

IMPROVING STUDENTS` VOCABULARY MASTERY THROUGH Pictionary BOARD GAME AT GRADE IV B OF ELEMENTARY SCHOOL 36 PEKANBARU

Lidya Efiza Dwi

STIBA Persada Bunda Pekanbaru

email: lidyaefizadwi@yahoo.com

ABSTRAK

Penguasaan kosakata siswa pada mata pelajaran Bahasa Inggris kelas IV.B SD Negeri 36 Pekanbaru sangat rendah. Terdapat 69% siswa yang mengalami remedial. Metode yang digunakan selama ini kurang efektif. Untuk itu dilakukan upaya peningkatan penguasaan kosa kata, Pictionary Board Game. Tujuan penelitian ini adalah 1) sejauh mana Pictionary Board Game dapat meningkatkan hasil penguasaan kosakata, 2) faktor apa sajakah yang meningkatkan penguasaan kosa kata siswa dengan menggunakan Pictionary Board Game. Kelas IV.B SD Negeri 36 Pekanbaru. Jenis penelitian ini adalah Penelitian Tindakan Kelas. Subjek penelitian adalah siswa kelas IV.B SD Negeri 36 Pekanbaru Penelitian ini terdiri dari 2 siklus, setiap siklus terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Instrumen penelitian berupa hasil test, lembar observasi, dan wawancara. Data dianalisis dengan kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa penggunaan Pictionary Board Game. dapat meningkatkan penguasaan kosa kata pada tiap indikatornya. Ada 3 faktor yang memengaruhi hasil penguasaan kosakata siswa: yaitu materi yang diberikan kepada siswa, ketertarikan siswa, dan bimbingan guru.

Key words : Vocabulary mastery, Pictionary board game, elementary school

INTRODUCTION

Vocabulary is one of the important elements that should be taught in teaching English for elementary school. Vocabulary is provided since the students learn English for first time. The teachers teach students about simple words in their surroundings. It is aimed to enable students to understand simple English used in daily context. Vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking.

Teaching English at Elementary School 36 Pekanbaru is basically to introduce vocabulary. Since this is the first time for them to deal with English, the students are only introduced simple words and expressions related to things that they are familiar with. It is based on the curriculum of elementary education which contains a number of vocabularies to learn besides expression and simple sentences about things around the children in their environment. Grade IV.B students of Elementary School 36 Pekanbaru have learned English about four years. They always have once a week-scheduled of English subject. They have been taught various themes that introduce many new vocabularies, by using various teaching techniques such as matching the English word to the meaning, singing the English songs, memorizing the English word, etc.

Based on the researcher's experience in teaching elementary school students at grade IV B of Elementary School 36 Pekanbaru, the researcher used translation song, textbook and workbook. It is expected that it can be employed in order to optimize students' vocabulary mastery. Moreover, referring to the rating scale of students' vocabulary test, the results show that only eight of 25 students could finish the exercise and achieve the minimum standard achievement. Then, ten of the students did about half of the questions. And the rest, seven of the 25 students could only answer less than half questions.

Based on the students' problem and the empirical data mentioned above, the researcher focuses on solving the students' problems in teaching technique aspect. In this study, the researcher will implement Pictionary Board Game strategy in teaching vocabulary. This technique can be used as one of the educational strategies in teaching and learning process of English. Pictionary Board Game is a guessing board game. Pictionary is not only a fun game, but also a fantastic educational tool. During learning by using Pictionary Board Game, the students can easily get new vocabulary and then spell it correctly. According to Karam (2012:1), Pictionary Board Game is exceptional game for vocabulary lesson because this game heavily on words, definitions, and word associations for strategic play.

Based on the statement of the problem above, the questions of this research are:

1. To what extent can Pictionary Board Game improve students' vocabulary mastery at grade IV.B of Elementary School 36 Pekanbaru?
2. What are the factors that influence the changes of students' vocabulary mastery at grade IV.B of Elementary School 36 Pekanbaru by using Pictionary board game?

Murcia and Rosenweigh (1979: 83) described “vocabulary as a language that needs growth and development continuously for native and nonnative speaker, after grammar and pronunciation are under reasonable control”. The quality of students' language skills both receptively and actively depend on quality and quantity of their vocabulary. Furthermore, they said that the more vocabulary one has, the more he/she will be skillful in the language. It means that vocabulary is able to develop someone' skill to use the language.

To support this idea, vocabulary is knowledge to know the meanings of words; therefore, the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym and an equivalent word in their own language (John, 2000). In learning vocabulary automatically the learners have to know the meaning of words itself and can use it in sentences.

Then, Schmitt (2000: 96) stated “vocabulary is the one of the most important aspect of the foreign language learning”. Moreover, Nunan (2005:121) defined that vocabulary is the collection of words that individual knows, and also says that the focus in the vocabulary class is how to encourage the students to develop strategies for inferring the meaning of new words from context in which they occur and teach them to use range of clues. In short, the students will have ability to use the clues in determining the meaning by developing strategies concerning the meaning of new words.

Furthermore, Vaughn and Sylvia (2004: 79) stated that vocabulary instruction is a valuable component of beginning reading, because students' understanding of word meanings and how words are used in text contributes significantly to general reading comprehension. Although understanding the meaning of words is not the only contributing factor to reading comprehension, it is a significant one. To conclude that vocabulary knowledge is the tool that unlocks the meaning of text.

In this research, the researcher will use Pictionary Board Game as a technique in teaching vocabulary. By implementation of this technique, the

researcher hopes that the students can receive material easily and students can understand in teaching target language.

Pictionary game is a picture-based guessing game on board. Brian Robin (1989) stated that Pictionary game is a children's game show based on the board game of the same name, in which two teams of children competed in a drawing game for prize. Karam (2013) said that Pictionary is exceptional game for vocabulary lessons because this game relies heavily on words, definitions, and word associations for strategic play. Individuals interested in winning the game have no choice but to expand their vocabulary while they challenge their opponents.

Teaching vocabulary using Pictionary board game means the teacher and the students use picture based guessing game to know the materials. The students study and remember the words from the game that they play. In conclusion, this game relies primarily on drawing, players must be able to convey the meaning of a word without using letters. This type of vocabulary game is very effective for visual learners or individuals with greater artistic ability who will enjoy turning complex vocabulary words into detailed pictures (Karam, 2013). It makes learning English fun for students and offers practice in developing vocabularies. Concerning the fact above, the researcher comes up to use the Pictionary Board Game in this study.

According to Imamura (2012) pictionary is the picture-based word game. It is an excellent way for students to display their knowledge. While the rules must be altered slightly to work in the classroom, pictionary provides students the opportunity to creatively express vocabulary terms they have learned. Depending on the age group and artistic skill, you can increase the challenge for students. Learning to express them selves in picture form utilizes a different part of the brain allowing students to synthesize information.

Imamura proposes some procedure of applying Pictionary Board Game in classroom activities.

1. The teacher generates a list of terms students know and choose vocabulary words that will be a challenge to express in picture form.
2. The teacher explains the rules of Pictionary to the students. For the first, the teacher chooses one team to select one term from the vocabulary list and then they show it to one player from each team. The artists have 10 seconds to look at the word. When the time is up, the artists start drawing

until a member of their team correctly guesses the term. The artists can only use images, no letters or words.

3. The teacher divides the class into two teams. Each team elects one person to draw for their team and team members shout out guesses.
4. Start the first round. Artists draw the term on the whiteboard so all team members can see. As the moderator, the teacher needs to listen for the correct term. The teacher gives some points to the team that guess correctly.
5. Switch artist and repeat the process until all the vocabulary terms are used. The team with the most points at the end of the game is the winner.

The use of vocabulary learning strategies is influenced by several factors. Murcia and Olshtain (2005) stated that there are three factors that influence the mastery of English Vocabulary. They are students' factor, teachers' factor, and the learning facilities' factor. For students' factor, there are two points that can be viewed, they are interest and learning activities. Interest is the important factor that can influence the mastery of English vocabulary. If students like the subject, surely that they will have interesting in learning English. If they are interested in English, they will pay attention and enjoy when they are studying English. After that, in getting the goal of English learning, students have to do the learning activities seriously. Students activities consist of the frequency of studying vocabulary at home and students' attendance in English class. Yasin (2011: 25) stated that there are several factors that influence the learning process to be succeeding. They are material, media, teacher strategy, evaluation and motivation. In this research, there are three factors that influence the successful of vocabulary mastery, they are learning environment, media and motivation.

To answer the research question above, namely:

1. To find whether Pictionary Board Game can improve students' vocabulary mastery at grade IV.B of Elementary School 36 Pekanbaru.
2. To find out the factors that influence the changes of students' vocabulary mastery at grade IV.B of Elementary School 36 Pekanbaru by using Pictionary Board Game.

METHOD

This research is a classroom action research. According to Gay and Airasian (2000:593), classroom action research is a process in which individual or several teachers collect evidence and make of their knowledge, performance, and

effects in order to understand and improve their teaching activities in classroom. In addition, Zainil (2008:1) defined that classroom action research is a research that conducted by teachers as researcher which collaborate with collaborator in order to improve the teaching and learning process of their own classroom.

This research was conducted to improve the students' vocabulary at grade IVB students at Elementary School 36 Pekanbaru by using Pictionary Board Game technique. This research was done in two cycles in cyclic process which involved four steps for one cycle. It was done by admitting the model that is suggested by Kemmis and McTaggart (1988:22-23). They proposed the spiral model of classroom action research which involves planning, action, observation and reflection. The researcher worked collaboratively with other English teacher to get better result.

This research was conducted at at Grade IVB students at Elementary School 36 Pekanbaru which was located on Jalan Hangtuh No. 51 Pekanbaru – Riau. The participants were 25 students at Grade IVB students at Elementary School 36 Pekanbaru. There were four instruments in this research; vocabulary test, observation checklist, field notes and interview. The data were analyzed quantitatively and qualitatively.

FINDING

1. The Extent to which Pictionary Board Game Technique improve the Students' Vocabulary Mastery

a. Cycle I

At the beginning of the treatment in cycle one, the teacher gave detail explanation and examples pictionary board game.

The actions were done in the first, second and third meeting. The last meeting was used to conduct the vocabulary test for the students in cycle one in order to see the students; achievement during the first cycle.

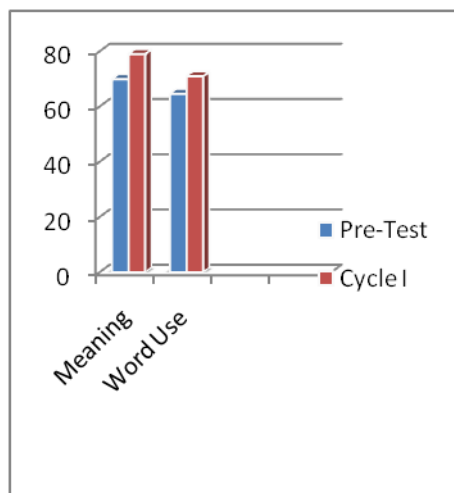
The researcher began the class by greeting and checking attendance lists. After that, she delivered learning objective and its implementation to the real life. Before the researcher explained and introduced about Pictionary Board Game the researcher and students asking and answering the questions about various things related to part of body. It was done to refresh their memory about vocabulary which related to the theme. Then, she gave explanation about part of body and reviewing vocabularies related to part of body.

After those topics delivered, the researcher wrote and explained the vocabulary list. After that, she prepared a flash card to guide the students into the topic. Then, the students were divided into six groups.

The researcher gave vocabulary mastery test to the students in order to know their ability after learning through Pictionary Board Game. The researcher prepared the test to know the students' vocabulary mastery. She constructed 30 questions for vocabulary mastery test based on the indicators of vocabulary mastery in multiple-choice form.

In the test of vocabulary in cycle I, it is found that students reached 72.73. Fortunately, comparing with the result of pre-test, the students made a progress. The students' score in pre-test was 66.66. It means that the students increased 6.07 points. However, this score did not reach the passing level.

The Result of Students' Vocabulary Test in Pre-Test and Cycle II



From the graph, it was clear that after implementation of pictionary board game in teaching vocabulary, the students' vocabulary mastery improved for all of indicators of vocabulary mastery. In the word using, students must be able to collocate the words into the sentence grammatically they only got mean score 36.33. In the word meaning, students are able to identify the meaning of the vocabulary. And then the students are able to match the word into the sentence based on the meaning. In this case, the students' score was 36.40. In short, the students score based on word use and word meaning score was 72.73 whether the KKM is 75. It happened because the number of passive students was more than active ones. The researcher also found that there were several students were not interested in teacher's strategies because they still got confused in applying

Pictionary Board Game. In addition, their average score of Vocabulary mastery had not achieved the minimum criteria of achievement of English subject at Elementary School 36 Pekanbaru.

Furthermore, the researcher concluded that the cycle had to be continued in order to get the better result. Revising the plan, efforts and activities for second cycle are needed. In the second cycle, increasing the students' interest, the students' motivation, and the students' ability in vocabulary mastery had to be carried out.

b. Cycle II

In cycle two, the researcher and the collaborator finally decided to focus on more involving the students in the lesson presented by always asking and motivating them.

Refer to the reflection in the first cycle, the researcher and the collaborator needed to revise the plan for the second cycle. Because in word use, students only got mean score 36.33. In word meaning, students got mean score 36.40. In this cycle, the researcher and the collaborator needed to prepare the planning well. First, the researcher improved the lesson plans and the teaching materials for cycle II that used in teaching and learning activities. First, the researcher needed redesigning the activities of Pictionary Board Game to improve students' vocabulary mastery. The group members is rearranged, so the students got new atmosphere and they were not bored because of getting new partners. Then, giving guidance the students to understand the whole steps of Pictionary Board Game is also needed.

Next, the researcher approached the students more closely and personally and paid attention more for the lower students and group them with upper students. Those were done in order to attract the students and make the teaching and learning process more interesting. After that, the students were observed to see whether they understand the topics or not. The researcher also checked the students work, if they did the steps correctly.

First topic was about "part of body". The class was begun with questioning the students with questions related to "part of body". The researcher also checked vocabulary and grammar that related to "part of body". After that, explanation about Pictionary Board Game once more was given so that the students can fully understand what they should do.

The researcher monitored the students' activity by walking around the students and asked whether they have any problem or not. The collaborator

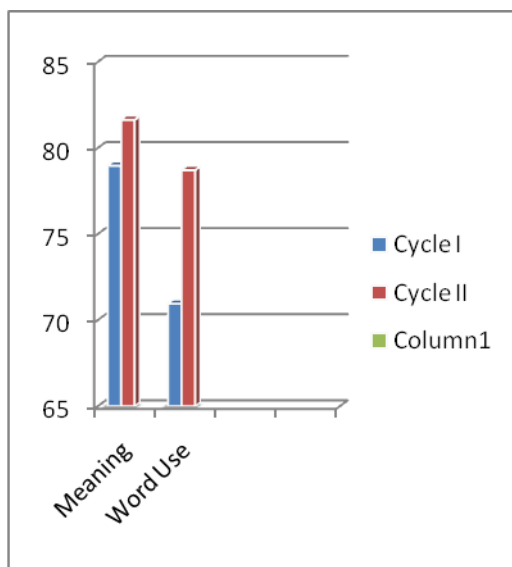
observed the students' and the researcher's activities during teaching and learning process. At the end of the class, the researcher gave a task related to the text to the students in order to know the students' vocabulary mastery.

The researcher gave vocabulary mastery test to the students in order to know their ability after learning through Pictionary Board Game. The researcher prepared the test to know the students' comprehension in reading text. 30 questions for vocabulary mastery test based on the indicators of vocabulary mastery in multiple-choice form were constructed.

From vocabulary test in the second cycle, It shows that the students' vocabulary mastery improved. The students' mean score is 79.33 while in cycle one only 72.73. It means that the students' score increased 6.6 points.

The description of the improvement can be seen in the graphic below:

The Result of Students' Vocabulary Test in Cycle 1 and Cycle II



In this phase, the researcher analyzed the data that were obtained from the students' score of vocabulary test, observation sheet, field notes and interview. After implementing the second cycle, the researcher concluded that the students' problems in vocabulary has been solved. It could be proven from the students' score. The students' score showed that the students score was 79.33, increased 6.60 points comparing to the students' average score of vocabulary test in the first cycle that was only 72.73. It could be concluded that there was improvement of students' vocabulary by using Pictionary Board Game.

Moreover, based on the indicator's analysis, the observation sheets (students' activities, teachers' activities), the field notes, and the interview, it could be concluded that the students had improved in some aspects such as activeness, motivation, and responsibility. Finally, the researcher concluded that the students liked Pictionary board game. It could be proven from the answers in the interview.

2. The Factors that influence the changes of students' Vocabulary through Pictionary Board Game

Based on the implementation of Pictionary Board Game in teaching Vocabulary and the findings of this research, the researcher found that the effective uses of Pictionary Board Game that could improve the students' vocabulary as follows:

a. The materials

The first is teaching material, it is a crucial thing in teaching and learning activities. So, the researcher should choose the suitable text for the students. They are based on the curriculum and the students' level. In this research, the researcher chose interesting materials in teaching vocabulary through Pictionary Board Game in order to increase the students' curiosity so that they have motivation to do the learning materials. It influenced in the improvement of the students' vocabulary mastery. Second, since the strategy is Pictionary Board Game, so the researcher also prepared pictures related to the text. The students could expand their background knowledge and their imagination in comprehending the materials. Based on the result of observations, field notes, and interview while teaching and learning process in vocabulary class through Pictionary Board Game, it was found that teaching material was one of the factors influenced the change of students' vocabulary mastery through Pictionary Board Game.

b. Students Interest

Student interest was one of the factors that influenced the students' vocabulary mastery improvement. Based on observation checklist and field notes, during the implementation of Pictionary Board Game the students were active. The students were interested to ask and learn together. Moreover, in discussing class, the student were motivated to answer. It could be seen from the activeness to answer the questions. Interestingly, the teacher's motivation played the important role in this reading activity. The observation checklist and field notes show the teacher motivated their students alot. The students were interested to read and they could answer well.

c. Teachear's guidance

Teacher's guidance were the third factor that influenced the changes of students' vocabulary mastery. The teacher's guidance during the application of Pictionary Board Game did not only teach the students to have good result in vocabulary mastery, but she also monitored and guided the students to do all of the procedures of Pictionary Board Game that gave them different learning experience. In addition, the teacher also helped them in solving their problem that they could not handle with her/his friend.

DISCUSSION

After conducting this classroom action research by using Pictionary Board Game while teaching vocabulary, it was found that the use of Pictionary Board Game could improve the students' vocabulary mastery at grade IV of Elementary school 36 Pekanbaru. It is in line with Fadhilah (2011: 16) who stated that Pictionary is an effective strategy in the class since that Pictionary game is a picture-based guessing game. In her class, she taught concrete nouns using Pictionary game means the teacher and the students use picture-based guessing game to understanding the materials. The students study and remember the words from the game that they played. Additionally, the advantage of Pictionary Board Game since role-play and simulation activities are most kids enjoy the challenge of participating in games, and the process of playing some activities may actually make them smarter and more capable. Among other abilities, games help develop kids' motoric skills, social capacities, memory and creativity. Game also is more practice activities than teaching activities; they are useful and more suitable for consolidating and practicing aspects of conversational proficiency than teaching new forms. This game is also good for reviewing vocabulary.

Then, Alvha Zuchri (2012) also conducted the research about using board game in the language classroom. He concluded that Pictionary Board Game is a one solution can help students memorize the familiar and new words. This technique/strategy can stimulate and give challenge to the students to be more interested in English learning. The main purpose this research to find out the effectiveness to improve students' vocabulary by using Pictionary game.

This research also revealed that there were some factors influence the result of this research. The factors are:

1. Factor influenced the changes of students' vocabulary was material. This research shows that the interesting materials given by the teacher could improve students' vocabulary mastery. They were also more active and enthusiastic during the teaching and learning process. The students are happy and fun while studying.

2. Factor influenced the changes of students' vocabulary mastery was students' interest. The researcher found that students' interest is also one of the factors that influenced the students' vocabulary mastery. It is in line with Murcia and Olshtain (2005) who said that the interest is the important factor that can influence the mastery of English vocabulary. If the students like the subject, surely that they will have interesting in learning English. If they are interested in English, they will pay attention and enjoy when they are studying English.
3. Factor influenced the changes of students' vocabulary mastery as teacher's guidance. The various activities also made the classroom atmosphere more effective in maximizing the students' vocabulary mastery. Finally, enjoyable classroom management also influenced the changes of students' vocabulary mastery. As it was done in this research, the researcher tried hard to make the classroom atmosphere enjoyable. So the students did not feel bored and anxiety in learning English. The students were more active in the classroom.

In conclusion, the findings of this research were in line with theories and related findings. The use of Pictionary Board Game can improve the students' vocabulary mastery. Their vocabulary mastery score is better than before and it is indicated by the improvement of their ability.

CONCLUSION

According to the result of the investigation done in this action research and after observing the implementation of the using Pictionary board game Technique, it can be concluded that the technique can improve students' vocabulary mastery. The improvement of the students can be seen from the result of pre-test, test in cycle one and cycle two and process of teaching and learning which were collected from the data observation checklist. Based on the findings, it can be summarized that 1). The vocabulary mastery can be improved by using Pictionary Board Game at grade IV of Elementary School 36 Pekanbaru. There were significant improvement to the students' score of vocabulary mastery test from pre-test, cycle I and II. The average score of students' score in the pre-test was only 66.66, in cycle I the average of the students' score increased become 72.73, and in cycle II increased become 79.33. It means that the students' average score in cycle II can reach the minimum criteria of achievement of English subject at SDN 036 Pekanbaru that is 75.

2).The factors that influenced the changes of the students' vocabulary mastery through Pictionary Board Game are: materials, students' interest, and teacher's guidance.

SUGGESTION

Based on the findings and conclusion of this research, the researcher purposes some suggestions. They are:

1. The researcher as an English teacher suggests the other teachers who have the same problem to use Pictionary Board Game Technique in teaching vocabulary in English subject in order to improve students' achievement.
2. The researcher as an English teacher supposes to carefully plan activities for the students in conducting the learning process by using Pictionary Board Game Technique.
3. To the future researchers, they can try to apply this technique for other skills like writing, reading, and speaking.

REFERENCES

- Brian Robin. 1989. *Pictionary. Children's Game Show*. Retrieved on march 17, 2013.
<http://dictionary.sensagent.com/pictionary+%281989+games+show%29/enGen/#definitions>.
- Brown, H.D. 1994. *Teaching by Principle*. New Jersey: Prentice Hall Regents
- Brown, H.D. 2000. *Principle of Language Learning and Teaching*. Fourth Edition. White Plains, NY: Pearson Education
- Brown, H. D. 2001. *Teaching by Principles: an interactive Approach to Language Pedagogy (2nd Ed)*. New Jersey: Prentice Hall-Regents.
- Brown, H.D. 2003. *Language Assesment*. California: Fransisco State University
- Brown, H.D. 2010. *Language Assesment: Principle and Classroom Practice*. New York: Longman
- Cameron, Lynne. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press
- Coady, J and T. Hunckin. 1997. *Second language Vocabulary Acquisition*. Cambridge: Cambridge University Press
- Fadhilah, Siti (2011). *Teaching English Concerte nouns using Pictionary Game*. Semarang. Walisongo state Institute Islamic Studies
- Folse, K. S. 2008. *Six Vocabulary activities for the English Language Classroom*. English Teaching Forum. Retrieved on Juni 20, 2013.
<http://exchanges.state.gov/English/forum/archieves/1997/docs/97-35-2e.pdf>.
- Gay, L.R., and Peter Airisian. 2000. *Educational Research: Competencies for Analysis and Application*. Ohio: Prentice-Hall, Inc

- Harmer, Jeremy. 2001. *The practice of English Language Teaching*. London: Longman
- Hatch, E and Farhady, H, 1982. *Research Design and Statistic for Applied Linguistics*, Massachusetts: Newbury House Publisher.
- Heaton, J. 1997. An Audio Visual Method for ESL. In M. Celca-Murcia and L. McIntosh (Eds). *Teaching English as a Second or Foreign Language*. Rowley, MA.:Newbury House
- Hopkins, D. 1985. *A teacher's guide to classroom research*. Philadelphia: Open University Press
- Immamura, Kelina. [How to Play Pictionary in School | eHow.com](http://www.ehow.com/how_8548553_play-pictionary-school.html#ixzz2OemloVj8) http://www.ehow.com/how_8548553_play-pictionary-school.html#ixzz2OemloVj8
- Journal of Educational Board Game Design Part One. Rationale, History, Types & Structures. Retrieved on March 17,2013. <http://edweb.sdsu.edu/courses/edtec670/cardboard/CardboardCognition.html>
- Karam, Misty. 2013. *Games Scrabble, Password, and Pictionary as Vocabulary Tools*. LoveToKnow Corp. http://boardgames.lovetoknow.com/Games_Scrabble,_Password,_and_Pictionary_as_Vocabulary_Tools
- Kemmis, S and R. McTaggart. 1998. *The action Research Planner*. Victoria: Deakin University
- K.E.Suyanto, Kasihani, dkk. 2012. *Learning by Doing 4*.Grafindo Media Pratama.
- Khosy, Valsa. 2005. *Action Research for Improving Practice*. London: Cromwell Press
- Marta, Nyikos, & May Fan. 2007. *A review of vocabulary learning strategies: Language learner strategies: Thirty years of research and practice*. Oxford University Press
- Moras, Solange. 2001. Teaching vocabulary to advanced pupils. A Lexical Approach. Retrieved from: <http://www.iteslej.org/>. on December 29, 2012
- Nation, P. 2001. *Learning vocabulary in another language*. Cambridge: Cambridge university press.
- Nation, P . 2005. *Managing vocabulary learning*. Cambridge: Cambridge university press.
- Nunan, David. 2003. *Practical English Language Teaching: Young Learners*. New York: The Mc Graw-Hill Companies.
- Osinska, Renata . 2011. *The Advantages of Learning Games For Kids*.

Retrieved on June 28, 2013.

<http://www.livestrong.com/article/214084GtheGadvantagesGofGlearningGgamesGforGkids/>

Preszler, June. 2006. *Strategies to build students vocabularies grade 4-12*. Dept. of Education. Black Hills Special Services Cooperative (BHSSC) 1925 Plaza Boulevard, Rapid City, SD 57702

Robbin, Nicholas. 2013. *Pictionary Game Rules*.

http://www.ehow.co.uk/way_5445906_pictionary-game-rules.html

Schindler, A. 2006. *Channelling Children's Energy through Vocabulary Activities' English Teacher Forum*. Retrieved on March 17, 2013.

<http://eca.state.gov/forum/vols/vol44/no2/p8.htm>

Sthal, S. A. 2005. *Four problems with teaching Word Meaning and What to do to make Vocabulary an integral part of instruction, Bringing research to Practice*. New Jersey : Prentice Hall Regent

Ur. Penny. 2000. *A Course in language Teaching*. Cambridge : Cambridge University Press

Yasin, Anas. 2011. *Penelitian Tindakan Kelas*. Padang: Bung Hatta University Press

Zuchri, Alvha. 2012. *The effect of Pictionary Game to improve students' vocabulary at the third grade at SDN 001 Kerumutan*. UIR. Pekanbaru.

