

## Utilizing Online Dictionary Game to Empower Students' Vocabulary Acquisition at Junior Secondary School: A Case Study at SMP Negeri 12 Tamalanrea Makassar

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### ABSTRACT

*Vocabulary acquisition has been the main concern of the researchers around the globe but still little can be reported about what best strategies to enhance vocabulary learning. The main concern of the present study is improvement of vocabulary learning by means of online dictionary game one of the leading secondary schools in Makassar. The main objective is to help teacher empower their teaching aids in order to strengthen the ability of learners in improving their own lexical items beyond school instruction. A mixed-method research design was utilized in undertaking the research. Thirty (30) students were randomly selected out of a 120 total population of the second grade as the sample of the study. The quantitative method was obtained from pre-test and post-test result. Meanwhile, the qualitative method was obtained from the results of in-depth interview analysis. The results confirm that almost all students make a significant increase on the achievement of vocabulary acquisition after the intervention. This study confirms very strong assurance that online vocabulary learning utilizing dictionary provides a substantial basis for EFL successful teaching and learning in Indonesian context. The research bears significant pedagogical implications for Indonesian teachers to constantly push their students to use dictionary, notably online dictionary that they can easily access through their mobile phone.*

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### 1. Introduction

In this era of globalization, especially in technology, information, and communication, there is a development that forces the world of learning to be required to make positive innovations in the progress of self development. One of the uses of learning technology is that it can change conventional educational methods into non-conventional ones. To adapt to the era of globalization marked by technological advances, teachers need to support technology-based education and develop their strengths in the education and development of teachers, students, and schools (Warschauer, 2002). To achieve this, teachers need to provide a strong response to technology that continues to develop. Indirectly, the teaching profession in the 21st century has focused on a broad field (Rahman, 2018).

In this case, technology is the most important part of today's era because technology can be the most influential solution in all conditions for better development and change. One example of the importance of teachers adapting to technology is during a pandemic caused by a virus known as COVID-19 (Corona Virus Disease-19). This incident is the most important thing to remember because it made various countries in the world (Sukmawaty et al., 2022).

The emergence of Covid-19 pandemic has led the government to set up serious humanitarian policies in order to create a stable and sustainable condition for the people in Indonesia. One of the efforts is by applying an appeal to the public to carry out physical distancing, namely an appeal to maintain distance between people, stay away from activities in all forms of crowds, and associations, and avoid meetings that involve many people (Christin, 2021). Sanitation programs have also been spread to all affected areas aiming to reduce degree of infected virus.

Education in Indonesia also becomes one of the areas seriously affected by the COVID-19 pandemic. With the existence of restrictions on the interaction, the Ministry of Education in Indonesia also issued a policy, namely closing schools and replacing the Teaching and Learning Activities process by using an online system (Puspitasari, 2020). Learning activities have had a huge impact, even having to replace the learning process that should have been carried out at school, but now has to be done at home (Anggawirya et al., 2021).

When the pandemic caused by COVID-19 occurred, the main problem in the learning and teaching process was a signal that was not good. The teachers' explanation is not clear when the signal is bad so the material presented is not well received. Khoiriyah et al.,(2020), in their research, they pointed on that student rated learning English using online media as very effective (11.1%), most students rated it was effective (28.9%), rated it quite effectively (40%), and a few students rated it less effective (20%). Educators need to improve the learning media used in the teaching and learning process.

Teachers have a big responsibility to make education better. Developing skills in how to teach in the classroom is the key to the success of teaching and learning activities (Hasnia et al., 2022). Students as subjects are able to keep up with modern educational developments and use innovative learning media so that they can provide encouragement to students to keep learning.

Sanjaya (Sakti, 2019) states that one way to adapt to learning is to use the media. Learning media are all tools and materials that can be used to achieve educational goals such as radio, television, newspapers, magazines, and so on. In addition, Jennah (2009)also stated that there are several reasons for the use of media, including; lessons will attract the attention of students, lesson materials will be easier to learn by students, teaching methods will be more varied, and students will be more active in the process of learning activities and even the use of media will be able to enhance the quality of teaching processes and outcomes.

With the development of technology in the 21st century, several learning media are also growing rapidly, such as learning materials that are easily accessible on Google, and can be watched on YouTube, all of which can be reached with one device called a Smartphone. With the creation of developing technology, several features called applications can also be created by several technology experts, so that learning media is increasing by downloading an application that contains all student learning materials. As for playing games, which usually can only be done directly, online game applications have also been created which are expected to increase the learning motivation of all students.

Based on the results of interviews with English teachers at SMPN 12 Makasar, the teacher stated that in the teaching and learning process the activities of students were still lacking but a measurement had never been carried out. Another thing was also expressed by the teacher that the most important aspect of student skills in English, namely vocabulary, is still very lacking due to the rote method that is still being carried out by the teacher until now. The teacher also never used an online game in teaching English when the pandemic occurred and online learning was carried out for almost three years.

According to Wright, Betteridge, & Buckby (1996) a game as an activity that can help and encourage many learners to sustain their interest and work. It means that games can make the students enjoy the English class activities, especially in overcoming the problems of learning vocabulary because they learn in the situation where they are given the stimulus to practice the vocabulary of the language.

Based on this, an online game media learning method will be used to increase students' vocabulary as an essential skill in understanding real English learning. The learning media used is Pictionary Game Online. Pictionary game is considered one of the most popular games used in teaching vocabulary, and all levels generally use it (beginners, intermediate, and so on). There are some researchers who are with the use of dictionary game to teach vocabulary. Koprowski(2004) mentioned some advantages of Pictionary game "a) Students are more active in studying vocabulary by playing online dictionary game; b) playing dictionary game can build the students 'self confidence) attracting students 'attention; d) improving students vocabulary ;e) creating fun climate".

Following the development of technology, Pictionary Game Online has been made by some applications, one of Pictionary game online is "skribbl.com". Skribbl.com is a game designed to express the artistic side with anyone in the world. The rules are simpler than Pictionary game. We just guess the word that the drawer is drawing, and score points the quicker who get it right. All the words and scoring are takes and care of automatically, and it works just as well on the desktop (use your mouse to draw) or your smartphone (use your finger to draw). Each player places a token on the start square.

## **2. Literature Review**

There have been a large body of research that have been conducted in both ESL and EFL context in relation to vocabulary development. Larger portion of the research have revolved around importance of learning by utilizing media and other tools, such as game, WA, dictionary and computers. Implication of those research have also been put into

practice but teaching practitioners are constantly looking for better ways in developing learners' vocabulary acquisition in more effective and efficient way.

The first important study is by Harmer & Lely (2019) entitled *Using Pictionary Game to Increase Learners' Vocabulary Mastery in English Language Instruction*. It aims at sharing information on how dictionary game is utilized to increase the learners' vocabulary acquisition in the process of teaching and learning. The research method utilized in this research is secondary data analysis and obtain data from conceptual theories to confirm the research findings. This research confirms that dictionary game helps the learners get involved in classroom activities. This study concluded that dictionary game provides fun language practice in the various language skills.

The second important study is conducted by Aoues & Souaad (2020) entitled *Teachers' Attitudes towards the Use of Pictionary Game to Teach Vocabulary*. The aims of this research was to investigate the teachers' attitudes towards the use of Pictionary game for teaching vocabulary. To achieve this goal, this research derived data from an online questionnaire for twenty-six teachers of English at Larbi Ben M'Hidi University. The results showed that almost all teachers were convinced that Pictionary game is effective in improving students' vocabulary knowledge.

Another important documentation research on vocabulary is by Kartini & Kareviati (2021) entitled, *The Students' Responses Toward the Implementation of Pictionary Game in Teaching Vocabulary to The Seventh Grade Students in One of Junior High School in Cimahi*. This research was aimed at finding out the students' responses toward the implementation of Pictionary game technique in teaching English vocabulary to the seventh-grade students. The research used descriptive qualitative method. The results indicated that online game dictionary techniques is useful to draw the students' motivation in learning English Vocabulary and stated that Pictionary game is an attractive technique that can be used to motivate students in learning vocabulary and make the students to learn English vocabulary in a more fun and creative way.

Current research provides different dimension compared with previous mentioned research. This research only refer to teaching method using Pictionary game in teaching English vocabulary influence vocabulary learning. In other words, the research only focused on how important fun learning is for students in improving their vocabulary. This research provides something new with reference to the use of Pictionary game itself for improving students' vocabulary using *application game online*.

Another research has been conducted by Rahman et al., (2016) entitled *The Use Of e-Pictionary in Vocabulary Instruction*. The research designed the software of iSpringPro 6.2 as a teaching and enrichment tool to enhance the vocabulary of English as a Second Language (ESL) learners. E-Pictionary consisted of words from different categories under the theme of World of Knowledge. Each word came with a picture to help learners "see" the word. The word was spelled in a big font under each picture. Throughout the lesson, the teacher spelled out the word and the learners listened, then the learners spelled with the teachers' guide and the last the learners spelled out the word on their own.

The difference between the research above and this research lie in the object of research and the teaching procedure. The object of this research is an application that is easily accessible on the Google PlayStore named *skribbl.com* and the teaching procedure that the research used is the Pictionary Game procedure that should be played with the learners.

### 3. Method

This study employs quantitative research design which seeks to address the effectiveness of using online dictionary to improve vocabulary learning. The samples of the study were 30 secondary school learners that were randomly selected. The instruments included pre-and post-test, the former serves as the test fir diagnosing the current learner's vocabulary and the latter served as providing tools whether the is effectiveness in the process. Additional research instrument was questionnaire that has been adopted from Sri Wahyunis' research entitled *The Use of Guessing Game in Improving Students' Vocabulary*.

In collecting the data, a series of meeting were conducted directly in the class by teaching learners using on line dictionary. The activities included were: 1) Asking & Giving Attention, 2) Checking for Understanding, 3) Showing Appreciation or Compliment, and 4) Asking and Giving Opinion. The procedure was conducted by explaining the meaning as well as the characteristics of each topic. Next, You Tube was provided using WA and then group work was created. There were allowed to access the vocabulary and memorized them as much as they can. Test were performed at the end intervention. Data were then analyzed statistically to find emergence of effectiveness if any.

#### 4. Result and Discussion

The students' active role during the intervention is becoming prevalent that led the researcher able to make conclusive inferences regarding their status of vocabulary development. The data is made available on the video (<https://drive.google.com/drive/folders/1Bs0EWsB08qgUSp5N9u6kZUHvJMj0mQ>). The students have been very enthusiastically responding when asked to guess the vocabulary given during the treatment. Some groups were making their best to be the best in responding to the questions.

As for the increase in student vocabulary as prevalent during the treatment, some students showed their progress in understanding vocabulary by making one sentence spontaneously when they were asked questions about the topic from the previous meeting. The findings of the research confirm that there is a very significant improvement of vocabulary acquisition resulting from online use of dictionary. To exemplify the finding, the following are raw data than the researcher could derive and is followed by some discussions.

##### 4.1. Presentation and Data Analysis of Pre-Test

Table 1. The Students' Scores of Pre-Tests

No. (Students)	Correct Answer	Score	Classification				
			Excellent	Very Good	Good	Fair	Fail
S1	6	30					√
S2	9	45					√
S3	9	45					√
S4	10	50					√
S5	4	20					√
S6	6	30					√
S7	13	65				√	
S8	10	50					√
S9	5	25					√
S10	5	25					√
S11	11	55					√
S12	5	25					√
S13	3	15					√
S14	9	45					√
S15	6	30					√
S16	6	30					√
S17	6	30					√
S18	6	30					√
S19	8	45					√
S20	7	35					√
S21	14	70			√		
S22	7	35					√
S23	6	30					√
S24	12	60				√	
S25	3	15					√
S26	10	50					√
S27	11	55					√
S28	4	20					√

S29	12	60				√	
S30	6	30					√
<b>TOTAL</b>		<b>1.150</b>	-	-	1	3	26
<b>MEAN SCORE</b>		<b>38,33</b>			-		

Table I above indicates the students' pre-test scores before treatment was performed. The scores were taken from vocabulary test and some relevant materials that can support the research questions addressed in introduction. The test consisted of 20 multiple choice items. This test provides a very clear picture that prior to the intervention the status of their vocabulary level is extremely low. It can be proven that there is one student (Student 21) who got the highest scores in the pre-test that are classified into good.

Based on the fact, the writer considered to give them treatment in supporting the research. In addition, some keyword of the game was chosen as the materials in the treatment step. The mean score was gotten from the sum of the students' scores. The sum of students' score is 1.150. Therefore, the mean score of pre-tests is 38,33 that is classified as failed.

In this part, the writer shows post-test result from the students. The questions which were given to the students in the post-test is the same as questions which were given in the pre-test. The scores of the student's achievements were as follows:

**Table 2.** The Students' Scores of Post-Tests

No. (Students)	Correct Answer	Score	Classification			
			Excellent	Very Good	Good	Fair Fail
S1	16	80		√		
S2	16	80		√		
S3	17	85		√		
S4	15	75			√	
S5	14	70			√	
S6	16	80		√		
S7	18	90	√			
S8	16	80		√		
S9	15	75			√	
S10	15	75			√	
S11	18	90	√			
S12	14	70			√	
S13	16	80		√		
S14	15	75			√	
S15	15	75			√	
S16	15	75			√	
S17	14	70			√	
S18	14	70			√	
S19	16	80		√		
S20	15	75			√	
S21	19	95	√			
S22	16	80		√		
S23	15	75			√	
S24	18	90	√			
S25	15	75			√	

S26	17	85		√		
S27	18	90	√			
S28	15	75			√	
S29	18	90	√			
S30	15	75			√	
<b>TOTAL</b>		<b>2.380</b>	6	9	15	- -
<b>MEAN SCORE</b>		<b>79,33</b>				-

Table 2 illustrates the achievement of students based on their scores results in the post-test after doing the treatment, that is the Pictionary game online. It can be concluded that some students have a lot of improvement from pre-test and post-test that the writer has given to them.

In this case, the effect of the Pictionary game online on students' vocabulary is given an improvement in their level classification (fail, fair, good, very good and excellent) of the test than before. It can be proven that there are six students' who got an excellent score 100-90, nine who got the score within the range 89-80 which are categorized into very good and fifteen students who got the score of 79-70 classified as good.

#### 4.2. Comparison Between the Pre-Test and Post-Test Results

To see the improvement of the students' vocabulary after doing the Pictionary game online, the result of the pre-test needs to be compared with the result of the post-test. The table below indicates the comparison between the students' scores in the pre-test and post-test.

**Table 3.** Comparison of the Pre-Test and Post-Test Results

Classification	Range	Pre-Test		Post-test	
		Person	Percentage	Person	Percentage
Excellent	100-90	-	-	6	20%
Very Good	98-80	-	-	9	30%
Good	79-70	1	3%	15	50%
Fair	69-60	3	10%	-	-
Fail	59-0	26	87%	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

Based on the table above, it can be seen that before the treatment, there are 26 students who achieve a score of 59-0 were classified as fail in pre-test with the criteria they lack vocabulary knowledge, misspelled words and unable to identify word meaning. However, after following the treatment, their vocabulary mastery via Pictionary game online increased. It shows that there are 6 students who achieve the score within the range 100-90. It is the highest score which is categorized as excellent with the criteria they have complete knowledge of vocabulary, excellent at identifying word meaning and no spelling problems. According to Sugiyono, when the score of the pos-test is highest than the score of the pre-test it means that the students' vocabulary has improved after having the treatment. Thus, it can be said that learning by using Pictionary game online give positive contribution for students in comprehending English vocabulary.

In order to see whether the vocabulary of the students has improved or not, the mean score of the pre-test and post-test need to be compared first. Here the writer presents the data on chart from so that it is easy to see the difference between the mean score of the pre-test and post-test.

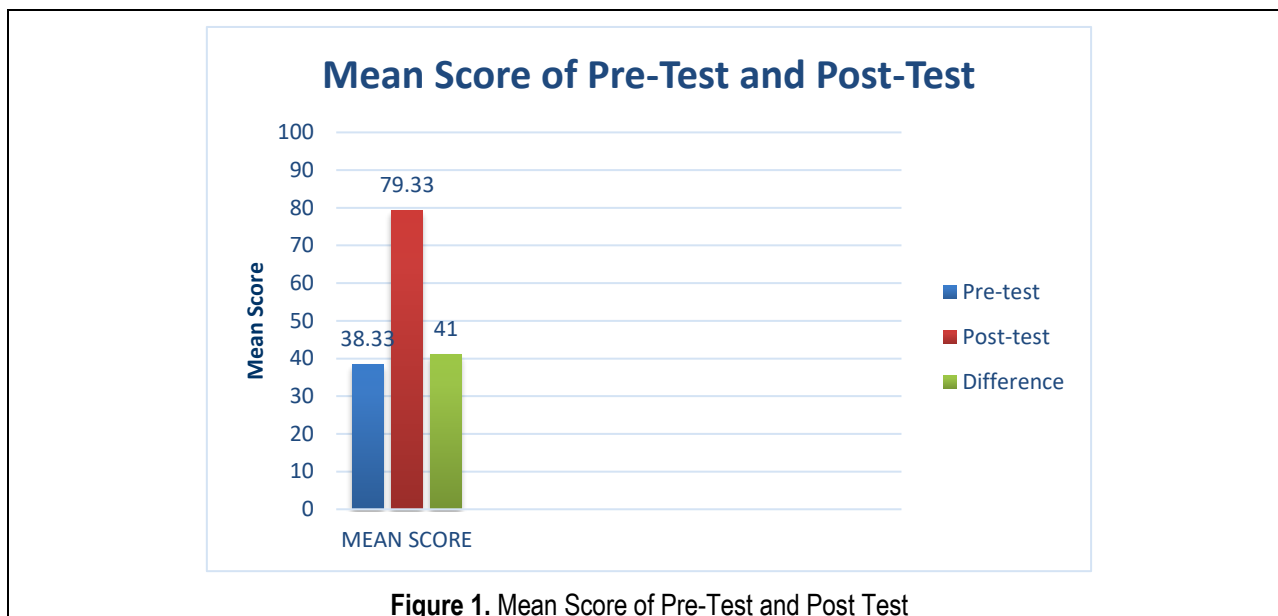


Figure 1. Mean Score of Pre-Test and Post Test

From the chart above, it can be summed up that almost all students make a significant increase on the achievement after doing the Pictionary game online. This surely makes a strong proof that the Pictionary game online helps improving the students' vocabulary. The difference between the mean score of the pre-test and post-test is 41%.

#### 4.3. Analysis of Students' Questionnaire

In this research, questionnaire also becomes the instrument to answer the second point of research questions. The writer used Likert Scale to know the students' responses and opinions about the method used in this research. Based on the questionnaire, the writer can conclude that the students' responses and opinions are as below:

##### a. Question No. 1

Table 4. The students like to learn vocabulary through the Pictionary game online

	Person	Percentage
Strongly Agree	19	63%
Agree	11	37%
Disagree	-	-
Strongly Disagree	-	-
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

The table illustrates that all of students give positive answers to the question about whether they like to learn vocabulary through Pictionary game online or not. 63% of the students Strongly Agree that they like doing Pictionary game online in learning vocabulary. As stated by Hadfield (1984), this game can increase the students' active participation and interest in the teaching and learning process.

##### b. Question No. 2

Table 5. The students like if their teacher applies the Pictionary game online in their class

	Person	Percentage
Strongly Agree	18	60%
Agree	12	40%
Disagree	-	-
Strongly Disagree	-	-
<b>TOTAL</b>	<b>30</b>	<b>100%</b>

The table illustrates that there were 18 students (60%) who chose Strongly Agree if their teacher applies the Pictionary game online in their class. It means that by using Pictionary game online as a teaching method, students can be more enthusiastic in the learning process in English class.

c. Question No. 3

**Table 6.** The students prefer to learn vocabulary through Pictionary game online rather than the rote method their teacher use in class

	Person	Percentage
Strongly Agree	20	67%
Agree	10	33%
Disagree	-	-
Strongly Disagree	-	-
<b>TOTAL</b>	30	100%

The table illustrates that were 67% of the students prefer to learn English vocabulary through Pictionary game online rather than the rote method their teacher use in the class. According to them, the rote method used in their class did not give much help for them in improving their vocabulary as the teacher tend to use rote technique and never use any game in teaching English.

d. Question No. 4

**Table 7.** The students feel bored in learning vocabulary through Pictionary game online

	Person	Percentage
Strongly Agree	-	-
Agree	-	-
Disagree	5	17%
Strongly Disagree	25	83%
<b>TOTAL</b>	30	100%

The table illustrates that there were 83% of the students who chose Strongly Disagree and 17% of the students who chose 'Strongly Disagree' if they feel bored in learning vocabulary through Pictionary game online. It can be concluded that using Pictionary game online as method of learning English is more effective and more enjoyable. Based on Hadfield's (1984:4) opinion, Pictionary game online make the students feel enjoyable when they learn vocabulary because they will create a comfortable condition for them to learn a new language without being frightened and embarrassed.

e. Question No. 5

**Table 8.** The students find using Pictionary game online is easier to understand

	Person	Percentage
Strongly Agree	17	57%
Agree	13	43%
Disagree	-	-
Strongly Disagree	-	-
<b>TOTAL</b>	30	100%

The table illustrates that there were 57% of the students said that the Pictionary game online gave them better understanding in vocabulary than the rote method. It can be concluded that the students can understand easier and more efficiently through the Pictionary game online. English can be either difficult or easy for certain students; therefore, an innovative method such as Pictionary game online can be applied to ease their understanding.

f. Question No. 6

**Table 9.** The students are motivated to use Pictionary game online as teaching method

	Person	Percentage
Strongly Agree	21	70%
Agree	9	30%
Disagree	-	-
Strongly Disagree	-	-
<b>TOTAL</b>	30	100%



The table illustrates that there were 21 students (70%) who chose 'Strongly Agree'. According to Huyen and Thu- Ngak (2003), games are just for fun and they have effect in teaching and learning. It means that by using Pictionary game online as a method of learning brings a more positive impact towards students' motivation in learning English vocabulary. So, their vocabulary can be improved through the Pictionary game online.

**g. Question No. 7**

**Table 10.** The use of Pictionary game online can improve students' vocabulary

	Person	Percentage
Strongly Agree	17	57%
Agree	13	43%
Disagree	-	-
Strongly Disagree	-	-
<b>TOTAL</b>	30	100%

The table illustrates that there were 17 students (57%) who chose 'Strongly Agree'. It can be concluded that the use of Pictionary game online as a teaching method helps them improve their English vocabulary. It is concluded that most students find the use of Pictionary game online as the teaching method is effective in their vocabulary learning process than only using memorizing method. It is because game is more interesting and easier to understand.

**h. Question No. 8**

**Table 11.** The students are interested in using Pictionary game online

	Person	Percentage
Strongly Agree	19	63%
Agree	11	37%
Disagree	-	-
Strongly Disagree	-	-
<b>TOTAL</b>	30	100%

The table illustrates that there were 19 students (63%) who chose 'Strongly Agree'. As claimed by Wright et.al (1996:1) a game as an activity can help and encourage many learners to sustain their interest in learning process. It can be inferred that most students consider to use Pictionary game online as the learning method.

**i. Question No. 9**

**Table 12.** Pictionary game online is an innovative learning well in online learning and teaching

	Person	Percentage
Strongly Agree	19	63%
Agree	11	37%
Disagree	-	-
Strongly Disagree	-	-
<b>TOTAL</b>	30	100%

The table indicates that there were 19 students (63%) who chose 'Strongly Agree'. It is concluded that most students find the students believe that learning English vocabulary through the Pictionary game can be an innovative way to be applied as a teaching method implemented in the class of online or offline learning process.

**j. Question No. 10**

**Table 13.** Pictionary game online has complete features and easy to play

	Person	Percentage
Strongly Agree	17	57%
Agree	13	43%
Disagree	-	-
Strongly Disagree	-	-
<b>TOTAL</b>	30	100%

The table illustrates that there are 17 students (57%) who choose 'Strongly Agree'. It can be concluded that using Pictionary game online can make it easy for students to recall the materials that have been taught in the classroom because it has a complete features for the drawer and make the picture more real.

The research that has been done in class VIII. 2 SMP Negeri 12 Makassar, using Pictionary Game Online with the smartphone. It showed a significant increase in vocabulary for almost all students, judging from the pre-test and post-test results that had been carried out. This achievement result is in line with Kartini & Kareviati (2021), who stated that the Pictionary game technique is attractive and can motivate students to learn vocabulary.

The statement from Kartini & Kareviati (2021) is also supported by the data processing results from the questionnaire given to students. It shows positive results because they feel this method is exciting and fun for improving vocabulary. In addition, the conclusions obtained from the questionnaire results are also in line with the statement of Harmer & Lelly (2019), which states that the Pictionary game will help learners get involved in classroom activities. Therefore, it provides fun language practice in various language skills.

In addition, the Pictionary Game that has been carried out in the form of a software application that is played on a smartphone with the name skribbl.com application has been proved that the statement from Fadhilah (2011) saying "disadvantages of Pictionary games are make students be noisy and not conducive in the class teaching-learning activity" is not in line with what was obtained from the researcher in class because the smartphone as a media Pictionary game online, the atmosphere in the classroom remains conducive and does not create a fuss because the students focus on the smartphones used in their team during the game.

## 5. Conclusion

The result of Pre and Posttest confirms that there is a significant difference between vocabulary performance before and after the intervention using online dictionary. The finding also confirms that learning vocabulary should involve enjoyable classroom context which could eventually generate active process of students, cognitive learning process. An emerging indicator from this development is the fact that students can easily remember and retain the vocabulary that has been inculcated through the online game dictionary. Based on the questionnaire, all students' perceptions towards the implementation of online game dictionary in improving students' vocabulary were positive. This positive perception resulted from their most preferred learning vocabulary through game online much better than previous classroom mode. This was proven by their perception and high motivation during learning vocabulary process. It is essential therefore that English teachers and educational practitioners apply the research findings in order to bridge between theory and practice notably in relation to vocabulary learning and acquisition. Current research also implies that ELT professionals and educators should constantly be creative and active to embark on innovative teaching techniques. Innovative teaching technique of this kind enable the students to be more motivated so that they can cognitively and metacognitively develop their vocabulary. The finding of the present study bear some pedagogical implication that warrant the EFL teachers in Indonesian context to develop their interest in utilizing the device in order to create a more productive and professional teaching profession for Indonesian learners..

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