

Doi: <http://dx.doi.org/10.26858/eltww.v10i2.45872>**Students' Responses to Using Pictionary Games of Vocabulary
Instructional Media****Amelia Yustina Fatmawati**Email : 2223180007@untirta.ac.id

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Abstract

This paper presents a study that was undertaken to investigate the students' reactions towards the utilization of Pictionary games as a form of vocabulary educational media. The research was conducted among tenth-grade students at MAN 1 Lebak. The present study employed a descriptive quantitative approach as its chosen research methodology. The participants in this study consisted of students enrolled in class X at MAN 1 Lebak. A sample of 37 students was selected from the population of students in 10 MIA 2. The research data utilized in this study consisted of questionnaire responses obtained from students. These responses were collected to gather insights on the implementation of Pictionary games as a means of vocabulary instructional media. The results of the study indicate that the utilization of Pictionary games elicited a favorable response from the students in terms of enhancing their vocabulary proficiency. The use of Pictionary games was found to be effective in strengthening students' vocabulary skills and fostering an enjoyable learning experience.

Keywords: Media, Pictionary Game, Vocabulary, Response**INTRODUCTION**

Vocabulary is a critical component in learning English. Dwi (2017) stated that the teacher should teach vocabulary first because vocabulary is the basic competence the students must reach to get other competencies like writing, reading, speaking, and listening. However, teaching vocabulary is not easy (Maspa, 2019). As Darmawan and Fatmawati (2019) said, most students feel difficult to learn vocabulary mastery even though the teacher has taught clearly because the teacher delivers the material monotonously

Kartini and Kareviati (2021) explain that the teacher has to find a solution to improve the student's vocabulary by using appropriate teaching techniques or media that interest the students. Darmawan and Fatmawati (2019) stated that using games is one technique to increase vocabulary mastery. In line with the statement above, Ferdinandus and Rahayaan (2020) defined that game is a great technique to learn vocabulary because if they only memorize it, they easily get bored. In sum, one of the games that effectively increases the student's vocabulary mastery is Pictionary games.

Darmawan and Fatmawati (2019) defined the Pictionary game as directing students to

phrases from drawings or guessing words. Hamer and Lely (2019) stated that the Pictionary game is fun and can increase students' enthusiasm and motivation to help students learn English vocabulary. Based on the source, the researchers found several studies using the Pictionary game for the media to learn. Grida (2019) found that the Pictionary game is adequate for teaching-learning at Bilal Ibn Rabah Middle School in Taher-Jijil.

Furthermore, Dwi (2017) concluded that Pictionary games helped the students increase their vocabulary. This research was conducted in the Fifth Grade of Elementary School 36 Pekanbaru. Another study by Rianti (2018) concluded that using the Pictionary game could improve students' vocabulary mastery in SD Negeri 22 Rumbio.

Meanwhile, Tahmit and Nastiti (2019) concluded that the Pictionary game could help increase students' vocabulary mastery in the Fifth grade of Madrasah Ibtidaiyah Tarbiyatul Athfal Sumurber. Furthermore, Ferdinandus and Rahayaan (2020) revealed that the Pictionary game helped students' vocabulary in the first grade of SMP Negeri 14 Ambon.

Similarly, Kartini and Kareviati (2021) found that vocabulary in the seventh grade of Junior High School in Cimahi was improved after using the Pictionary game as the media to teach language.

Based on the previous studies, the researchers inferred that the Pictionary games effectively help the students increase vocabulary mastery. So, the researchers intended to teach vocabulary using Pictionary games. Dwi (2017) stated that students could quickly get a new language during learning by using the Pictionary game. In sum, using the Pictionary game can help the student's vocabulary mastery and make the students more interested and enthusiastic to memorize new words.

The researchers would like to proper the previous studies by adding different materials and levels of education because the earlier studies had several weaknesses. The previous research from Dwi (2017) only used nouns to investigate whether the Pictionary game improves vocabulary.

Therefore, based on the previous studies about teaching vocabulary using Pictionary, the researchers would like to apply the Pictionary games to senior high school students and use nouns and verbs for the material to know how the students respond through their nouns and verbs after using Pictionary games. The researchers will conduct this research titled **"Students' Responses of Using Pictionary Games of Vocabulary Instructional Media"**. The researchers assumed that using Pictionary games to teach vocabulary could help the student's vocabulary mastery

Concept of Vocabulary

Vocabulary is an essential aspect of learning a language. As Richards et al. (2002) stated, vocabulary is the core of language proficiency and the basics of listening, speaking, writing, and reading. Similarly, Dwi (2017) defined vocabulary as provided since the student learns about language for the first time.

Vocabulary is the primary language that an individual can use to write, speak, read, or listen. Furthermore, Santoso and Andriyadi (2019) stated that vocabulary is a language system component essential to learning. In addition, Nunan (2015) also said that vocabulary could be used as a reference tool and helps keep a list of the 1.000 most common words on hand.

In sum, vocabulary mastery is essential for students to learn English. Therefore, the teacher needs to teach vocabulary first to their students. Because vocabulary plays a significant role in learning a new language, students can quickly learn a foreign language by mastering vocabulary.

Kinds of Vocabulary

Different kinds of vocabulary are called parts of speech. Khairani (2019) explains parts of speech include nouns, verbs, pronouns, adverbs, prepositions, adjectives, and conjunction;

- Nouns: A word used to describe a name, thing, person, animal, place, or idea. For example, it's a newspaper, etc.
- Verbs: A word used to describe an action. For example, Kirana helps her mother every day, etc.
- Pronouns: A word used to take the place of a noun. For example, It is a flower, etc.
- Adverbs: A word used to explain when, where, and how the action occurs. For example, my brother never speaks loudly, etc.
- Preposition: A word used before a noun or pronoun. For example, there is bread in the fridge
- Adjective: A word used to qualify a noun. For example, the dress is beautiful, etc
- Conjunction: A word used to connect one part of speech and the other. For example, my mother likes to see dance videos but can be dancing, etc.

Referring to the previous study by Dwi (2017) that used only nouns to conduct the research, the researchers are improving by focusing on two kinds of vocabulary to teach the 10th grade of a public senior high school in Banten province.

Teaching Vocabulary

Teaching vocabulary is not a spontaneous process that is easy to be done. In teaching language, the teacher should find the technique that motivates the student to learn vocabulary. Referring to Faridi (2012) explained, "A teacher can encourage students using creative and inspirational teaching methods.

Murcia and Olshtain (2005) stated three factors influencing English vocabulary. The first is student factors, the second is the teachers' factor, and the third is the learning facilities' factor. Two points can be viewed for students' characteristics: interest and learning activities. Interest is an essential factor that can influence vocabulary. Students that interested in learning English can have motivation and enthusiasm when studying.

Furthermore, the critical problem in vocabulary teaching is that only a few words and a small portion of what is required to know a word may be dealt (Richards & Renandya, 2002). Therefore, teachers must find a media that motivates students to learn vocabulary.

Based on the explanation above, the researchers concludes that teachers must use the media to motivate students to teach. The teacher can use an exciting game that effectively increases the student's motivation and interest to learn vocabulary because it can help them learn vocabulary quickly.

Concept of Pictionary Games

Game is the media that the teacher can use to teach vocabulary mastery. Usually, the students will have more enthusiasm to learn while playing. One game that the teacher can use to teach vocabulary is the Pictionary game.

The Pictionary game was designed in 1985 by Angle (Hinebaugh, 2009). Dwi (2017) stated that Pictionary games are a game that involves the player to phrases from drawings or guessing words.

In line with the statement above, Daulay (2021) stated that Pictionary is a guessing-word game played in pairs, where the player will draw it, and the other player will guess it. Pictionary games direct students to think about the word through pictures drawn by other pairs. Each player should draw, and the other should guess it (Naphine & Daniel, 2011).

In addition, Darmawan and Fatmawati (2019) define the Pictionary games as word

games that effectively improve the students' vocabulary mastery by guessing the pictures. A Pictionary game is a game that helps the students remember the words they have known by assuming a picture of the word given by the teacher.

In sum, Pictionary is a game that asks the students to guess a picture already drawn by other students to make the other students feel happy, have high motivation, and easy to learn English. Pictionary games can also help the students improve their vocabulary mastery using pictures.

The Benefits of Pictionary games

Pictionary games are a game that has advantages in helping students to improve their vocabulary mastery. It is supported by Hinebaugh (2009), which explained the benefits of the Pictionary games for learning a new language. The first is a Pictionary game suitable for reinforcing students' ideas on the subject matter, especially for visual learners. The other advantages are the Pictionary game makes the students more creative by predicting the game. It is suitable for developing vocabulary.

In line with the statement above, Grida (2019) also states that Pictionary games are exciting games with advantages to making students easier to learn vocabulary because when they play the Pictionary games, they make the illustration by themselves.

The Step to Use Pictionary Games

A Pictionary game is a game that plays on a team. Several things need to be considered to using the Pictionary games. Hamer and Lely (2019) explained the instruction for using Pictionary games there are;

- a. The teachers divided students into teams.
- b. The teacher defines the rules of the game.
- c. The teacher prepares the word from the vocabulary list and writes it into cards
- d. Each team set the member to illustrate the word from the teacher, and other members tried to guess it.
- e. After the team is ready, the game starts to play it.
- f. A team member starts to take one of the cards, draw, and then tells the other members to guess.
- g. Each team member should take one of the card words and draw to guess by other members.
- h. The team with the high score answer is the winner.

Buttner (2007) also defines how to play the Pictionary game. First, the teacher prepares the vocabulary list. Then, the teacher asks students to divide into teams. Next, one student from each draws the word from the vocabulary list, and other members guess the draw. The students should guess it at a particular time. If a team fails, the other team can answer it and steal the points.

Moreover, if the teacher uses the Pictionary game as the media to teach, the teacher also teaches how the students can work well in a team.

Previous Studies

Several previous studies are relevant to this research. The first study is from Grida (2019), titled "The Influence of Using Pictionary Game on Improving Students' Achievement in Learning English Vocabulary" this study was carried out at Bilal Ibn Rabah Middle School in Taher-Jijel. The experimental research confirms it as the research design. In this research, the researchers comprised the student of two classes, the control class used the traditional model, and the experimental class used Pictionary games. The material used to do the test was

nouns and verbs. The result of this research is that the experimental group had an average score of 55 in the pre-test, and the control class had an average of 51. Meanwhile, in the post-test, the experimental group had an average score of 67, and the control group had an average of 61. In sum, the Pictionary game can improve students' vocabulary mastery because the score in the experimental group is more significant than the control group.

Furthermore, the other study is from Dwi (2017) titled "Improving Students' Vocabulary Mastery Through Pictionary Board Game at Grade IV B Of Elementary School 36 Pekanbaru". In this study, the researchers did the research at Fourth Grade of Elementary School 36 Pekanbaru. The research used classroom action research for the research design, then pre-test and post-test for the test. The material of this research is a noun. The average result of the pre-test was 66.66, and the average mark in the post-test was 79.33. In sum, the post-test was more significant than the pre-test. So, the Pictionary games can help the student's vocabulary mastery.

The subsequent research by Rianti (2018) is "Improving Students' English Vocabulary Mastery Through Pictionary Game of Sd Negeri 22 Rumbio". The research design in this study is classroom action research and used nouns for the material. The result of this study is the score in cycle one is better than in cycle two. In sum, Pictionary games effectively improve the student's vocabulary and also help students memorize vocabulary.

Then, the researchers from Tahmit and Nastiti (2019), titled "Improving Student Vocabulary Mastery Through The Pictionary Words Game in Fifth Grade of Madrasah Ibtidaiyah Tarbiyatul Athfal Sumurber." The study used class observation and interviews, and nouns as the material. The result of the discussions is the student felt that the Pictionary game could increase their vocabulary mastery and make them more interested in learning vocabulary. In sum, the Pictionary game can improve students' vocabulary mastery.

Another study is from Ferdinandus and Rahayaan (2020) titled "Extending Students' Mastery of Vocabulary Learned Through Pictionary Game." This study used mixed method quantitative-qualitative and class action research as the research design. The material in this research is nouns. The result is the average in cycle one is 35%, and the standard in cycle two or after the treatment is 96%. In sum, the student's vocabulary is excellent after using Pictionary games. Therefore, the Pictionary game can help students improve their vocabulary mastery.

The last study is from Kartini and Kareviati (2021) titled "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." The study used descriptive-qualitative methods and used nouns as the material. The results show significant improvement in the students after using Pictionary games to learn vocabulary. In sum, the Pictionary game helps the students improve their vocabulary mastery.

While numerous studies have highlighted the efficacy of Pictionary games in enhancing vocabulary mastery among middle and elementary school students, there remains a discernible gap in understanding its impact on older students and across diverse linguistic and cultural settings. Most research has predominantly focused on nouns, leaving room to explore the game's effectiveness with other parts of speech. Additionally, while immediate post-test improvements are evident, the long-term retention of vocabulary learned through Pictionary is yet to be extensively studied. Comparative analyses with other vocabulary-enhancing games, a deeper dive into students' attitudinal changes, and understanding the depth of vocabulary mastery post-intervention are areas that warrant further exploration. Therefore, The objective of this study is to investigate the manner in which students react to the utilization of Pictionary games as a form of vocabulary instructional media.

METHOD

Research Design

The researchers applied a descriptive quantitative method as the research method. It aims to know students' responses to using Pictionary games to teach vocabulary mastery. The approach of collecting data through closed-ended questionnaires was the strategy that was utilized in this research. In this particular investigation, the questionnaire consisted of five questions. The researchers posed the participants to answer the research questions that form the basis of this study. They used the responses they received from the participants as a questionnaire.

On the other hand, no one-of-a-kind coding strategies were utilized. Instead, the statements made by the participants were carefully selected based on their relevance and incorporated into supporting the descriptive findings. Therefore, the researchers were to respond to the research questions by classifying and interpreting the data descriptively and quantitatively.

The Location of the Research

This research was conducted at a public senior high school in Banten province. The researchers implemented this study in December 2022.

Population and Sample

The research population in this research is all students in the 10th grade at a public senior high school in Banten province. There are MIA 1-3 and IIS 1-3. The total number of students is 222.

The researchers used Cluster Random Sampling as the sample to conduct this research. Acharya et al. (2013) defined random cluster sampling as dividing all populations into clusters or groups. Then the cluster is chosen randomly. In this research, the researchers would choose two classes of 10 MIA 2.

The Technique of Collecting Data

In this study, the researchers distributed a questionnaire to know the students' responses to Pictionary games.

Furthermore, Sugiyono (2017) stated that a questionnaire is a data collection technique that gives questions or written statements to respondents to be answered.

In this research, the researchers used a questionnaire to know the students' 10th of a public senior high school in Banten province. They gave responses in the Pictionary game to learn vocabulary. The researchers made the questionnaire questions, and the validator was an English teacher at a public senior high school in Banten province. To know whether the data was valid and reliable, the researchers used SPSS v.20. The researchers used google Forms and compiled the statement on a Likert scale. the criteria of a Likert scale are presented as follows;

- 1= strongly disagree
- 2= disagree
- 3= neither agree nor disagree
- 4= agree
- 5= strongly agree

FINDINGS AND DISCUSSION

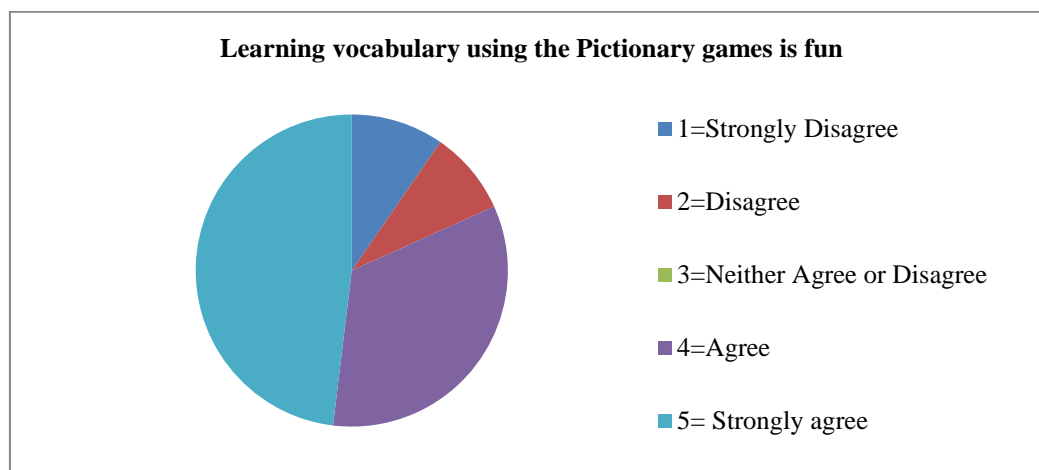
The researchers discuss the students' responses after implementing the Pictionary games to the students. The researchers distributed the questionnaire in the 10th grade of a public senior

high school in Banten province. The total of respondents was 37 participants (23 female and 14 male).

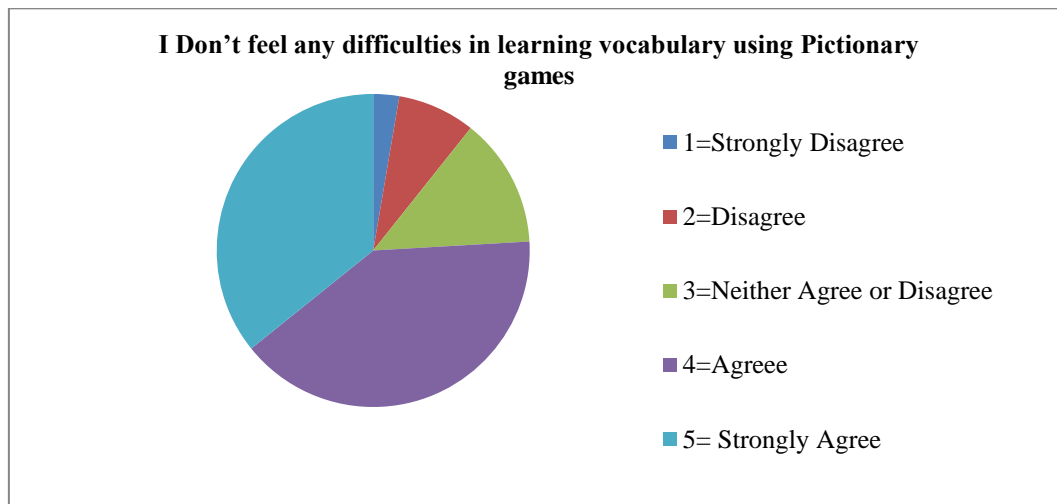
Furthermore, during implementing Pictionary games for the students, the researchers found that both female and male students were active. However, female students are more serious about getting the point than male students.

The researchers distributed the questionnaire to know the students' responses about Pictionary games as the media to teach vocabulary mastery. The researchers distributed the questionnaire on December 12th, 2022. The total of questions was five questions. The questionnaire questions were validated by an English teacher at a public senior high school in Banten province. The researchers used Google Forms and asked the 37 students in 10 MIA 2 to fill in the form link that the researchers shared.

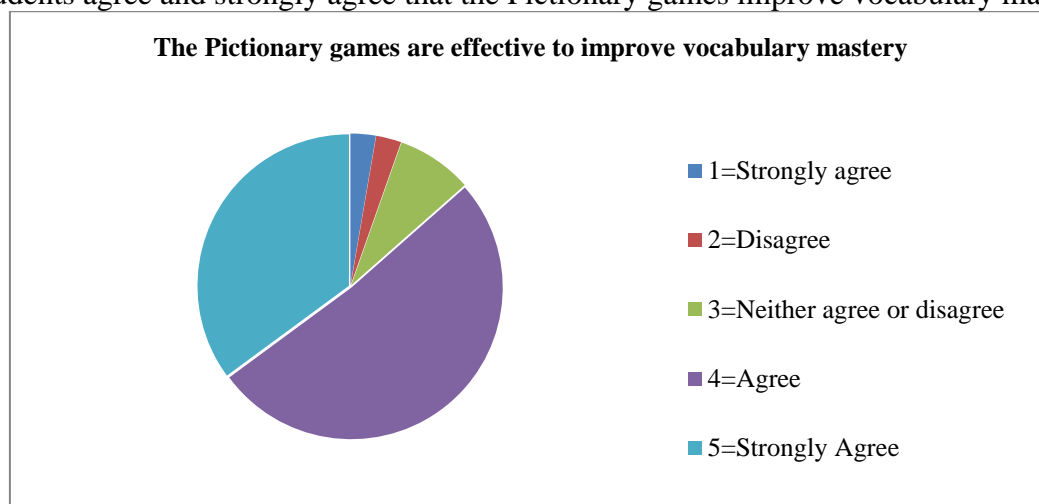
In statement 1, "Learning vocabulary using the Pictionary games is fun," one student strongly disagree (10%). Then, no one student that chose disagreed. Three students chose neither agree nor disagree (9.1%). Thirteen students agreed (35.1%). And 17 strongly agree (45.9%). The statement was supported by Kartini and Kareviati (2021), who also researched the students' responses and stated that pictionary games are a fun medium for learning vocabulary. Most students felt that the Pictionary game was fun because the higher answer strongly agreed that learning vocabulary using Pictionary games is fun.



From statement 2, the researchers wrote, "I don't feel any difficulties in learning vocabulary using Pictionary games" one student strongly disagreed (2.7%). Three students chose to disagree (8.1%). Five students chose neither agree nor disagree (13.5%). Fifteen students agree (40.5%), and 13 (36.1%) agree. It was supported by Darmawan and Fatmawati (2019), that the Pictionary game is a game with easy instruction so that the students can follow it more quickly. In sum, most students don't have any difficulties learning vocabulary using Pictionary games.

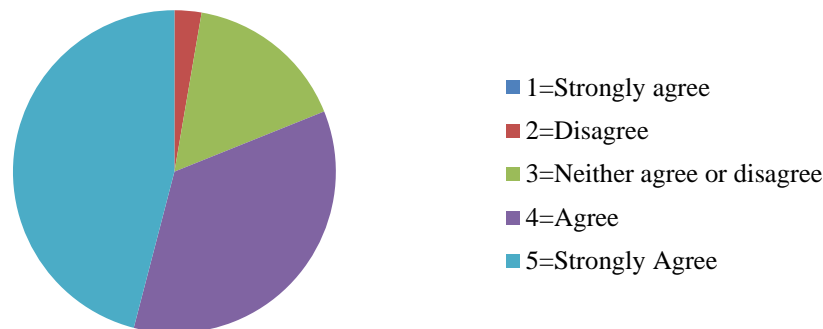


In statement 3, "The Pictionary games are effective to improve vocabulary mastery," one student chose strongly disagree (2.7%), one student disagrees (2.7%), three students chose neither agree nor agree (8.1%), 19 students decided to settle (51.4%), 13 students chose strongly agree (35.1%). It was supported by the statement from Dwi (2017) that Pictionary games are the media that effectively improve the student's vocabulary mastery. In sum, almost all students agree and strongly agree that the Pictionary games improve vocabulary mastery.



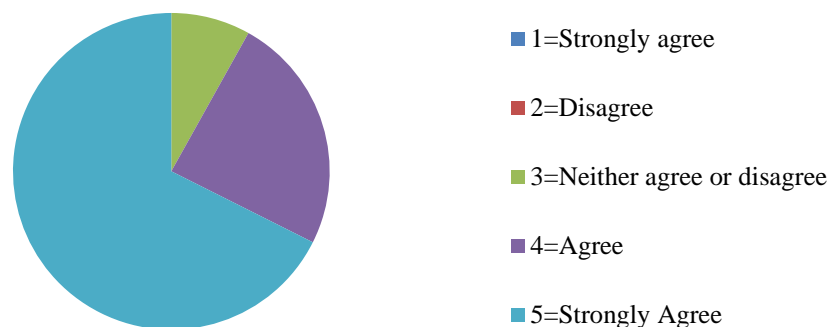
In statement 4, "The Pictionary games can motivate learning vocabulary,". From this statement, no one student chose strongly disagree (0%), one student decided to oppose (2.7%), six students chose neither agree nor disagree (16.2%), thirteen students agree (35.1%), and seventeen students chose strongly agree (45.9%). It was supported by Kartini and Kareviati (2021), who stated that the Pictionary game helps draw the student's motivation to learn English. In sum, most students felt that Pictionary games could motivate learning vocabulary.

The Pictionary games can provide motivation to learning vocabulary



In statement 5, "I recommend the Pictionary games as the media to learning vocabulary mastery". No one student chose strongly disagree (0%), no one student chose to disagree (0%), three students chose neither agree nor disagree (8.1%), and nine students decided to agree (24.3%). Twenty-five students chose strongly agree (67.6%). It was supported by Ferdinandus and Rahayaan (2020) that Pictionary games were the recommended media because Pictionary games helped her participants acquire vocabulary. In sum, the students felt Pictionary games were recommended as the media for learning vocabulary mastery.

I recommend the Pictionary games as the media to learning vocabulary mastery



Discussion

The positive response from students towards the use of Pictionary games for vocabulary instruction is indicative of the broader trend in education that recognizes the value of interactive and game-based learning. Several aspects of this study's findings warrant further discussion. One of the primary benefits observed from the use of Pictionary games was the heightened level of engagement and enjoyment in vocabulary learning. Traditional methods of vocabulary instruction, which often rely on rote memorization, can be tedious and may not cater to the

diverse learning styles of students. In contrast, Pictionary, being a game, introduces an element of competition and fun, making the learning process more dynamic. The visual nature of the game, where students draw and guess words, caters to both visual and kinesthetic learners, offering a more inclusive learning experience. Furthermore, Pictionary games provide students with an opportunity to actively use the vocabulary they learn. This active engagement is crucial for retention. When students draw or guess a word in the game, they are not only recalling the word but also reinforcing its meaning and context. Such active recall has been shown in various studies to be more effective than passive review for long-term retention. Additionally, Pictionary is inherently a collaborative game. Students work in teams, discussing, strategizing, and learning from one another. This collaborative aspect promotes peer-to-peer learning, where students can learn vocabulary from their peers in a more informal setting. Collaborative learning has been recognized for its benefits in promoting deeper understanding and fostering a sense of community among learners.

While the benefits of using Pictionary games are evident, it's essential to recognize potential challenges. Not all students might be comfortable with drawing, which is a core component of the game. Some might feel self-conscious about their drawing skills, which could affect their participation. It's crucial for educators to create an inclusive environment where all students feel encouraged to participate without fear of judgment. Moreover, while games can be engaging, they should be used judiciously in the curriculum. Over-reliance on games might lead to a lack of depth in certain topics. Balancing game-based learning with other instructional methods is key to ensuring comprehensive vocabulary coverage.

The positive outcomes observed in this study pave the way for further research. Future studies could explore the long-term effects of using Pictionary games on vocabulary retention. Comparing the efficacy of Pictionary with other game-based vocabulary instruction methods could also provide valuable insights.

CONCLUSION

The study observed that the students' replies to the questionnaire were predominantly favorable. This was attributed to the perceived efficacy of the Pictionary game in enhancing their vocabulary proficiency, namely in the domains of verbs and nouns. The participants shown a higher level of motivation in acquiring words. In conclusion, the researchers have determined that the utilization of the Pictionary game is an excellent method for enhancing vocabulary proficiency, as evidenced by the observed rise in students' vocabulary knowledge subsequent to engaging with the game.

Based on the findings presented in this study and the preceding discourse, the researchers propose enhancing proficiency in language acquisition. Teachers should demonstrate creativity in their approach to using media in the classroom in order to cultivate enthusiasm and enhance the teaching-learning experience. By doing so, students are more likely to be motivated and engaged in the learning process. The findings of this study indicate that the utilization of Pictionary games has a positive impact on enhancing students' proficiency in vocabulary and fostering their engagement in vocabulary acquisition. Furthermore, students have the opportunity to utilize the Pictionary game as a medium for vocabulary acquisition. This particular medium employs visual representations, encourages collaborative work among students, and efficiently stimulates their enthusiasm for vocabulary learning. In order to facilitate future research endeavors, it is suggested that Pictionary games be employed as a medium for investigating various language skills, including speaking, reading, writing, and listening.

Overall, the existing body of research provides a robust foundation on the benefits of Pictionary games in vocabulary instruction, particularly for younger students. However, there's

a pressing need to expand this knowledge base to encompass a broader demographic, including older students and diverse cultural contexts. The predominant focus on nouns in these studies presents an opportunity for future research to delve into the game's effectiveness with other linguistic components, such as adjectives, adverbs, and idiomatic expressions. Furthermore, while short-term gains in vocabulary mastery are well-documented, the long-term retention and depth of understanding remain areas ripe for exploration. A comparative analysis with other instructional games could offer a more holistic view of effective vocabulary teaching tools. One of the novel approaches could be integrating technology with Pictionary, leveraging augmented reality or virtual platforms to enhance the learning experience. By addressing these gaps, future research can not only solidify the game's standing as an educational tool but also pioneer innovative methods to make vocabulary learning more engaging and effective.

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