

**THE USE OF Pictionary GAME IN IMPROVING  
VOCABULARY ACHIEVEMENT OF THE 8<sup>th</sup> GRADE  
STUDENTS AT MTS ANNAJAH PETALING**



**A THESIS**

**Submitted to the Undergraduate School  
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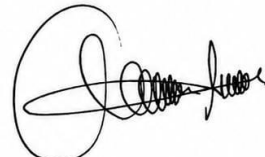
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## **MOTTO**

**Mom, every page of this journey was written with your prayers and sacrifices. Today, I close this chapter by dedicating this degree to you.**

***“Someday this difficult chapter will become a beautiful memory of how I learned to believe in myself.”***

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## DEDICATION

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ACHIEVEMENT OF THE 8th GRADE STUDENTS AT MTS ANNAJAH  
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**Abstract**

This study aimed to determine the effectiveness of the Pictionary Game in improving the vocabulary achievement of eighth-grade students at MTs Annajah Petaling and to determine whether there was a significant difference between students who were taught using the Pictionary Game and those who were taught without using this technique. This study used a quantitative method with a quasi-experimental design and conventional for control group design. The population consisted of two classes, namely Class VIII A and Class VIII B, with a total of 54 students. Since the population was relatively small, saturated sampling was used, resulting in a sample of 54 students. Class VIII A, consisting of 25 students, was assigned as the experimental class, while Class VIII B, consisting of 29 students, was assigned as the control class. The research instruments used were tests (pre-test and post-test) and observation sheets. The data were analyzed using SPSS version 27. Normality and homogeneity tests were conducted, followed by a paired-samples t-test to examine differences between pre-test and post-test scores, and an independent-samples t-test to compare the results between the two groups. The mean score of the experimental class increased from 46.76 in the pre-test to 77.28 in the post-test, while the mean score of the control class increased from 48.59 to 59.66. The Independent Samples t-Test showed that the t-obtained value (13.99) was higher than the t-table value (2.007), with a significance value of  $0.001 < 0.05$ . Therefore, the null hypothesis was rejected. The results indicated that there was a statistically significant difference between the experimental and control classes. In conclusion, the Pictionary Game significantly improved students' vocabulary achievement and was more effective than conventional teaching. It is suggested that English teachers use the Pictionary Game as an alternative technique for teaching vocabulary in an engaging and interactive way. Future researchers are encouraged to explore this technique with different skills, materials, or educational levels.

Keywords: *Pictionary Game, Vocabulary Achievement, Quasi-Experimental Comparison*

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