and students' perspective about learning English.

1.2 Purposes of the Study

The background information to this study has indicated that the use of the Pictionary game could be pivotal to the researcher's students. Therefore, it is aimed to investigate to what extent the Pictionary game can influence students' vocabulary knowledge at LukhamhanWarinchamrap school as well as to find out their behavior towards the use of the Pictionary game.

This study is also aimed at motivating and calling students' attention toward learning English, to help solve the problem of vocabulary memorization and boredom thereby changing the students' behavior regarding learning English at Lukhamhan and giving them a new and refreshing mindset.

1.3 The Significance of the Study

The findings of this research are expected to provide information for future researchers as well as students and teachers regarding the use of Pictionary games in teaching English as follows;

1.3.1 To the teacher

This research gave the teacher an overview of the students' vocabulary achievement after being taught through the Pictionary game and could be taken into consideration to develop interactive teaching-learning processes and habits in the future. Also, the researcher hopes that this research will be able to help the other teachers to increase students' interest and motivation in the class. Besides that, teachers will get a new method that they can use in their teaching process.

1.3.2 To the students and the next Researcher

Using Pictionary game learning strategy helped motivate and solved the problem of memorizing chunk of vocabulary and changing the students' negative perspectives regarding learning English and gave them a new and refreshing mindset. Moreover, this research will serve as a new reference to future researchers.

1.4 Hypothesis

The researcher hypothesized that using the Pictionary game in an English lesson class can improve students' vocabulary knowledge as well as motivate them to learn.

1.5 Research Questions

There are two research questions in this study:

(1) To what extent can the Pictionary game influence students' vocabulary knowledge?

(2) How are students satisfied with the Pictionary game?

1.6 Limitation of the Study

This research study focuses exclusively on the improvement of students' vocabulary knowledge based on content words only. The Part of speech used for this study are adjectives, nouns, and verbs. The result from this study may not be generalized to other vocabulary teaching techniques.

1.7 Definition of Terms

1.7.1 Vocabulary

Vocabulary is the knowledge of words and word meanings (Steven Stahl, 2005), vocabulary is a set of words with their meanings that comes from a certain language. So it would be impossible to learn any language in general and foreign language in particular, without vocabulary support and the vocabulary used for this study comes from the word class (adjectives, nouns, and verbs). These classes of words are also called 'parts of speech'. Harmer (2007) wrote that there are "eight Part of speech in the English language" but the Part of speeches for this study are three as indicated below.

1.7.1.1 Noun: A word or (group of words) that is the name of person, a place, a thing or activity or quality or idea, nouns can be used as the subject or object of a verb I love <u>New York</u>, <u>Rachel</u> arrives tomorrow, I recommend this <u>book,</u> 'school', 'gate', 'car' and more were used.

1.7.1.2 Ajectives: A word that are used to describe a specific person, animal, place or thing. For example, we all want a <u>better</u> life, Ronaldo is the <u>best</u> player in the world, the sunset was <u>beautiful,</u> 'curly', 'fast', 'big', 'small were used.

1.7.1.3 Verb: A word (or group of words) which is used in describing an action, experience or state for example; She <u>walks</u> slowly, I like to <u>watch</u> TV, He <u>resembles</u> his father, 'talk', 'go', 'play', 'touch', were used respectively

1.7.2 Game

Game is defined as "an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language" (Richards, Platt, & Platt, 1995).

1.7.3 Pictionary game

Pictionary game is a game of drawing and guessing pictures, Talak and Kiryk (2010, p. 25). Thornbury (2002, p.104)) stated that Pictionary game is a game that involves students guessing words or phrases from drawings. The students work in teams, each member of the team takes turns to be the artist to draw a picture of a vocabulary word given by the teacher. The first team to guess correctly gets a point and the new artists or other students have a turn with another word.

CHAPTER 2
REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature and theories relevant to this study. The review of related literature provides previous studies and information concerned with the research problems.

2.1 Vocabulary

Vocabulary is a set of words that individual speaker of a language might use (Nunan, 2015). Some people say that vocabulary is the entire words of a language which is used by the people that use the language itself to express their thought. These set of words enable people to express what they say more vividly. It allows individuals to convey their ideas and thoughts to the target audience. For an individual to communicate effectively in English, they must have a good grasp of English vocabulary.These vocabularies exist within various classes in the English language, such as nouns, verbs, and adjectives.

2.1.1 Nouns

Nouns are usually things, places, and people. There exist different sub-classes of nouns, such as proper nouns, abstract nouns, common nouns, concrete nouns, countable and uncountable nouns, and collective nouns (Triandini, 2017). Examples of each of these nouns mentioned in the respective order include the names of cities, feelings such as 'happiness', names of things such as 'pen,' names of intangible objects like 'smoke,' countable nouns like chairs, uncountable nouns like 'sugar,' and collective nouns like 'bunch of grapes.'

2.1.2 Verbs

The verbs are words that imply actions (Triandini, 2017). They describe the actions of the mentioned subject within a sentence. For instance, in the sentence, "The rat ate the cord," the word 'ate' is a verb describing the action of the subject, i.e. the rat.

2.1.3 Adjectives

Adjectives are another class of vocabularies that describe nouns. They show the features of the nouns, such as their size, number, or abstract quality. For instance, in the sentence "The beautiful girl has three smartphones." In the sentence, we have two adjectives, beautiful and three. 'Beautiful' describes the abstract quality of the girl while 'three' describes the number of smartphones.

2.2 Teaching Vocabulary

Learning vocabulary does not occur in a vacuum; children do not acquire meanings of words in isolation. All learning both personal and academic occurs within the sociocultural environment of the home, community, and classroom. "Literacy is a social practice, so students learn academic vocabulary through social interactions as members of the learning community" (Scott, Nagy, & Flinspach, 2008, p. 197). Therefore, effective teachers of language and literacy provide practices that stimulate rich uses of language, designing their instructional programs within a social context that promotes literacy learning.

Although many words may be learned incidentally and vocabularies do become stronger when they are supported with a language-rich environment, children benefit from systematic and direct instruction of words. The research is clear with respect to effective teaching of words (Graves, 2006). Vocabulary instruction should (1) provide students with information that contains the context as well as the meaning of the word, (2) design instruction that engages students and allows sufficient time for word learning, (3) make sure students have multiple exposures to the words with review and practice, and (4) create a dialogue around the words.

An important aspect of developing students' robust vocabularies is teaching them tools to unlock the meaning of unknown words. The most effective tools use the context of the surrounding words or sentences to infer the meaning of a word, using meaningful word parts to make sense out of the unknown word and using the dictionary effectively to help define an unknown word. Building word consciousness in readers and writers:An important aspect of a strong vocabulary program is to engage students in learning new words.As teachers, we need to develop word

consciousness within our students and maintain their interest in words. Graves and Watts-Taffe (2008) suggest that teachers "(1) create a word-rich environment, (2) recognize and promote adept diction, (3) promote word play, (4) foster word consciousness through writing, (5) involve students in original investigations, and (6) teach students about words"

In the end, teaching vocabulary requires that the teacher conducts the process in a way that is fascinating to boost the understanding of the students. In teaching vocabulary, a teacher needs to incorporates the use of realia, pictures, gestures, mime action, explanations, and translations, etc. The Realia technique involves presenting real things to the students, such as pencils, books while naming them. The use of pictures in teaching the students involves showing a given picture to the students and asking them to name them or naming it first and then showing it to them. The teacher can come with printed pictures or choose to draw them on the board. To enhance the learning process, the teacher makes the naming of the picture into a competitive game whereby the winner is the one who can quickly correlate the vocabulary words to the pictures displayed.

2.3 Games

Games have a great educational value and they can be used in the classroom to make learners practice the language. They encourage learners to interact, cooperate and be creative and spontaneous in using the language in a meaningful way. In teaching vocabulary, teachers usually prepare teaching materials for their students to enrich their vocabulary by using drills or exercises, but if they keep using monotonous methods in their teaching, students will get bored and lose interest. Teachers have to plan some activities that motivate students and make them comfortable and interested in learning vocabulary. This enjoyable situation will be realized when the teacher uses fun activities such as games. As Wright (1984) said, "….it is generally accepted that young learners and adults are very willing to play the game" (p. 02).

Maroney (2001) defined a game as a type of play with goals and structure. In every game, there should be a goal that will be achieved by the players at the end of the game. The goals can be achieved if the players follow the structures of the game.

According to him, these structures consist of: Defining the actions that the players take, methods for resolving, the consequences of each action, and usually the sequence and timing of actions. It means that every game is created with different purposes and ways to achieve it. In the same perspective, Simpson (2011) stated that the teacher should be encouraged to use games to help practice a new language in the classroom. He also stated that games can indeed teach the students, and they offer a way to practice new structures and add genuinely enjoyment to a lesson.

According to Michael & Chen (2006), a game is a voluntary activity, played out within a specific time and place, also according to established rules, and creates social groups out of their players. Abt (1970) added that "games are effective teaching and training devices for students of all ages and in many situations because they are highly motivated and because they communicate very efficiently the concepts and facts of many subjects"

2.4 Type of Games

Hadfield (1984) explained two ways of classifying language language games into two types as linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym while Communicative games focus on the successful exchange of information and ideas, such as two people identifying the differences between their two pictures, which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal. The second taxonomy that Hadfield (1984; 4-5) used to classify language games includes many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

2.4.1 Sorting games: In this game, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

2.4.2 Information gap games: In such games, one or more people have information that others need in order to complete a task. For instance, one person might have a drawing and his partner needs to create a similar drawing by listening to

the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a spot-the-difference task, where each person has a slightly different picture, and the task is to identify the differences.

2.4.3 Guessing games : These are variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

2.4.4   Search games: These games are yet another variant on two-way information ga games, with everyone giving and seeking information. For example in Finding someone who is well known, students are given a grid, the task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete them own grid and help classmates complete theirs.

2.4.5 Matching games: As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards; composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory.

2.4.6 Exchanging games : In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game.

2.4.7 Roleplay games: The terms role play, drama, and simulation are sometimes used interchangeably but can be differentiated (Kodotchigova, 2002). Roleplay can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as a customer at a restaurant. Dramas are normally scripted performances, whereas in role-plays and simulations, students come up with their own words, although preparation is often useful. Rinvolucri & Davis (2005) stated that there are even many more other kinds of language games:

2.4.8 Competitive games: These games usually use formats taken from radio and television games. It makes sense to borrow happy contexts from the students' world of entertainment. Competitive activities that pit pairs against pairs and three against three are excellent for fostering collaboration and mutual help each team.

2.4.9 Cognitive games: This is a collaborative sentence-making game. It exercises mostly open-ended, where the student expands one sentence into two utterances by adding either one or two words.

2.5 Pictionary Game

The Pictionary game is one that involves presenting a picture and asking the students to guess the word that describes it (Welliam & Ledy, 2019). The Pictionary game has been used for learning vocabulary because it enhances their ability to learn new words and be able to remember them with much ease. The Pictionary game is engaging since it gives the students the opportunity to try to guess the words from pictures and drawings. Some of the things that are required to play the Pictionary game include a list of vocabulary cards, whiteboards, smartboards, and markers. The use of this game helps increase the involvement of the students in classroom activities and increases the interaction amongst themselves because it encourages teamwork.

According to Zeiger (2006), Pictionary game is considered as an enjoyable family game because it can be played anywhere with nearly any set of words. She considered that excelling at Pictionary game is not concerning inventive talent, however, it is concerning thinking outside the box. That is to say, in playing Pictionary game, the player who is chosen as an artist does not have to be someone who likes drawing or a master in the art. It is free for the artists to imagine the word into a picture by using their own creativity.

Hinebaugh (2009) claimed that Pictionary game can be used as a brilliant teaching tool for developing communication and creative thinking skills; it is suitable to reinforce ideas in other subject matters for those students who are visual learners; it can develop and reinforce any number of facts, figures, or concepts; Pictionary rules will focus on the development of creativity. He further added, "Players not only must be creative but also must choose sketches that will effectively communicate the

association to the rest of their team, and it is well suited for developing specific grammar and vocabulary skills" (pp. 188-193).

In addition, Pictionary game can be very effective in teaching the various parts of speech if implemented the right way. It can enhance the learning of the classes of vocabulary, i.e, nouns, verbs, and adjectives amongst the students. It is important to note that during the implementation of the Pictionary game, some steps must be followed. The first step involves the division of the students into teams. The next step would entail choosing one individual who will be drawing on the boards, i.e. the artist, at a given moment. The position of the artist rotates amongst all members of the group. The next step involves the teacher who tells the artist what is to be drawn and in the fourth step, the rest of the students are required to make correct guesses of what has been drawn and the winning group accumulates the most points from making each correct guess. The students must adhere to the rules by not cheating and any other rules set by the teacher. In so doing, the Pictionary game is made very competitive and each group of students endeavors to master the most vocabularies so that they win the game by guessing the correct answers to each picture question.

The use of the Pictionary game has its merits and demerits. The major advantage is that it enables the students to unconsciously remember the new vocabulary that they have learned and be able to orally reproduce it. Besides, the game increases the desire of the students to learn English because it reduces their boredom by keeping them fascinated with the learning process.

In addition, Pictionary game enhances teamwork amongst the students as design, to have students learn to work as a group thus promoting collaborative learning. They interact amongst themselves as they compete against other groups and these interactions help boost their social intelligence levels.

The major demerit associated with the Pictionary game is that the noise levels will become unbearable. The game increases the interaction of the students amongst themselves and increases their participation in class. Therefore, the students speak more and since the game is very competitive, they may raise their voices in the process leading to a lot of noise in the classrooms. Secondly, Pictionary game cannot describe abstract things. Consequently, some vocabularies are left out in teaching during the

application of this method of learning. Students will face challenges when trying to understanding the abstract nouns as they cannot establish vivid images as in the case of those that are represented using the Pictionary game. Therefore, the Pictionary game limits the scope of English vocabulary that a student can learn.

2.6 Steps of Using Pictionary Game

The use of a game in teaching have to be simple, because the use of a complicated game will take students' attention how to run the game not to learn.

(1) The students will work in teams, each member of the team have to guess the correct words or pharses from pictures provided by the teacher.

(2) Every member of the team will help each others to guess the correct words, so that there will be a sharing knowledge in a team. If there is only one student that can guess correctly in a team, the others member will automatically get answer too from their team mates.

(3) The students have to write the words or phrases in a paper, this activity will increase students' spelling skill, because they have to write the words or phrases correctly. Picture provided based on the class of word such as noun, verb and adjective. It will make it easy for the students to understand class of word.

(4) In the end of the game the teacher count how many correct words or phrases from each team. The team who has the most correct answer will be the winner. Using this game teacher will able to make the students in each team to have an equal skill. So there is no skill gap between the students in each team, every member will work together and get the same knowledge. In summary, the use of Pictionary game technique has been seen to be one of the technique that can be applied to teach English vocabulary. When students can achieve as many vocabularies as they can get from the picture given by the teacher, it means that have conquered the material well.

2.7 Related Previous Studies

Various studies have been carried out to investigate how games can influence the ability of students vocabulary. Wahidin (2017) conducted a research about 'The

influence of using Pictionary game on improving students' achievement in learning English vocabulary at the Seventh-grade students of Smpn 1 Dawuan Majalengka'.

This research used a quantitative approach designed that used a pre-experimental group pre-test and post test design. The sample was class VII A. The technique of collecting data was tests. The researcher used multiple choice test items. The average of students' score in comprehending descriptive text before using Pictionary Game strategy was 48.91. While after using Pictionary Game Strategy, the average of students' score was 65.09. From the calculation, the researcher concluded that there was a positive and significant influence of Pictionary Game Strategy on improving students'achievement in learning English vocabulary at the seventh grade student of SMPN 1 Dawuan Majalengka.

In addition, Sorensen (2019) carried out a reserch on the effect of charades and pictionary on nouns tttainment of 8th Grade Students at Widya Surabaya. This research was aimed to discover the effect of Charades and Pictionary on nouns attainment of the 8th-grade students. The total sample of this study was 34 students. The experiment group consisted of 17 participants, the control group consisted of 12 participants, and the last 5 participants included were in the pilot group. The instrument was the vocabulary tests. The test consisted of pre-test and post-test. The data obtained were analyzed using T-test. Based on the criteria of hypothesis, Ho (Null Hypothesis) was accepted and Ha (Alternative Hypothesis) was rejected. Therefore, the Charades and Pictionary game improved 8th-grade students' nouns attainment. The result indicated that Charades and Pictionary game had significant positive effect on the students' performance.

Moreover, Fadhilah (2011) conducted a study on teaching English concrete nouns using Pictionary Game. This was an experimental study with the 4th graders of SDN 01 Donowangun Talun Pekalongan in the academic year of 2010/2011.There were 20 participants in each class. The IV A class was used as the experimental group (students taught using Pictionary game), and IV A class was the control group (students who were not taught using Pictionary game). The instruments used to collect the data were: documentation and test (pre-test and post-test), The document was used to get the data of students' name list that and getting them to become respondents, a

syllabus and lesson plan was also used. The Tests were used to know students' competence before and after the experiment. The result of the research: The use of Pictionary game as technique in teaching concrete nouns was effective. There was a significance difference in the achievement between students in class IV A (experimental class) and students in class IV B (control class). It indicated that the mean of experimental class was higher than the control class (80.70 > 73.35). This study also showed that the Pictionary game is effective in teaching the English language.

To the best of my ability and judging from the previous research this present research used Pictionary game not just to measure students' vocabulary knowledge through a pre-test and post-test as used in the previous studies but also to find out students' behavior after being taught using Pictionary game through the implementation of a Likert scale questionnaire which of course has not been used in any of the previous studies known.

2.8 Theoretical Design

In analyzing how the use of language games helps to increase the comprehension of vocabulary, the theory of constructivism helps us understand how this works. Ideally, game-based learning is based on social constructivism. Constructivism is based on 3 major principles: that knowledge is a human construct, it is conjectural and fallible, and that it increases through exposure (Jeanette,2017). Game-based learning applies the social constructivism theory by stressing the interaction between the user and the games. The students interact with the language games and then apply their cultural and social contexts to help make sense of the vocabulary presented to them (Jeanette, 2017). The constructivism theory states that human beings create meaning from their interpretations of life experiences through what they see and this makes the learning process more effective. Therefore, the Pictionary games help enhance the learning of vocabulary by enhancing the visual experiences of the learners in the classroom context.

The sociocultural learning theory has also been shown in studies to be behind the application of language games in teaching vocabulary to students. The theory states

that the learning process is social in nature and that students learn within a social setting with the help of mediating tools (Jeanette, 2017). The use of the game-based learning techniques serves as the mediating tool and improves the ability of the child to learn in their social contexts.

Finally, we have the behaviorism theory which suggests that all behavior is learned from our surroundings (Juan, Bastian, & Daniel, 2012). During the process of learning language in the early years of the children, there are 3 major factors that influence their ability to learn language vocabulary. These include the input they receive, the knowledge that they accrue and their non-linguistic capacities to form and test generalizations based on the input they have received (Juan, Bastian, & Daniel, 2012). Going by the behaviorist theory, it is quite clear that the use Pictionary game would be an effective way of learning because it would be a visual representation of what they see in their surroundings. The input received would then be tested and integrated amongst these learners and allow them to form a vivid picture in their minds. Besides, the competitive nature of the game, it creates a reward and punishment system whereby the students who are able to master a number of vocabularies accumulate higher points and get declared winners while those with fewer vocabularies are losers. Due to the competition created by the game, it would be altering their behavior by encouraging them to have the desire to learn new vocabularies. The Fig 1. Below is a clear representation of the behaviorism theory.
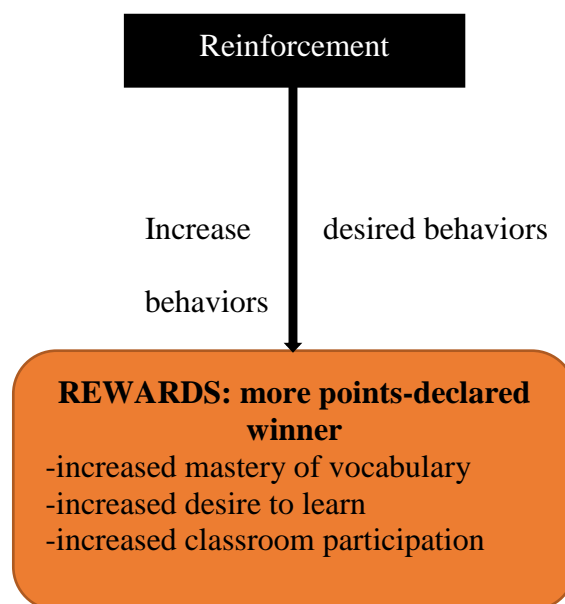
Figure 2.1 Behaviorist theory representation

CHAPTER 3
RESEARCH METHODOLOGY

This chapter contains information concerning the participants, research instruments, materials, data collection procedures, and data analysis.

3.1 Research Design

This research is a mixed study that involves the analysis of pre-test, post-test, and a Likert scale questionnaire to deduce pieces of evidence for the practice issue which in this case is the use of Pictionary game in improving student's vocabulary knowledge. The researcher intends to find out to what extent the Pictionary game has influenced students' English vocabulary that is the reason for the pre-test and post-test to measure the numerical difference. Therefore, the first instrument (test) was used to measure the quantitative part of the study while the 5-points Likert scale questionnaire was used to analyze the students' perspectives. The research design is as follows:

T1 X T2

      T1: Pre-test

      X: Treatment

      T2: Post-test

(Hatch and Farhady, 1982: 20)

3.2 Participants

The subjects of this study were 35 males between the ages of 12 -13 from grade 7, the class of 1/9 at LukhamhanWarinchamrab School in the academic year of 2018/2019. All the participants in this study were boys (Pre-cadet) who were considered not to be so good at English as indicated by their entrance Exam sheet record into the pre-cadet program in the academic year of 2018/2019. The total number of students who sat for the pre- cadet entrance exam was 48 and only 4 out of 48 had an average score of 50 out of 100 and 35 were admitted into the program.

3.3 Setting

This research was conducted at Lukhamhanwarinchamrab School located in Seansuk Sub – District, Warinchamrab District, Ubon Ratchathani Province, Thailand. This location was selected on conveniency basis because its location was reachable for the researcher to conduct the research.

3.4 Data Collecting Techniques

To collect the data for this research study, the researcher used vocabulary tests to measure students' vocabulary achievement. The test consisted of a pre-test and a post-test. The pre-test was administered to find out students' vocabulary proficiency before the treatment while the post-test was administered to know students' vocabulary achievement after the treatment. On the other hand, the Likert scale questionnaire was used to find out students' perspectives about the Pictionary game.

3.5 Research Instruments

In this research, the following instruments were used as follows:

3.5.1 Pre-test and post-test:

The pre-test was used before conducting the treatment to find out students' vocabulary proficiency before the implementation of the Pictionary game while the post-test, was used after the treatments to find out students 'vocabulary achievement. The test consisted of 24 multiple choice items with four alternative answers (A, B, C, and D) with only one answer to be selected as the correct one, conducted in 40 minutes. The post-test items were the same as those in the pre-test except for the change in numbering.

3.5.2 Likert scale questionnaire:

The primary purpose of the Likert scale questionnaire was used to collect students' responses attributed to students' behavior towards the use of the Pictionary game in the classroom.

3.6 Research Procedure and Timeline

The treatment was conducted 4 times plus 2 days for testing as indicated in the study plan below. Pictionary game was used as a teaching method with all 35 participants. The treatment was conducted in 45 minutes each time on 4 different sessions within 2 weeks and it lasted for 3 weeks, making a total of 6 periods of teaching. To successfully collect the data for this study, the research lasted for 4 weeks.From January 8th-28th, 2019 as indicated in the lesson plan below:

Table 3.1 Summary of Research Procedure and Timeline

(1) Week 1, day 1, the researcher gave the pre-test to all the participants of grade 7 class
(2) Week 1, day 2, the researcher taught adjectives.
(3) Week 2, day 3, the researcher taught Nouns as indicated in the study plan
(4) Week 2, day 4, the researcher taught verbs
(5) Week 3 day 5, review of adjectives, nouns, and verbs
(6) Week 3, day 6, participants took the post-test.
(7) Week 4, day 7, participants participated in answering the Likert scale questionnaire

3.7 Scoring Technique

To score the students' test results, the researcher used the following technique as follows:

3.7.1 Counting each student's correct answers and false answers.

3.7.2 Calculating the students' scores by using the formula below. The ideal higher score was 30 points.

$$S = \frac{r}{n} \cdot 30$$

Where:

S: Student test **score**

r: The total of student's **right** answer

n: the total.

(Tayler-Powell's, 1996)

3.8 Hypothesis Testing

The formulated hypothesis of this research is that "using the Pictionary game in an English lesson class can improve students' vocabulary knowledge as well as motivate them to learn". To find answers to this hypothesis, the pre-test and post-test data and the Likert scale questionnaire were used. There was an improvement of the students' vocabulary knowledge after being taught through Pictionary game and students had positive behavior towards the use of Pictionary game as indicated by the Likert scale questionnaire. Therefore, the criteria H was accepted since alpha level was lower than 0.05 (α<0.05). In order to test the hypothesis, a repeated measure t-test was used.

3.9 Findings and Report

The pre-test and post-test results were analyzed and compared while the students' responses from the Likert scale questionnaire were analyzed and interpreted at the end of the study.

3.10 Data Validity

The validity of the test is the extent to which it measures what it is supposed to measure (Heaton, 1991:159). There are two types of validity based on Hatch and Farhady (1982:281), they are content validity, and construct validity. The validities were used in this research in order to measure whether or not the test has a good validity.

3.10.1 Content Validity

Content validity is the extent to which a test measures a representative sample of the subject matter content (Hatch and Farhady, 1982: 251). In content validity, the 30 items given was based on the curriculum. In this research, the test was

based on Lukhamhan school curriculum, and the syllabus for first grade of junior high school students. The content learned by the students at that time was procedure text, thus the researcher used vocabularies which were based on the content that had been taught by the teacher. The material was content words (noun, verb and adjective). In order to make sure the validity of the content, the researcher also use inter-rater in which he ask several colleagues to be the evaluators of the content of the test before administering it to the students.

3.10.2 Construct Validity

According to Setiyadi (2006), if the instrument measures one aspect, for example vocabulary; the construct validity can be measured by evaluating all items in the test. If all items have measured students' vocabulary achievement, then the instrument has fulfilled the construct validity. In order to make sure the construct validity of the test, the researcher also asked the colleagues to evaluate the test before it was administered to the students.

CHAPTER 4

RESEARCH FINDING AND ANALYSIS

In this chapter, the researcher explains the detail to the findings of the collected data from beginning up to the end of the research. The findings are taken from the results of the pre-test and post-test as well as the Likert scale questionnaire.

4.1 Results of the Pre and Post vocabulary test

The 35 students took the pre and post-test. The data of the pre and post-test were analyzed to find out the extent to which the Pictionary game could improve student's vocabulary knowledge. The following table represents the test results of the group of participants involved in the experiment. It also contains the difference between both tests.

Table 4.1 Pre-test and post-test score

N		Minimum	Maximum	Mean	SD
Pre-test	35	3	27	12.14	6.307
Post-test	35	7	28	18.03	6.546

According to the above table, it can be seen that the number of participants was 35 and the mean mark for the pre-test was 12.14, and the standard deviation was 6.307. Similarly, the mean of the post-test was 18.03 with a standard deviation of 6. 546. The mean difference between the post-test and pre-test was 5.89. In particular, the mean score of the post-test is significantly higher than that of the pre-test. The differences are statistically significant at $P<0.05$. According to the test, the students who used the Pictionary game method improved positively. However, some students did not improve like in the case of the student number 7, and 25 whose scores dropped after the experiment. A possible explanation is that the 2 students did not find interest in using the Pictionary game as obtain from the Likert scale questionnaire results.

From the analysis above, it can be seen that there was a huge improvement in the post-test. From the pre-test the students'achievement was 12.14 and after the treatment, the post-test score was 18.03 indicating that Pictionary game improved students' vocabulary knowledge to a greater extent.

4.2 Results of the Likert scale questionnaire

To get gain insights into students' perspectives and behavior toward the Pictionary game technique, an 8-scale Likert scale questionnaire was shared with all the 35 participants toward the end of the lesson. The questionnaire comprised of five scales indicating strong disagreement, disagreement, undecided, agree, and strong agreement. The items were answered by all the 35 participants and analyzed as shown below.

Regarding the statement of 'Through Pictionary game instruction, I like English better. To know the students' behavior and perspectives was very important to shed more light on the results of this experiment. The negative thoughts of some students could be a reason why the experiment result was not 100% positive. During the entire process, it was necessary to keep the students motivated to learn and improve their vocabulary.

Table 4.2 Through Pictionary game instruction, I like English better

Frequency	Participants	Percent	Valid Percent	Cumulative %
1.00	6	17.1	17.1	17.1
2.00	2	5.7	5.7	22.9
3.00	3	8.6	8.6	31.4
4.00	15	42.9	42.9	74.3
5.00	9	25.7	25.7	100.0
Total	35	100.0	100.0	

According to the responses given by the students as indicated and after calculating the frequency percentage, it can be concluded from Table 4.2, that out of 35 students, 15 students who formed around 42.9% of the total group, agreed that

through Pictionary games their English improved. In addition to that, 9 students strongly agreed with the question, which increased the positive percentage to 68.6%. Out of the rest, 2 students (5.7%) disagreed, six students (17.1%) strongly disagreed, and three students (8.6%) were neutral. We can therefore conclude that the positive response was the highest.

Table 4.3 Through the Pictionary game, I feel more confident in learning English

Frequency	Participants	Percent	Valid Percent	Cumulative %
1.00	6	17.1	17.7	17.1
2.00	2	5.7	5.7	22.9
3.00	7	20.0	20.0	42.9
4.00	9	25.7	25.7	68.6
5.00	11	31.4	31.4	100.0
Total	35	100.0	100.0	

In addition, the participants were asked if, through the Pictionary game, they felt more confident in learning English vocabulary. In line with the results gotten from Table 4.3, 11 students (31.4%) strongly agreed, and nine students (25.7%) agreed that they felt more confident about learning English through the Pictionary game method. However, six students (17.1%) strongly disagreed, two students (5.7%) disagreed, and seven students (20%) were neutral. Also, bar graph 2 indicates that the students felt confident while learning the language during the experiment.

Table 4.4 Through Pictionary game instruction, I am willing to spend more time learning English

Frequency	Participants	Percent	Valid Percent	Cumulative %
1.00	8	22.9	23.5	23.5
2.00	4	11.4	11.8	35.3
4.00	12	34.3	35.3	70.6
5.00	10	28.6	29.4	100.0
Total	34	97.1	100.0	
Missing	1	2.9		
Total	35	100.0		

The results from Table 4.4, indicates that through Pictionary game instructions, the students were willing to spend more time learning   English vocabulary through playing or pictures which they thought was more effective than merely reading words. About 12 students (34.3%) of the total agreed, and 10 students (28.6%) strongly agreed that they were willing to spend more time learning English. However, there were about eight students (22.9%) who strongly disagreed, and four students (11.4%) disagreed. In conclusion, most of the students agreed that they were willing to spend more time learning English vocabulary through the Pictionary game.

Table 4.5 To me, the use of the Pictionary game in teaching makes me understand the English vocabulary better than another method

Frequency	Participants	Percent	Valid Percent	Cumulative %
1.00	5	14.3	14.7	14.7
2.00	6	17.1	17.6	32.4
4.00	10	28.6	29.4	61.8
5.00	13	37.1	38.2	100.0
Total	34	97.1	100.0	
Missing	1	2.9		
Total	35	100.0		

There are many methods of teaching a subject. So, the students were asked which type of teaching method they preferred for better learning. As indicated on Table 4.5, about 23 students who formed 65.7% of the total population, gave a positive answer indicating that the Pictionary game in teaching made them understand the English vocabulary better than other methods. According to them, it is the best learning method and even the effective one. As there were complimentary as well as opposing views, about 11 students (31.4%) of the total provided responded negatively. However, most students agreed that the use of Pictionary made them understand better.

Table 4.6 The use of the Pictionary game in the classroom can increase
my learning motivation

Frequency	Participants	Percent	Valid Percent	Cumulative %
1.00	8	22.9	22.9	22.9
2.00	3	8.6	8.6	31.4
3.00	3	8.6	8.6	40.0
4.00	11	31.4	31.4	71.4
5.00	10	28.6	28.6	100.0
Total	35	100.0	100.0	

Besides, 21 students (60%) agreed that learning English through the Pictionary game increased their learning motivation and only 11 students (21.5%) disagreed with this as shown by Table 4.6 above.

Table 4.7 After school, I want to play Pictionary games and review the vocabulary

Frequency	Participants	Percent	Valid Percent	Cumulative %
1.00	10	28.6	28.6	28.6
2.00	8	22.9	22.9	51.4
3.00	3	8.6	8.6	60.0
4.00	8	22.9	22.9	82.9
5.00	6	17.1	17.1	100.0
Total	35	100.0	100.0	

Furthermore, from this research study, the results from Table 4.7 shows that the students like playing games, but when they were asked if they like to play the Pictionary game at home after school, their response was quite contrary as indicated by the results. About 18 students (51.5%) disagreed with playing the game after school at home, and 14 students (40%) agreed to it. Apart from that, three students were neutral about the question.

Table 4.8 I had so much fun using the Pictionary game in learning

      English vocabulary

Frequency	Participants	Percent	Valid Percent	Cumulative %
1.00	6	17.1	17.1	17.1
2.00	5	14.3	14.3	31.4
3.00	5	14.3	14.3	45.7
4.00	10	28.6	28.6	74.3
5.00	9	25.7	25.7	100.0
Total	35	100.0	100.0	

The results from Table 4.8, shows that most of the students agreed that they had so much fun using the Pictionary game in learning English vocabulary as 19 students (54.3%) agreed that they had so much fun using the Pictionary game in learning English vocabulary. However, 11 students (31.4%) disagreed with that, and five students (14.3%) didn't choose any side. This again was a hugely positive response.

Table 4.9 I recommend the Pictionary game as an excellent method for

      learning English

Frequency	Participants	Percent	Valid Percent	Cumulative %
1.00	4	11.4	12.1	12.1
2.00	2	5.7	6.1	18.2
3.00	3	8.6	9.1	27.3
4.00	15	42.9	45.5	72.7
5.00	9	25.7	27.3	100.0
Total	33	94.3	100.0	

Finally, from Table 4.9, we can see that when the students were asked if they will refer the Pictionary game as a method of learning to their peers and others, their responses came out great as about 24 students (68.6%) agreed to refer the game to others while only 6 students (17.1%) disagreed. This perhaps can be considered a positive influence on the students' behavior.

CHAPTER 5
DISCUSSION

This chapter discusses the impacts of the Pictionary game technique on students' vocabulary knowledge and their perspectives toward their reactions towards the Pictionary game implementation in their lesson.

5.1 The Impacts of Pictionary game technique on students' vocabulary Knowledge improvement.

As mentioned in 4.1, the result of both the pre-test, post-test, showed that the Pictionary game improved most students' vocabulary knowledge. Thus, the result of this study confirms previous studies which found that the Pictionary game technique can be taught to students successfully and that when taught, can help to improve their vocabulary knowledge ((Fadhilah, 2011). In addition, using this technique can be an excellent teaching tools for developing communication and creative thinking skills (Hinebaugh, 2009) He also claimed that Pictionary game is suitable to reinforce ideas in other subject matters for those students who are visual learners.

Moreover, Pictionary rules focus on the development of creativity and effective thinking, appropriate for developing specific grammar and vocabulary skills, as well as contributes to the development and enhancement of vocabulary and associates skills. Hence it eable the students to unconsciously remember the new vocabulary (Hinebaugh, 2009). Finally, Pictionary game also helps the students to work in a team.

Furthermore, the result of this research indicated that Pictionary game is effective at improving student's vocabulary knowledge indicated by students' improved scores in the post-test. Besides, the results from the tests, the Likert scale indicated a positive shift in students' behavior.

According to the result of this research, the application of Pictionary made the students more comfortable and confident in sudying English vocabulary. This is relevant to the statement that pictures can promote creative and critical thinking and can be used in many ways by different teachers for various lessons (Bailey, 2005).

In addition, the use visuals encourages students to use their imagination, as the same picture can be interpreted in many ways (Krcelic 2015:111). Visuals give an insight into the world and help students think outside the box.

In addition, Akrimah (2017: 20) stated that Pictionary technique is one of fun tecnique which can be used by the teacher to make the students interested in learning English vocabulary. This method is considered to be suitable to be implemented in the classroom for teaching vocabulary, especially in reviewing vocabularies which are studied by the students, since the teacher allows the students to be active participants in recalling English vocabulary by describing the vocabulary through their own drawings.

In Chapter 2 the application of language games in teaching vocabulary to students is shown to be very helpful since learning process is social in nature and that students learn within a social setting with the help of mediating tools (Jeanette, 2017). The use of the game-based learning techniques serves as the mediating tool and improves the ability of the child to learn in their social contexts. Concerning this study, it implies that during the treatment period, the Pictionary game served as a mediating tool that helped to improve the students' vocabulary knowledge. It is a clear indication as seen in the post-test. After the treatment was conducted, the same 35 participants took the post-test and the results showed a significant improvement. This time 23 students passed with the highest subject's score at 28. From the pre-test to the post-test scores, we could see a significant shift from the pre-test to the post-test in terms of improvement. On the other hand, part of the result indicated that some students did not improve or degraded like in the case of student number 7, and 25 whose score dropped after the experiment. A possible explanation is that the students did not find interest in using the Pictionary game in learning English as obtain from the Likert scale questionnaire.

To conclude, the research results suggested that the Pictionary game as a technique tends to improve students' vocabulary knowledge to a greater extent.

5.2 Students' behavior Towards Pictionary game in their lesson

Similar to other language classrooms where a new teaching approach is introduced, the students had mixed reactions toward the Pictionary game implementation. While the majority of them reacted positively towards the implementation of the Pictionary game, a minority found that it was not very useful. Those who reacted positively felt that the Pictionary game helped them to familiarity themselves with the vocabulary presented in the lesson.

Most of the students agreed that 'Through Pictionary game instruction, they liked English better. Out of 35 students, 15 students who formed around 42.9% of the total group, agreed that through Pictionary games their English improved. Along with that, nine students strongly agreed, which increased the positive percentage to 68.6%. Out of the rest, 2 students (5.7%) disagreed, six students (17.1%) strongly disagreed, and three students (8.6%) were neutral. We can further say that the Pictionary game to some extent, helped to influence students' behavior positively toward learning English.

In the same direction, most of the students indicated that they felt more confident in learning English vocabulary. 11 students (31.4%) strongly agreed, and 9 students (25.7%) agreed that they felt more confident about learning English through the Pictionary game method. However, six students (17.1%) strongly disagreed, two students (5.7%) disagreed, and seven students (20%) were neutral. So, making it 20 against 15. We can also say that more students felt more confident.

Also, about 12 students (34.3%) of the total agreed, and ten students (28.6%) strongly agreed that they were willing to spend more time learning English through the Pictionary game. However, there were about eight students (22.9%) who strongly disagreed, and four students (11.4%) who disagreed. It is paramount at this juncture to say that more students preferred to learn English through the Pictionary game instructions while 23 students who formed 65.7% of the total population, agreed that the Pictionary game is the best method to learn vocabulary. According to them, it is the best learning method and about 11 students (31.4%) of the total provided a negative view. However, most students agreed that the use of Pictionary made them understand better.

Furthermore,11 students (21.5%) disagreed that Pictionary games in the classroom could increase their learning motivation while about 21 students (60%) agreed that learning English through Pictionary games could increase their learning motivation as seen in chapter 1. The use of Pictionary game motivates students to learn a language (Benoit, 2017).

It is very interesting to note that about 18 students (51.5%) disagreed with playing the game after school at home, and 14 students (40%) agreed to it. Apart from that, three students were neutral about the question. It can be concluded the students do not want to learn after they get home from school and this could be a possibility why most Thai students don't do their assignments when instructed to do so.

It is equally interesting to know that 19 students (54.3%) agreed that they had so much fun using the Pictionary game in learning English vocabulary. It was a hugely positive response. However, 11 students (31.4%) disagreed and five students (14.3%) didn't choose any side.

Finally, about 24 students (68.6%) agreed to refer the game to others while only 6 students (17.1%) denied it. It can be taken as a positive influence on the student's behavior.

CHAPTER 6
CONCLUSION AND IMPLICATIONS FOR FUTURE LANGUAGE TEACHING

6.1 Conclusion

The purpose of this study was to use Pictionary games to improve students' vocabulary knowledge at Lukhanhan Warinchamrab School. The participants were 35. All 35 participants attended this course during the second semester of 2018.

The data collected, included the students' pre-test and post-test of vocabulary, and the Likert scale questionnaire. The data were analyzed to answer the two following research questions.

(1) To what extent can the Pictionary game influence students' vocabulary knowledge?

(2) How are students satisfied with the Pictionary game?

From the comprehensive study results, it can be concluded that students were positive towards the use of the Pictionary game technique (Akrimah, 2017). They were willing to play and learn more from the game.

It is appropriate to answer the first research question which measures to what extent do Pictionary game influence students' vocabulary knowledge? The students' result of the test was more than 65% and the students' average score more than 65. Therefore, the high score not only influence the students' vocabulary knowledge positively, but also students' learning development. On the other hand, the analysis from the Likert scale questionnaire indicated that most students had a positive perspective regarding the use of the Pictionary technique in the classroom. In their shared opinion, the majority of them (30 of 35) reported that they felt positive when using the game in learning. From this conclusion, the second research question has been answered as 'How are students satisfied with the Pictionary game?'In addition, the effectiveness of the Pictionary game as indicated by the Likert scale reinforces the

hypothesis above about students' behavior toward the use of Pictionary. This indication highlights the point that Pictionary game is an effective teaching tool to help improve the grade 7 students' behavior at lukhamhanWarinchamrab School. As mentioned already, the picture can promote creativity and critical thinking of students.

6.2 Suggestions

Referring to the conclusion above, the researcher puts forward some suggestions. They are as follows:

6.2.1 Suggestion for Teachers

In teaching or learning, teachers have the responsibilities to find ways that will make students find interest in the subject. In this regard, teachers should be creative so as to make students have confidence and interest in the learning process. Therefore, since Pictionary method is effective in teaching vocabulary, English teacher might want to try using Pictionary method. Using this method could help the students to improve in their vocabulary knowledge.

6.2.3 Suggestion for the next researcher

The Pictionary method is proven effective to improve the students' vocabulary knowledge, so it is suggested for the further researcher to find out the significance of Pictionary method in other English language skills. Besides, the researcher expect that the finding of this research will be an additional resource for the empirical evidence for the behaviorism theory.

6.3 General Conclusion

Vocabulary is one of the very crucial competencies in the process of EFL teaching and learning. In spite of its necessity for EFL learners, this aspect is almost neglected in the language teaching curriculum. In this study, the researchers chose a specific method to teach vocabulary namely Pictionary game and applied it to grade 7 students at LukhamhanWarinchmrab school to investigate how this method affects students' vocabulary knowledge. The current study empirically explored the influence of using Pictionary game on enhancing students' vocabulary knowledge in learning English. Practically, it adopted the quasi modal of the experimental design.It

fundamentally aimed to evaluate grade 7 students' vocabulary knowldege after being taught by using Pictionary game. By the same token, it aimed to determine whether this strategy is effective and can be implemented in the language classroom to enhance the students' vocabulary development.

The overall research work was divided into two main parts; the theoretical part and the practical one. The theoretical part is composed of two chapters. Through the first chapter, we presented an overview of vocabulary and vocabulary learning and teaching whereas in the second chapter Pictionary game, its definition, its steps and its advantages in vocabulary teaching were explored. As far as the third chapter is concerned, it is devoted to the methodology design and analysis. The results were later discussed comparatively in this chapter as to reach conclusive evidence about the effectiveness of Pictionary game in developing Lukhamhan students' vocabulary knowledge. After analyzing and interpreting the data, the findings showed that after the implementation of Pictionary Game, the students' vocabulary knowledge increased significantly. Moreover, the student seems to be more motivated to learn vocabulary through Pictionary game and the process of learning vocabulary was more enjoyable for the students. That is to say, that Pictionary Game boosts the students motivation to learn and understand the meaning of new vocabulary. It also influenced the students to become problem solvers, active and independent learners. These results confirmed the formulated hypothesis of the present research which is "if Pictionary game can improve students' vocabulary knowledge and motive them to learn English"

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APPENDICES

APPENDIX A

Study Plan Timeline

Study Plan Timeline

Lukhamhan Warinchamrab School

Week/Days	Lesson Plan	Time
Week 1 **DAY 1**	All 35 participants took the pre-test comprised of 24 multiple choice questions from the part of speech and 6 missing cloze passages with random answers provided to choose the correct ones. -Introduction to Pictionary Game	**40 minutes**
DAY2	*Warm-Up* **Learning and Practice:** *-Introduction of the adjectives +exposure (15 words)* -The students were given pictures + words(adjectives) In this activity, the students were requested to work in groups to find out through sharing ideas if they could relate the meaning of the 20 words provided to them with pictures **(15 adjectives + pictures)** **Playtime.** Students were randomly divided into two groups and were given numbers. They decide who will start the sketch by spinning a coin. The first group as decided by both parties went in for the sketch, number one from the first group was requested to sketch a picture of the word gotten from the list provided while the other group observed the sketch process quietly, talked together, and share their thought about the sketch and say the answer to the hearing of everyone. **Task:** Use the adjectives to do the missing close activity Students are requested to work in a group by doing the 5 'missing cloze' activity provided to them.	**45 minutes**
Week 2 **DAY 3**	Warm-up **Learning and Practice** Introduction to verbs +exposure (15 words) -The students are were given pictures + words cards **(Nouns)** In this activity, the students were requested to work in groups to find out through sharing ideas if they could relate the meaning of the 15 nouns and pictures provided to them**. (Nouns)** **Playtime:** Students were randomly divided into two groups and were given numbers. They decided who will start the sketch by spinning a coin. The first group as decided by both parties went in for the sketch. Number one from the first group is requested to sketch a picture of the word that was gotten from the list provided while the other group observed the sketch	**45 minutes**

Week/Days	Lesson Plan	Time
	process quietly, talked to each other while sharing their thought about the sketch, and say the answer to the hearing of everyone. **Task: The students u**sed the nouns learned from the game to do the missing close activity. They are requested to work in groups to do the 5 'missing cloze' activities provided to them.	
DAY 4	Warm-up **Learning and Practice** -Introduction to verbs +exposure (15 words) -The students were given pictures + words **(Verbs)** In this activity, the students were requested to work in groups to find out through sharing ideas if they could relate the meaning of the 15 verbs and pictures provided to them **(verbs)** **Playtime:** The students were randomly divided into two groups and were given numbers. They decided who will start the sketch by spinning a coin. The first group as decided by both parties went in for the sketch. Number one from the first group was requested to sketch a picture of the word that was gotten from the list provided while the other group observed the sketch process quietly, talked to each other while sharing their thought about the sketch, and say the answer to the hearing of everyone. *-while students play the game, the teacher observes and guide them* **Task:** the students were requested to use the verbs learned from the game to do the missing close activity The students were requested to work in a group by doing the 5 'missing cloze' activity provided to them.	45 minutes
Week 3	**Learning and Practice:** -Exposure to all the 3 part of speech: **Nouns, verbs, and adjectives** -The students were given pictures + words (Nouns, verbs, and adjectives) In this activity, the students were requested to work in groups to find out through sharing ideas if they could relate the meaning of the **15** words provided to them. **Playtime:** The students were randomly divided into two groups and given numbers. They decide who will start the sketch by spinning a coin. The first group as decided by both parties went for the	45 minutes

Week/Days	Lesson Plan	Time
DAY 5	sketch. Number one from the first group was requested to sketch a picture of the word that they got from the list provided while the other group observes the sketch process quietly, talked together and share their thought about the sketch and say the answer to the hearing of everyone. *-while students play the game, the teacher observes and advises them accordingly.* **Task:** Use the part of speeches learned to do the missing close activity. The students were requested to work in groups by doing the 5 'missing cloze' activity provided to them.	
DAY 6	All the 35-participants participated in the post-test that comprised 24 multiple choice questions from the part of speech learned and 6 missing cloze passages with random answers provided to choose the correct ones.	**40 minutes**
Week 4 **DAY 7**	All the 35-participants participated in the likert scale questions/\items.	**40 minutes**

APPENDIX B

Pictionary Game

Pictionary Game

APPENDIX C

Pre-Test and Post-Test

Pre-Test and Post-Test

Lukhamhan Warinchamrab School

Name_____ Numbers: _____ Date:
_____

Directions: Choose the correct vocabulary to complete the sentence.

1. Look up to the sky. The _____ are shining bright.

    A) stars   B) cars   C) girls   D) books

2. Could you _____ and say cheese to the picture?

    A) fly   B) sleep   C) smile   D) kick

3. Her hair is long and _____

    A) curly   B) happy   C) slim   D) late

4. Can I wear the blue_____ to the party?

    A) nurse   B) car   C) shirt   D) food

5. I was shy to _____ the anthem in front of my classmates.

    A) fly   B) sing   C) smile   D) run

6. He drives a bright red sports car. It's very_____.

    A) wild   B) shallow   C) fast   D) tall

7. Do not leave the _____ open.

    A) gate   B) ball   C) doctor   D) girl

8. Next month we will _____ to Bangkok on a large plane.

    A) fly   B) sing   C) smile   D) run

9. I got a new toy, I feel _____ today.

    A) late   B) long   C) happy   D) round

10. My dad's white Nissan _____ moves fast.

    A) gate   B) car   C) school   D) door

11. I want to get there fast, so I have to_____.

    A) sleep   B) sing   C) walk   D) run

12. I have fallen in love with a _____ woman.

    A) red   B) beautiful   C) wooden   D) late

13. Every night, we _____ a book together in bed.

    A) sing   B) read   C) walk   D) cook

14. My old glasses are better than the _____ones.

    A) clean   B) better   C) old   D) new

15.The boys _____ basketball after school.

    A) take   B) sing   C) play   D) open

16.Be careful - the roads are _____after the rain.

    A) slippery   B) long   C) bendy   D) big

17.We used the globe in class today to _____ Africa.

    A) go   B) touch   C) talk   D) find

18.Jakapat _____ his hand with a sharp knife.

    A) open   B) clean   C) close   D) cut

19. I go to _____early every day.

    A) gate   B) car   C) school   D) door

20.We usually play _____ at the playground.

    A) doctor   B) School   C) ball   D) moon

21. Jake is _____ and has blue eyes.

    A) better   B) late   C) tall   D) empty

22. Mr. Ray treats people, he's a _____ at Supasit hospital.

    A) doctor   B) door   C) teacher   D) farmer

23. Could you please open the _____ for me?

    A) man   B) shoe   C) door   D) moon

24. The little _____was happy when her mom gave her a toy.

    A) doctor   B) girl   C) book   D) car

Directions: Choose the correct word from the table

time	pet	people	know	families
goldfish	flowers	dogs	buy	minutes

About fifty per cent of all the 25) _____ in Thailand have some sort of 26) _____. There are millions of dogs and cats in Bangkok, Changmai, and Ubonratchathani! Do you also want to 27) _____ a pet? Then you must 28) _____ how to look after it. Too many 29) _____buy a pet and then

after a short while, want to get rid of it because they don't like looking after it. So, every year, thousands of people get rid of their pet dogs. There are over a thousand stray 30) _____ in Thailand.

APPENDIX D

Pre-Test and Post-Test Scores

Pre-Test and Post-Test Scores

Student's number	Pre-test Score	Post-test	Difference
1	4	25	21
2	10	26	16
3	11	18	7
4	16	25	9
5	20	22	2
6	20	25	5
7	10	9	-1
8	8	7	-1
9	16	26	10
10	5	14	9
11	22	27	5
12	17	19	2
13	7	11	4
14	6	13	7
15	4	10	6
16	13	19	6
17	7	15	8
18	13	23	10
19	19	26	7
20	7	13	6
21	27	28	1
22	7	9	2
23	12	19	7
24	25	27	2
25	9	7	-2
26	20	25	5
27	10	16	6
28	17	17	0
29	16	19	3
30	5	12	7
31	3	12	9
32	8	16	8
33	8	10	2
34	13	23	10
35	10	18	8

APPENDIX E

Likert Scale Questionnaire

Likert Scale Questionnaire

Q1. Through Pictionary game instruction, I like English better.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)

Q2. Through a Pictionary game, I feel more confident in learning English vocabulary.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)

Q3. Through Pictionary game instruction, I am willing to spend more time learning English vocabulary.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)

Q4. To me, the use of the Pictionary game in teaching makes me understand the English vocabulary better than another method.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)

Q5. The use of the Pictionary game in the classroom can increase my learning motivation.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)

Q6. After school, I want to play Pictionary games and review the vocabulary.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)

Q7. I had so much fun using Pcitionary game in learning English vocabulary.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)

Q8. I recommend the Pictionary game as an excellent method for learning English vocabulary.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)

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