



The Seventh-Grade Students' Perception of Pictionary Game in Learning English Vocabulary at SMP N 2 Sedayu

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Received: 27 November 2023

Revised: 08 Desember 2023

Accepted: 15 Desember 2023

Abstract

Vocabulary is the essence of language acquisition, for first, second, and foreign languages as stated by Nurdiansyah et al., (2019). In some cases vocabulary mastery can support students to master the four English skills namely listening, speaking, reading, writing easier. However, in fact students are at a low level of vocabulary. In order to overcome this problem, it is necessary to have appropriate and active learning techniques to develop their vocabulary level. Therefore, in this study, the authors used the Pictionary game to the students. The objective of this research is to find out how students' perception of the use of a pictionary game in learning English vocabulary. This research applied qualitative research with the data obtained from observation, questionnaires, and interviews. The study was conducted at SMPN 2 Sedayu which consists of 28 students. The results of the study indicate that students had a positive perception towards the use of Pictionary games in learning English vocabulary. Pictionary games had a great impact in making learning English fun, encouraging and easy to remember some new English words.

Keywords: *perception, pictionary, qualitative, vocabulary*

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How to Cite: Santi, H. A., & Binawan, H. (2023). The Seventh-Grade Students' Perception of Pictionary Game in Learning English Vocabulary at SMP N 2 Sedayu. <https://doi.org/10.5281/zenodo.10427109>.

INTRODUCTION

Perception is a way of thinking about something, or it can also be said to be the process of achieving an understanding of sensory information (Qiong, 2017). McDonald's (2011) defines perception as "a person's or individual's view of a situation that incorporates a process of stimulation and a mix of memory and experience to offer a strong drive to act." Perception is about a response or thought that can be obtained from the process that has been perceived by the five senses. Sahrawi (2017:172) states that Perception is the cognitive process of selecting, analyzing, organizing, interpreting, and integrating stimuli of any kind of information received by a person that is meaningful and different from each other. There are two types of perception, they are negative and positive perception.

According to Lee et al. (2016: 228) that stated from Priti, and Citra Pradipta (2022), Positive perception is a perception that displays things in the form of positive information from someone. In this case, people with positive perceptions include people who support them according to what they have felt. On the contrary, negative perceptions present things negatively which do not support what has been felt.

Students' perception is a process of implementation of something that is through students' view of phenomena or experiences that they do feel. According to Brewer (2011), perception is an object that is precisely analogous to an illusory

phenomenon or objects that match nicely with their independence cognition. It is important to estimate a student's perception of this as useful for developing outcomes in Education. This perception of students can be triggered by several things, such as teacher attitudes, classroom environment, and student characteristics (Shavelson et al., 1976) . The more positive the student's perception of something, the easier it is for students to understand in learning something new (Tarniji et al., 2016). However, each student has a different perception of using the Pictionary game.

Pictionary is a guessing game in which students work together in teams and then they take turns guessing words or phrases drawn by their partners as stated by Thornbury (2002). Pictionary is a game that represents pictures and words that must be guessed. The game requires students to work in groups, with each team member taking turns as a painter or the pictures drawer. The things needed to play this game are a vocabulary list, whiteboard, paper, and markers. During the game, groups can use pictures as memory cues to remember and write down the expressions that appear in the game. Buttner (2013) stated that there are some steps that are needed in applying the Pictionary game: (a) First, students are divided into groups of three (b) Second, each team must choose one person to draw a picture each time. The person then was called the painter. (c) Third, the researcher gave word cards that the painter had to draw on the whiteboard using markers. (d) Each student took turns taking one of the word cards and guessed pictures by group members.(e) The winner was the fastest guessing the word correctly and won the scores. This game is good for training students' thinking skills and their courage in communicating (Sadapotto et al., 2022). Through this game, students are required to be active and engaged to remember some new English vocabulary. Related to (Akrimah et al., 2017) Pictionary allows students to be active in memorizing English vocabulary by describing vocabulary through their own pictures.

In addition, the game allows students to understand vocabulary through drawing which indirectly helps students think creatively and train students in their ability to remember. Hine Baugh (2009; 188-193) said that the Pictionary game is an excellent teaching tool to develop creative thinking and increase communication skills. Each student is required to actively participate and must cooperate with friends (Purba et al., 2022).

Simpson (2011) also mentioned that teachers should be encouraged to use games to help practice new languages in the classroom. Playing games is considered very effective and the teacher indirectly adds an element of fun and relaxation to vocabulary exercises. Through games, students can fight their fears of students who are passive, embarrassed to ask questions, and not confident to be active and courageous students in learning activities. Thornbury (2002) as cited by (Purba et al., 2022:164) stated that the Pictionary game is a game that helps students to increase their motivation in English lessons in a fun way.

In addition, with the game, they can train cooperation on how to work in a group and improve the skills of students in a more fun way. This statement is supported by Ersoz (2000, in Ayu and Murdibjono, 2012:1) who believes that games are highly motivating or can be highly motivated in teaching foreign languages because they are fun and interesting. Therefore, in this study, the authors will use Pictionary games to teach English vocabulary to seventh graders. Harmer

(2007) states that Pictionary is one of the vocabulary games that are designed to engage students in learning vocabulary.

Vocabulary is the essence of language acquisition, both first, second, and foreign languages as stated by Asyid, & Parmawati (2019). In some cases vocabulary mastery can support students to master the four English skills namely listening, speaking, reading, writing easier. However, in fact students are at a low level of vocabulary. According to Ivone (2005), lack of vocabulary knowledge can be one of the factors contributing to the low level of proficiency obtained by Indonesian students.

Based on previous research at SMP Dharma Kartini School (Kartini & Kareviati, 2021), many students gave good responses to the use of Pictionary games to learn English vocabulary. Students feel motivated and they think that the learning process becomes interesting and challenging but also fun. Vocabulary tends to be easier to memorize because students guess and draw their own words. There have been some studies conducted by some researchers that are connected or have a similar topic to this study. The second research was conducted by (Ferdinandus & Rahayaan, 2020) titled *Extending Students' Mastery of Vocabulary Learned Through Pictionary Game*. She used the Pictionary game to discover the findings of the study, which revealed that students successfully acquired vocabulary through the game. The extended activities of the Pictionary game assisted students in practicing writing simple sentences using the new vocabulary. It also demonstrated that students' attitudes change during both the game and the learning process. The third research was conducted by (Wulandari, 2021) with the title *The Student Perceptions of Games in Vocabulary Learning*. She uses games in learning vocabulary and based on his research learning vocabulary using games is effective. Games make learning vocabulary more interesting and fun, reduce anxiety, and increase positive feelings, self-confidence, and the amount of vocabulary. This creates a challenging atmosphere in the classroom. From the background already stated, there are some problems related to the topic. The research question is elaborated as follows: how students' perception of the use of a pictionary game in learning English vocabulary?

METHOD

This study used the descriptive qualitative method. This method was chosen because the data would be presented in the form of a description. According to Sugiyono (2018; 86), Descriptive research is a study conducted to determine the situation in the absence of other variables. This study aims to explain a phenomenon that occurs by explaining the variables related to the problem and will be examined. Data analysis is the process of searching for and systematically compiling data obtained from interviews, field notes and documentation, by organizing data into categories, describing them into units, synthesizing them, compiling them into patterns, choosing which ones are important and which ones will be studied, and draw conclusions so that they are easily understood by themselves and others (Sugiyono 2018).

The main tool for analyzing interviews in this study is the data analysis model of Miles and Huberman. Conducting data analysis at the time of collection and after

data collection is complete within a certain period of time (Sugiyono 2016), There are three components in the data analysis model of Miles and Huberman : (1) Data reduction, in order to provide a clearer picture the researcher needs to record carefully and in detail means summarizing, looking for main ideas, focusing on important content, looking for themes and patterns. (2) Presentation of data, presented in the form of a description of a structured collection of information, and conclusions can be drawn. (3) Drawing conclusions, conclusions from qualitative research that answer the research question that have been formulated from the beginning.

The participants of this study were the seventh-grade students of SMP Negeri 2 Sedayu in class VII-F. This study took 28 students as the subject, and was conducted at SMP Negeri 2 Sedayu. Research data were collected through observation, questionnaire, and interviews during 3 weeks in May to June 2023.

2.2.Observation

Observation was applied to obtain information in the classroom in the learning process. In the first observation activity, the researcher makes direct observations to the object of research to see closely the activities carried out. Widoyoko (2016:46) Observation is systematic observation and recording of elements that appear in a symptom on the object of study. In this study, observation was used to find out the phenomenon of problems that actually occur in the classroom.

In the next observation activity, it was carried out to find out the learning style of students who needed the VAK instrument as a tool. a VAK Learning style questionnaire developed by Victoria Chislett (2005) was used, a questionnaire made to determine the appropriate learning style for students. There are three styles of the VAK model, namely visual, auditory, and kinesthetic. The more teachers understand the priority of students' learning styles, the better they will be in guiding their teaching activities (Widharyanto & Binawan, 2020). In the next activity, the researcher teaches using the Pictionary Game and observes the learning activity. The research was conducted in two meetings. This VAK learning style questionnaire was part of a pre research activity.

2.2. Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other clues for the purpose of collecting information from respondents (Kabir, 2016). The questionnaire is a data collection technique carried out by giving a set of questions or written statements to respondents to answer. Questionnaires are in the form of closed questions to help students answer quickly (Sugiyono, 2016:142).

The questionnaire was distributed after teaching treatment. It contained a list of questions that asked about students' perceptions of the use of Pictionary games in learning English vocabulary. In the questionnaire, respondents were asked to answer questions about their perceptions after applying the pictionary game. The type questionnaire consists of six questions answered with yes-no answer choices or closed questions type.

2.3. Interview

The interviews were addressed to the teacher before observation and to the five students who were selected purposely after they filled out the questionnaire. Researchers used semi-structured interviews conducted by WhatsApp application

because of the limited available time before school examination which then were recorded and written as a script. because of the distance between the source and the interviewer. This interview is more flexible because it does not take much time and can adjust the time of the interview (Taherdoost, 2022). Interviews were conducted to study students' perceptions of using Pictionary games to learn vocabulary in class. Interviews were conducted with 5 students. Researchers conducted interviews by using voice notes to interview sessions of participants. During interviews, researchers use Indonesian to make students better understand. After data collection through interviews, researchers analyze the data using the following steps: 1. Make transcripts from interview recordings. The information is processed by converting audio into written data through transcription. 2. Recognizing the answers from the interview, the researcher will find interesting information on the topic. 3. Explanation of the results of the interview.

Findings and Discussion

Some findings and discussion will be described in this part. The data were derived from observation, questionnaires, and interviews with the teacher and students.

3.1 Observation Result

The visit was an observation this study conducted with the English teacher in class. During the observation, the English teacher was explaining the same with the previous lesson with the topic of Auxiliary Verb Do/Does, some students seemed to answer and respond correctly but more students ; they seemed quiet or did not answer based on the material being discussed. Even worse, a few students were sleeping when the teacher was explaining the materials. Some others seemed very attentive but they were not confident enough to respond to the teacher.

The observation results show that most of the students are less interested in learning English. They still find it difficult to respond to questions from the teacher which means that their knowledge of vocabulary is low (Hambali, 2018).

In the second visit, based on the results of the VAK questionnaire students' learning styles tend to be visual, so researchers choose to apply pictionary games. Pictionary focuses on visualization by making students remember vocabulary faster by guessing pictures. Moreover, appropriate learning styles can increase learning effectiveness. Aderibigbe (2018) Learning that is made according to needs will be effective and obtain maximum results.

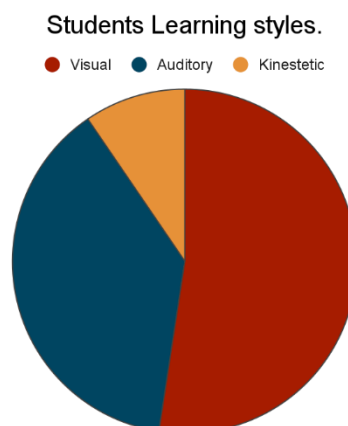


Diagram 1. Learning style

Diagram 1 describes student learning styles, here shows that 52% of students have visual learning styles, 38% of students have auditory learning styles and 10% of students have kinesthetic learning styles. Based on the results of the use of VAK instruments, it can be concluded that visual learning styles are more dominant in grade VII-F students of SMP Negeri 2 Sedayu.

The activities during the second visit were grouped into three namely pre-teaching, teaching and post-teaching as follows. Pre teaching is carried out for two days during the implementation of the pictionary before the teaching activity. Teaching activities are carried out for 90 minutes on Wednesday and Friday in the fourth week of May 2023. Post teaching is carried out by reflecting, students conclude about the important points that appear in the activity/material for 15 minutes. The researcher took over the class and implemented the Pictionary game activities in the class. Pictionary games were implemented in learning English vocabulary twice.

In the pre-teaching, the researcher prepared lesson plans to support learning activities. The topics taught were about procedural texts with the theme *culinary and me*. This topic was chosen because it is in accordance with the topic of discussion to be studied and this topic is familiar in everyday life, making it easier for students to write procedure texts. The pictures in the game included Teaspoon, Pizza, Chili, Sandwich, Frying Pan, Rice, Satay, Fork, Stove, Egg, Bread, Garlic, Fried Chicken, Glass, Sugar, Soy sauce, Bowl, Meatball, Mug, Fried rice, Ice cream, Plate, Cheese, Tofu, Vegetable Oil, Ice cubes, Tea, Tomato, Spatula, Hamburger. These pictures were used for (2) rounds of the game for (3) groups.

The teaching activities were as follows; (1) For the opening the researcher greeted the students and did a small talk on what they felt that day. The researcher also explained the purpose of learning and conveyed about the learning flow of Pictionary games. (2) Then the researcher introduced vocabulary pictures about food and drink through power point by inviting students to guess first, then after showing the correct answer, the researcher also asked students to pronounce the words together. After that the researcher made some trigger questions such as: What did you eat this morning? And what food have you made? Then the researcher explained about the pictionary game and how to play the game. (3) Then, the

researcher started the game by dividing the class into 3 teams to play the Pictionary game. In each group, there was one person who became the painter in turn. The researcher has prepared vocabulary cards and randomly picked them. In the first round, they seemed to have no idea about the food and drink in English. The researcher finally helps students by giving clues about the thing they needed to draw. After that, at the end of the activity, students were asked to fill in/identify the missing procedural text by matching the nouns into the overlapping procedural text. However, the task was not finished because class time was over. (4) For the closing, the researcher asked the students what they had learned. Students answered that they learned vocabulary about food and drink by playing the Pictionary game. After that the researcher ended the lesson and said thanks and closed.

For the post teaching, evaluation was conducted through a brief question and answer about the learning that took place for 15 minutes. Students seemed more active and had more spirit to engage in the teaching learning process.

In the third visit, the researcher implemented a pictionary game again. In this second meeting, the researcher used the same material to check if the students' progress had increased in memorizing the last meeting's vocabulary or not. In the first round, the researcher still gave some clues and there were still two incorrect answers.. They still felt confused to arrange the procedural texts into good order. In the second round of Pictionary Games, the researcher did not give any clues to students about the vocabulary they would draw. This time students were required to think creatively in drawing vocabulary. Students seemed to enjoy it and understood what they were drawing. A few students forgot a few words but in the end they managed to describe the vocabulary correctly. Most students enjoyed drawing and guessing vocabulary words again and again. In the next round activity, the researcher asked the students to make a simple procedure text and read one by one in front of the class.

3.2 Questionnaire Result

Questionnaires were distributed to 28 students after the implementation of the Pictionary game for two meetings. Furthermore, the questionnaire consists of six questions, which were elaborated as follows:

Table 1. Questionnaires result

Students' perception of the use of the Pictionary game in learning English vocabulary			
No	Questions	Yes	No
1.	Do you like learning English?	71%	29%
2.	Do you think learning while playing is fun?	96%	4%
3.	Learning using the Pictionary game is fun.	96%	4%
4.	Learning to use Pictionary games can make me remember vocabulary easily.	89%	11%
5.	Learning vocabulary using Pictionary makes me more enthusiastic (active).	89%	11%

Students' perception of the use of the Pictionary game in learning English vocabulary			
No	Questions	Yes	No
6.	I want Pictionary games to be applied continuously during English learning activities.	93%	7%

Based on the data obtained in the first question, 71% of students answered with a positive response, that is, they liked learning English. They like learning English because it is interesting and fun. They believed that learning English can help them communicate with foreigners. Another 29% of students responded that they did not like learning English. They felt that learning English is sometimes difficult to understand.

Furthermore, the second question 96% of students answered with a positive response, namely learning while playing is fun. Learning while playing makes them feel happy and not easily bored in learning English. Ersoz (2000, in Ayu and Murdibjono, 2012:1) who believes that games are highly motivating or can be highly motivated in teaching foreign languages because they are fun and interesting. While 4% of students gave a negative response, namely learning while playing is not fun.

On the third question, 96% of students agreed that learning vocabulary with Pictionary games is fun. They like to learn while playing Pictionary because they play charades in groups, so it makes them know and easier to remember English vocabulary. Rianti (2018) stated that the students were easier to know many vocabularies with a pictionary game. Most of them knew most of the words and their meanings which were drawn by their friends and they were able to mention them correctly. The remaining 4% of students answered negative or no; they believed that learning English through Pictionary games will lead the class into uncontrollable situations. Kartini & Kareviati (2021) states that the implementation of Pictionary Game might make the students become a bit noisy and uncontrolled because the students were too excited and competitive.

In the fourth question, 89% of students answered that Pictionary games can make them remember vocabulary more easily. Learning to play makes them remember the new words in a fun way and because vocabulary is guessed in pictures it makes it easier to remember the words as well as the figure. Related to Akrimah et al., (2017) Pictionary allows students to be active in memorizing English vocabulary by describing vocabulary through their own pictures. 11% of students answered that they still find it difficult to remember vocabulary. They sometimes still find it difficult to remember the vocabulary that will be drawn.

Furthermore, in five questions 89% of students agreed that Pictionary games can make them more enthusiastic and more active in English learning activities.

Students become challenged to guess the words and because of this while playing so it makes them more enthusiastic to play. Thornbury (2002) as cited by Purba, et al (2022: 164) stated that the Pictionary game is a game that helps students to increase their motivation in English lessons in a fun way. Another 11% of

students answered disagreed with Pictionary games, they did not feel that the activities made them enthusiastic (active).

Last, in the sixth question, 93% of students wanted Pictionary games applied continuously during English learning activities, especially in building their vocabulary to support writing. Students believe that they will be happy if Pictionary can be applied continuously. The students believe that Pictionary learning English is interesting, the game makes it easier to remember new English vocabulary. 7% of students answered disagreed, they do not want to have a Pictionary game to be applied continuously in learning English.

3.3 Interview Result

Researchers conducted an interview to reinforce students' perceptions to substantiate the results of the questionnaire obtained. This interview is conducted with 5 students.

Table 2. Students' Perception Result

No.	Questions	Students' perception
1.	Do you like learning English?	Four of them like learning English because it is fun, interesting and can make them communicate with foreign tourists. One of them said he did not really like it because sometimes he still did not understand the lesson.
2.	Do you think learning while playing is fun?	All of them say that learning while playing makes the learning atmosphere so much fun and does not make learning activities boring.
3.	Was learning to use the Pictionary game fun?	They all say that learning to use Pictionary games is very fun because it can be while playing and fun playing charades. By playing Pictionary you can know and easily remember English vocabulary.
4.	Can learning using the Pictionary game make you memorize vocabulary easily?	All the students said yes, Pictionary games make it easier for them to remember vocabulary while playing because the vocabulary drawn becomes easier to remember.
5.	What difficulties did you experience when learning to use the Pictionary game?	Four of the students said none because it was so much fun. One student said he sometimes still likes to forget the vocabulary.
6.	Does learning vocabulary using Pictionary make you more	All students say Pictionary games can make them more enthusiastic and easier to remember vocabulary. Become

enthusiastic (active) in learning activities?	more active because you feel challenged to remember and draw it.
7. Do you agree that the Pictionary game can be applied continuously when learning English?	They agree that Pictionary games are applied continuously to English lessons because it is very exciting because it can be while playing and not boring when learning English and are also easy to understand.
8. What impact do you think you will have after learning to use the Pictionary game?	All the students said they became more active and happier every time they learned English. They feel that Pictionary has a positive impact by making it easy for them to remember and understand English vocabulary.
9. What is your opinion about the Pictionary game in learning English vocabulary?	Students concluded that Pictionary games are very exciting, can learn vocabulary, and feel happy to learn, so it is cool to be able to make students active and remembering vocabulary becomes easier. However, one student said it was a little difficult at first but gradually understood and became more cohesive in the group when playing Pictionary. When learning to use a Pictionary, students become less organized but still excited.

Most students gave a positive perception to English learning activities, especially the Pictionary game. All the students' answers said that Pictionary games have a great impact in English learning activities; with Pictionary games making learning English so fun and easy to remember the new English vocabulary. In addition, they say that the Pictionary game does not make English learning classes boring. As Harmer (2007) stated that Pictionary is one of the vocabulary games that are designed to engage students' vocabulary.

CONCLUSION

Students' perception of the use of Pictionary games in learning English vocabulary is positive and good. The findings of this study concluded that Pictionary games have a great impact in English learning activities; Pictionary games make students easier to remember new English vocabulary and learning English becomes fun. In addition, they said that the Pictionary game does not make

English learning classes boring. As Harmer (2007) stated that Pictionary is one of the vocabulary games that are designed to engage students' vocabulary. Based on a study in class VII F SMP Negeri 2 Sedayu, almost all questions from questionnaires or interviews get a positive perception. The students feel more challenged and enthusiastic, especially this game focuses on studying in groups. In addition, because the scope of this research is still small, it is hoped that other researchers in the future can perfect this kind of research with different samples and cases.

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