

## FLASH (FUN LEARNING ENGLISH) WITH Pictionary FOR VOCABULARY ENHANCING ON RURAL STUDENTS

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### Abstract

*Learning English for some students were getting bored and less fun. It makes them become lazy and unserious to following the class. Especially, in rural students with local language user for learning the foreign language. Teaching English will become the difficult way for English teacher who teach in seven grade students on MTs S Ittihadiyah Aek Korsik Desa Parimburan Kecamatan Sungai Kanan Kabupaten Labuhanbatu Selatan North Sumatera. Vocabulary is the basic and the important aspect of language in order to easier to able to speak, to read, to write and to listen. FLASH (Fun Learning English) with Pictionary as a teaching strategy were designed and adapted by English teacher. It can help the students feel comfortable, fun, active and more motivated when they were enhanced their vocabulary during the learning process. The author conducted the data by using classroom observation and test including a series of processes to identify the problem that are appearing. The analysis showed how the pictionary gave the enhancing the students on knowing, memorizing and pronouncing the word.*

**Keywords :** Pictionary, Vocabulary, Fun Learning English.

### INTRODUCTION

English can connect people to another people around the world. Because of the fact that it is an International language. It is one of reasons why the students in all country, especially in Indonesia should learn this language. Beside it, learning English can help people achieve their success in the future. If students are mastered English, it can make the students can hold the international community and it can help the students get the job easily. In the reality, English is not our mother tongue or second language. The position of English still on foreign language in our love country. So many problem that students in Indonesia while learn English, also focusing in some of small region or underdeveloped district itself. (Davidovich et al., 2004)

Talking about language especially English language, it has the components as a core of ability to listen, to speak, to read and to write belongs to vocabulary. A little knowledge of vocabulary and the right strategy to obtain a new vocabulary, the students will take difficulties to maximize their own capabilities in learning English (Wulanjani, 2016). The best and suitable strategy are what our research proposes as way out of doing so. It used for the highlighting an examination of the effective vocabulary enhancing through suitable education games. A number of effective teaching strategy are used to stimulate beginners' interests. In this case, the author aims are students on underdeveloped district.

The underdeveloped district here is belongs to one of village or area in Labuhanbatu Selatan district. The name of those area is Desa Parimburan. Desa Parimburan has 4.680.000 large. North is hold with Desa Hutagodang, South is hold with Kabupaten Padang lawas utara, East is hold with Desa Ujung gading and west is hold with Desa parigi Kecamatan Dolok, there are 4.415 people. Almost a half of the people there are productive age and also students dominantly. The author are interested to this area because this area still far from developed district, especially onto education aspect. In a fact, there was only one Junior high school that

they have ever. There only has three classes, ten teachers and limited of supporting facilities. All of students came from five elementary school around which have long distance each other. The fact says many students there are less in Bahasa and lack of motivation in learning some languages outside their native language beside mandailing language. It is because there was mandailingnesse dominantly.

Education in districts condition are very different from city condition. According to Parmiti et al. (2017) in a city, there has complete facilities to support the education itself. Not only it, but also for the technology belongs to the area. Inversely on small district, technology are less, very limited accessed, uncreative people, the mind set of people and so many factors that influenced the condition on one of district in small area. Meanwhile, the stakeholder also keep the important role. International Institute for Educational Planning (2003) states that foreign languages can be used as a language of instruction in certain education units to support students' foreign language skills. That is one of the most important reasons why we must learn English in school. If student and teacher are lack in English in daily life also impacts on the slow mastery of English. Students still assume that ordinary English is to be used outside of school. (Tahmit & Nastiti, 2019)

Learning English can not be separated with vocabulary. There are several components that must be mastered in English, namely grammar, and pronunciation beside vocabulary (Suyanto, 2008). Vocabulary is the most important and the most difficult skill in any language. Vocabulary also should be done effectively, actively, creatively as well as fun so that it does not make the students saturated and bored. Therefore, the teachers are required to do learning and teaching vocabulary with creative, until became more meaningful to attract the learners to learn it. Good learning is to involve all activities of learning. Beside that, when delivering materials about vocabulary, it should be done by arousing the students' motivation in order that they feel happy and could actively involve themselves in following the learning and teaching activities. Therefore, the learners do not just limit themselves to sit in their chair and listen to the explanation from the teachers. They should be invited to initiate their active participation to interact with the teacher and their friends as well. (Akrimah, 2017)

According to An-nisa & Suwartono, (2020) there are many factors affect the unreached learning objectives, one of which is the wrong learning strategy. Language Learning Strategy (LLS) plays an important role in a learning process. The way for getting succeeded and unsuccesed learning depends on teachers' strategy. So many way that teacher can use in teaching learning process. For instance, the use of games, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions. (Andrew Wright, 2001)

In the activity of teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students achieve all the language skills- speaking, listening, writing, and reading. Vocabulary will make students practice the structure more easily.

According to Chirandon et al., (2010) clearing the using games in classroom is one of recommended techniques. Games were used by teacher in classroom can support English learning in many perspectives. It provides opportunities for target language practice, encourages students to communicate by using all four language skills, and creates a real life situation for using language. Moreover, the foremost students' problem in learning English is lack of interest. Chirandon et al., (2010) also suggested that games were the effective means sustaining students' interest and getting rid of anxiety in class. Then, in terms of social relationship. It also can develop students' social skills in co-operating with others as well as build up team spirit. In the other hand, the relevance to different intelligences, developing three types of intelligences: spatial, bodily kinesthetic and interpersonal intelligence.

Hamer & Lely (2019) says that vocabulary is foundation or a basic of a language that an individual can use when writing or speaking, and to assign meaning when listening or reading. In the other hand, Darfilal (2015:3) states that vocabulary is considered as an important element in language learning. In fact many students feel that vocabulary learning is boring since they have to memorize unfamiliar words and spelling without changing their learning habits. Vocabulary is the total number of words in a language (Hornby et al., 1963). In a fact, vocabulary was not considered as a major subject to be separately and officially taught. Instead of being a particular subject of students to learn, it was included at the margin within lessons of speaking, listening, reading and writing. The last for the result, some students realized the importance of vocabulary. Recently, vocabulary teaching and learning process has been developed and gets such an importance in English subject.

Silalahi, (2019) said that the language games can put vocabulary in practice and because they are fun, so the student actually like playing, they are suggested and agreed on by many researchers as one effective strategy to be implemented in vocabulary lessons. Thi et al., (2019) states that a game has been shown to have advantages and effectiveness in learning vocabulary in various ways. The important one is game can bring in relax way and fun for students, thus help them learn and retain new words more easily. After that, games usually involve friendly competition and they were got interested learning.

According to Shabaneh & Farrah (2019) stated that games can be explained chance and skill (in asking the right questions) play a part in finding the solution. The outcome of the game tends to be uncertain until the last moment, and so it is full of suspense. The basic rule of games is eminently simple: one person knows something that another one wants to find out. How this is done is determined by an additional set of rules. These rules lay down, for example, the type and number of questions. The thing to be guessed differs greatly from game to game. It can be something one player is thinking of, an object seen only by one person, a word, an activity - or lots of other things.

In this article, the author focused on the using of education game. Pictionary Game is a guessing word game invented by Robert Angel with graphic design by Gary Everson and first

published in 1985 by Angel Games Inc. According to Naganathan & GangaLakshmi (2019) the classification of playing Pictionary Game is the students have to take a look the pictures or drawings based on the English vocabulary which is shown on card or printed form. In some case, the explanation of Pictionary game is a game that represents the picture of the word that should be guessed. Furthermore, Pictionary game is one of the most popular games. It can be used to teach vocabulary. This game became more popular since then as a meaningful tool that can be used to teach English, especially in improving the students' vocabulary.(Hamer & Lely, 2019)

Based on the information above, Pictionary Game can be used as excellent teaching tool for enhancing communication and creative thinking skills for students; it is suited to reinforce ideas in other subject matters for those students who are visual students; it can increase and reinforce any number of facts, figures, or concepts; Pictionary rules will focus the improvement of creativity and corollary thinking. Naganathan & GangaLakshmi (2019) states that Pictionary is a word game which is framed with basic rules. In a team member shall be acting as the picturist. The others shall play the role of participants. Similarly n-number of teams can be frame starting from 2 to 15 members in each team. The card taken so that the word based on which the picturist must draw the picture. Based on the drawing the team members must identify the exact word. The team which look for it out first will be the winner of the duty. Similarly such duties will be conducted and the overall winning team will be announced at the end. Although this is the rule, some varities are made on the need base. The students changed of using board or other things, they will simply respond using open source tools.

The explanation above is the author's reason to used pictionary as the fan way in English Learning. It is because can be implemented how to make the students more active and interested in learning English vocabulary. How the pictionary game allows the students to be good performance in recalling English vocabulary by describing the vocabulary through their own.

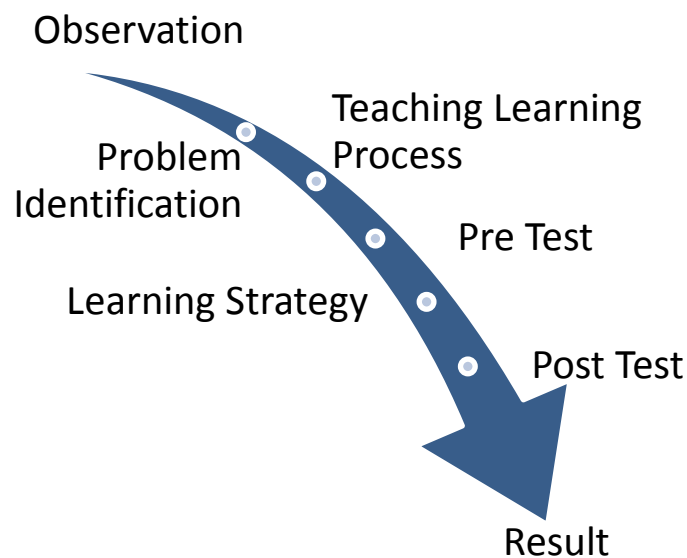
## **METHODOLOGY**

In this case, the author conducted the research by using classroom observation and test including a series of processes to identify the problem that are appearing. The observation and test was conducted from the seventh grade students of MTs Swasta Ittihadiyah Aek Korsik, Desa Parimburan Kecamatan Sungai Kanan Kabupaten Labuhanbatu Selatan North Sumatera. There are 25 students. The first step, the author made the direct observation. Before doing the observation, the author was taking the permission to the head master and English teacher, making the class planning, and do some phase firtsly.

After that, the author used problem identification to find out what are the factors of vocabulary enhanching dificulities itself. In this case, the author design the teaching learning in a short time. The next day, the author made the small practice of English Fun for the students in a class. It also explains about an English student's experience of learning English through fun ways. Not quite satisfied yet with the observation, she also made the pretest and post test design

of their vocabulary with using Pictionary game. The result of this phase is students' pretest and post test score. This is the main project for this research's finding.

The scame of the research are:



*Scema 1. The Scema of Research*

## **RESULT**

### **1. Observation**

The first one is observation. The observation was conducted from students of MTs Swasta Ittihadiyah Aek Korsik, Desa Parimburan Kecamatan Sungai Kanan Kabupaten Labuhanbatu Selatan. There was three grade classes. This school was chosen by the author because of the condition. The author had visit thid school and exited to do this comunity service. As the lecturer, the author concerned to the reality of the students and the area. In a fact, the real condition of the school's area is far from the capital of the sub-district. It takes two hours and there is absolutely no public transportation. In the other case, the celuler network is one of the problem, it was very limited to accessed. It made the situation of this area was underdeveloped and also it made the people mind set is very deep. It became the education problem there. Where the students only get the conventional method, less variation of teaching method and the spirit of teaching and learning process for every day and for every subject is constant.

### **1. Problem Identification**

From the observation above, the athor also takes some problem identifications. It is the second step of this research process the author decided to do something in their English subject. After she has the permission from the headmaster and the English teacher. She did the observation in the English classroom activity about conventional or traditional teaching method. It also followed by their English teacher. It became the first step to do the pretest and post test of students' vocabulary. In a observation the author inserted the small discussion between the author, English teacher and students' about the problem in English subject.

MTs Swasta Ittihadiyah Aek Korsik, Desa Parimburan Kecamatan Sungai Kanan Kabupaten Labuhanbatu Selatan as the location of this research. The seventh grade students as the subject of it. They are 25 students who used Mandailing as a formal and non-formal language daily. It is one of factors which is making difficult way in learning English. The mandailing is their mother tongue. It used also in teaching and learning activities. Unescape for English subject itself. The teacher and the students got some difficulties if they used Bahasa to taking the word similarity. Beside that, lack of facilities such as the cell phone's network, computer, projector so on, it made the teacher feel confused to deliver the fresh learning to the students. Not only for the teacher, but also for the students. The monoton situation when they are learning, they will feel bored, low motivation and lack of knowlegde because there is no variation in teaching and learning process.

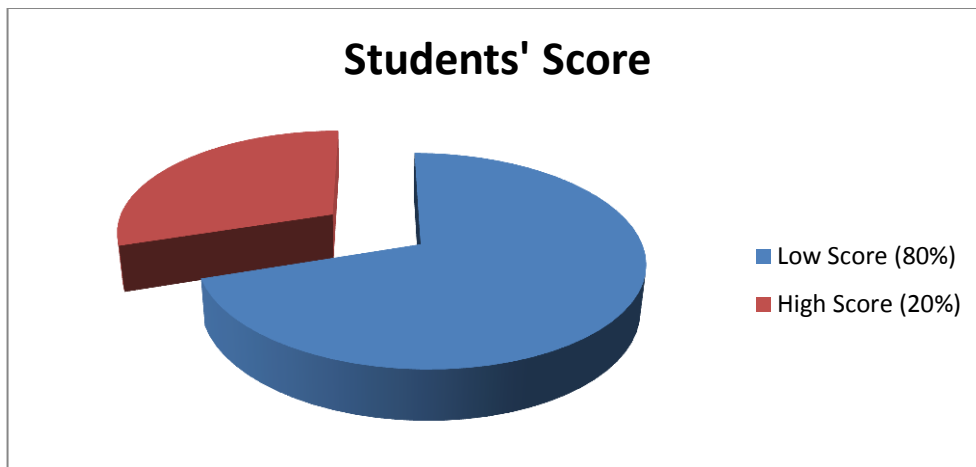
## 2. Teaching Learning Process

The third step for this case is teaching and learning process in seventh grade students of MTs Swasta Ittihadiyah Aek Korsik, Desa Parimburan Kecamatan Sungai Kanan Kabupaten Labuhanbatu Selatan. It was consisted 25 students in small classes they had. Before the author gave the solution for all problem, the author plans to apply learning strategy that can attract students' attention and make them more active in the learning process through educational games such as the pictionary words game. The author continues to collect data through grades and also how the students pronounce English until the teaching learning process for students after the lesson.

Form the the explanation in observation and problem identification above, the author concluded students have difficulty in receiving subject matter because the teaching strategy used by teachers are less effective and tend to be boring. This has an impact on students' interest in learning about English. For the results of teaching learning process conducted by given the students learning with the traditional strategy. So the students conclude that English is very difficult to remember, write and tell English word.

## 3. Pretest

In this phase, the author had design the pretest for all student at seventh grade students. It is a spoken and written test. The pretest is consisted of 15 indonesian word change to English word. The author tried to speak one by one word and the students tried to write the word on thier book. The students score was very low. They had boring and limited motivation when they did. Then, the author tent to make the treatment for the class. She used the FLASH (Fun Learning English) with the Pictionary games to make class more fun.



*Grafic 1. Students' Score in Pretest*

#### 4. Learning Strategy

In the next step for this field, the author was designed the FLASH (Fun Learning English) with the Pictionary games for English subject. Through this strategy the author hopes to be able to enhance the understanding of English vocabulary, especially vocabulary related to animal names, fruit names, vehicle names, favorite things and expressions needed to describe them. She also hopes this strategy make students more interest in learning English which they previously found difficult and boring.

To do the class, the author was designed the media of the learning strategy. They are:

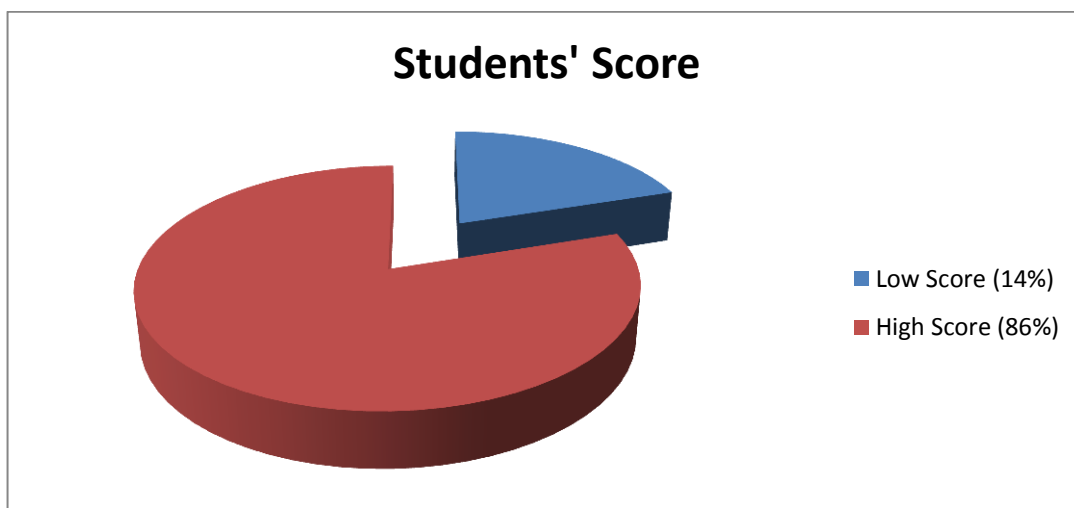
- a. Animal, fruit, vehicle and things pictures;
- b. Cardboard is for sticking the pictures in front of the class;
- c. Some of animal, fruit, vehicle and things name, printed on a cutting paper
- d. Glue / Adhesive to sticking the picture and cutting paper guessing game
- e. Reward, one of the factors that can attract students to be challenged in the game.

#### 5. Post Test

Before doing the post test, the author also was design the steps post test. There are some instructions to apply pictionary game in the classroom, there are as follows:

- a. The teacher explains the rules of pictionary game;
- b. In this game, students are required to be independent, but also it can be a group;
- c. The first round, the author has prepared ten pictures randomly which is attached to the cardboard. So the students are given the opportunity to take roll of paper and attach it to the appropriate picture;
- d. The author noted the students score;
- e. The second round, the students will be showed some pictures, so the students can raise his/her hand and answer the name of the animal, fruit, vehicle or thing are printed on the paper.
- f. The author noted the score;
- g. After all picture was showed by the author, she made the total score and taking the winner of this game;
- h. The tree highest score will be given the reward.

After doing the FLASH (Fun Learning English) with the pictorial game, it is necessary to say that there are many advantages of using this educational game in language learning, for example: pictorial game is very effective for visual learners or individuals. Because of it, it provides language practice in the various English skills, such as listening, speaking, reading, and writing; depending on the variation of the game. Even, the pictorial game also encourages the students' confidence. nevertheless, there are also some weaknesses of using pictorial game, for instances: it only provides visual learning style. Some learners do not feel comfortable to independently. Pictorial game may also be difficult and sometimes frustrating for the students who cannot write and reading well.



*Grafic 2. Students' Score in Post Test*

## **DISCUSSION**

The author noticed in this research that learning English is not easy. it should use the best strategy to teach the language in rural area for instance as the case of this study. One of the ways to make students' comfort and easy way to learn English is the teacher' attention in using fun ways. It proved from pretest score. It showed lower score it is around 80% of student achieved below 75. They can start it from something interesting.

An-nisa & Suwartono (2020) stated when teachers are using activities which give the learning fun, all of students will take their attention especially in the learning process. So many ways to learn English, So students can more fun in learning. Having fun while learning can build students' interest in learning English. Using pictorial game makes the chance for all students to remember the new vocabulary by using the picture. After following the pictorial game, the students feel easy in drawing the objects since the teacher taught them to focus with the pictures. She had showed before they began to play the game. In guessing the words, the students were trained to be active and creative learners because they need to communicate well with their team in guessing the words which appropriate from the drawings.

## **CONCLUSION**

After the students had been introduced with pictorial game in English Learning, they feel that they are learning English in communicative way. The author motivated the students to



remember the new vocabulary without feeling any pressure. Pictionary game brought relaxation and fun for the students to participate actively in learning activities. It means that the students were trained to drill the words. In the other hand, by drilling the words it was easy for students to remember the words and increase their vocabulary enhancing. It also helped the teaching learning process to be creative and interactive classroom.

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