



Developing Pictionary Game Media to Teach Speaking and Writing Skills for VII F Grade at MTsN 3 Blitar

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Abstract: The purpose of this project is to create an educational media in the form of a Pictionary Game to help seventh-grade students at MTsN 3 Blitar improve their speaking and writing abilities. Many students considered English difficult and uninteresting owing to traditional teaching techniques, which resulted in poor enthusiasm and confidence in utilizing the language. The researcher created and assessed the efficacy of Pictionary Game media using the ADDIE paradigm. Data gathering methods included observations, questionnaires, and pre- and post-tests. Media, instrument, and material specialists validated the product and gave it "very valid" ratings ranging from 80% to 92.5%. The post-test findings showed a 10.69% improvement in speaking and a 12.7% improvement in writing abilities over the pre-test levels. Student satisfaction reached 85%, indicating the media was "very feasible" for learning. These findings suggest that Pictionary Game media can effectively improve English speaking and writing skills in a fun and engaging way.

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PENDAHULUAN

The fact that English is the main language in most countries makes it a universal language. In addition, learning or mastering English is one of the most important things. English is also seen as a second language to be learned after the mother tongue in some countries, especially in Indonesia. Although it is not the mother tongue in Indonesia, English plays an important role in daily interactions in society. In Indonesia, in the field of education, this is evident. Students are taught English as one of the subject topics from elementary school to college (Utomo et al., 2020). Learning English is becoming increasingly important in this day and age as English is a language spoken all over the world. Two important skills that students need to have been the ability to write and speak in English. However, lack of enthusiasm and boring teaching strategies continue to make it difficult for many Indonesian students to acquire these skills. To address these challenges, educators have explored the use of language games as a means of engaging students and improving their language abilities. Communicative games, in particular, have been shown to enhance vocabulary acquisition and overall language proficiency in elementary school settings (Kurniawati et al., 2021).

English language learning at the junior high school level faces challenges in developing students' speaking and writing skills. Speaking and writing skills are productive aspects of language learning that require consistent practice and training to achieve the expected competence. Based on observations at MTsN 3 Blitar, particularly in class VII F, students experience difficulties in expressing their ideas and thoughts orally and in writing in English. The conventional teaching methods that are still predominantly used tend to be teacher-centered and do not provide students with sufficient opportunities to actively participate in the learning process. This results in low motivation and poor learning outcomes among students in terms of their speaking and writing skills in English.



Learning media is a crucial part of the educational system that may help students and teachers share information and skills. The utilization of relevant educational materials can improve learning outcomes and add interest and interaction to the teaching and learning process. When it comes to studying English, instructional media may provide pupils a more tangible learning experience and aid in their understanding of abstract ideas. Students can become more motivated to study and actively engage in class activities when they are exposed to creative and captivating instructional material. Therefore, it is crucial to create instructional media that complements students' learning goals and features. The effectiveness of educational games in raising student motivation and engagement in English language learning has been demonstrated. Students are more likely to engage in learning activities when they are in an enjoyable and stimulating environment, which may be achieved through game-based learning. With games, kids may learn while having fun, which is a teaching strategy that fits the learning preferences of adolescent learners. Additionally, games can help kids learn collaboratively and improve their social skills. Consequently, the utilization of games as a teaching tool can establish a favourable and efficient learning atmosphere for language proficiency growth.

Pictionary, as a type of educational game, has great potential for developing students' speaking and writing skills. In Pictionary, students are required to use their visualization, interpretation, and verbal expression skills to convey and guess the concepts or words being depicted. The process of drawing and guessing in Pictionary involves complex cognitive activities, including vocabulary comprehension, language structure, and communication skills. This game can also train students to think creatively and use effective communication strategies. Additionally, Pictionary can be adapted to align with learning materials and students' skill levels, making it a flexible and adaptive learning tool.

A number of researchers have conducted this study, (Khoirun Nisa et al., 2023) with the title "The development of Pictionary game in teaching vocabulary to the eleventh-grade students of fashion department at SMK UNGGULAN ANNUR" the result The study examined student's perceptions of the teacher's teaching methods in implementing the Pictionary game, with 14 students (77,8%) considering is very valid and 4 students (22.2%) finding it valid. This suggests that the use of Pictionary game gained positive support and perception' s from students. The next study conducted by (Muhammad Ridwan & Sarah Amalia, 2020) the result is Students showed significant improvement in speaking fluency and confidence. Class participation increased by 45% compared to traditional teaching methods. The third conducted by (Linda Kusuma, 2021) the result is Students' ability to write descriptive texts improved significantly, with 85% of students achieving the minimum competency score. The researchers also noted an improvement in classroom dynamics, with students showing more willingness to participate in discussions and engage in peer learning activities. Research and development of Pictionary game-based learning media for speaking and writing skills has not been widely conducted, especially at the junior high school level. Most existing research still focuses on developing media for listening and reading skills, while productive skills such as speaking and writing have received less attention. However, speaking and writing skills are very important aspects of English language learning and often pose major challenges for students. The development of learning media specifically tailored to these skills can significantly contribute to improving the quality of English language learning. Therefore, this study aims to address this gap by developing Pictionary-based learning media specifically designed to enhance students' speaking and writing skills.

Based on the conditions and issues described above, the development of a pictionary game learning media to teach speaking and writing skills in class VII F MTsN 3 Blitar is very relevant and urgent. The learning media developed is expected to be an alternative solution to overcome existing learning problems and improve the quality of English language learning. This study employs the Research and Development (R&D) method to produce a valid, practical, and effective educational media product. As such, this research is expected to make a positive contribution to the field of education, particularly in the area of English language learning at the junior high school level. The findings of this study are also anticipated to serve as a reference for future research in the field of English language educational media development.

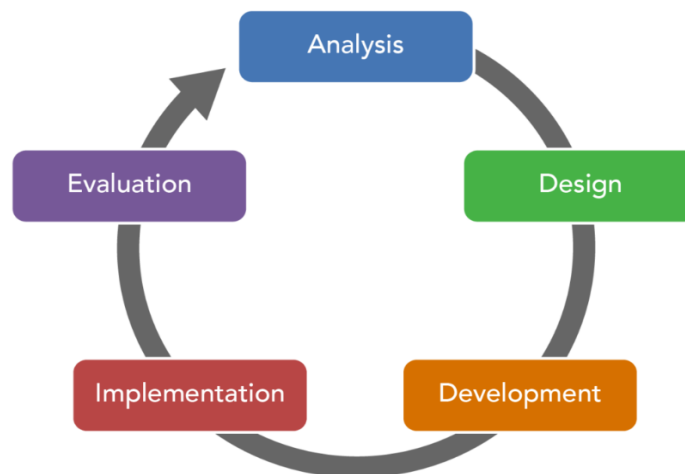
METODE

Model of Development

In this study, researcher used Research & Development (R&D) with the ADDIE model to develop product. R&D is a research method used to produce certain products, and test the effectiveness of these products (Sugiyono, 2013). In addition, R&D is an approach that focuses on developing innovations and improving practices through systematic research. R&D aims to find solutions to problems encountered and produce products that are applicable and relevant to user needs. The R&D process is usually iterative, where the results of each stage can be used to improve and refine the product being developed. The use of the ADDIE model in develop learning product can help in meeting teaching and learning objectives as it uses a systematic approach that meets students' needs. It same as (Ibrahim Maulana Syahid et al., 2024) said that ADDIE helps teachers in creating a meaningful and suitable learning process for students. The ADDIE model is known for its flexibility and its ability to be applied in a variety of learning contexts. ADDIE helps ensure that learning development is planned and structured, resulting in effective and meaningful learning experiences for learners.

Research Procedure

The research procedure in developing Pictionary game media for teaching speaking and writing skills followed a systematic approach based on the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, which has been widely recognized in educational research and development studies (Branch, 2020). This comprehensive procedure ensured the creation of an effective and engaging learning tool tailored to the specific needs of Grade 7 F students at MTsN 3 Blitar.



Picture 1. Step of the Research with ADDIE Model

Details :

1. Analysis: Data is acquired at this phase in order to comprehend the context, content, learning demands, and objectives. This aids in determining the knowledge and resources that students must acquire.
2. Design: The planning of the educational process is the main goal of this stage. It includes choosing instructional strategies, resources, and media as well as creating evaluation instruments to gauge student progress.
3. Development: The design plan serves as the basis for the creation of the learning resources, modules, or tools during this phase. To make sure they effectively achieve learning objectives, prototypes are put through testing.



4. Implementation: The learning process is put into practice at this point. It entails teaching classes, utilizing the created resources, and preparing teachers to impart the knowledge in an efficient manner.
5. Evaluation: The last step, evaluation determines how well the entire learning process worked. It guarantees that the learning objectives were met and assists in pinpointing areas that require improvement.

Research procedures are the steps that must be followed by the researcher in creating a product. In this study, researchers chose to use the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). model in this study because it is a systematic framework that is widely used in educational development. It ensures that the learning media created meets the needs of students and achieves learning objectives effectively. So, the Pictionary game as a learning media for VII grade students at MTSN 3 Blitar will be developed using the following steps:

1. Analysis

The researcher identified the needs of grade 7 MTSN 3 Blitar and established the learning objectives to be achieved through this Pictionary Game Media. The researcher also analyzed the students by observing the class and distributing questionnaires to understand the characteristics and preferences of the students, so as to determine the relevant content. The reason why the researcher chose 7th grade is based on the results of the researcher's discussion with the MTSN 3 Blitar School and the identification of problems that are more visible in 7th grade.

2. Design

At this stage, the researcher begins to create a development of the initial form of the Pictionary game media. This phase involved creating the game components, including picture cards, game rules, teaching guidelines, and assessment criteria. The design process took into account the English curriculum requirements for students' language proficiency levels, and specific learning objectives for speaking and writing skills.

3. Development

development stage allows researcher to create materials, Pictionary games, such as picture, questions or game rules. Researchers will validate the prototype with instrument, material, and media validators to ensure that the prototype can teach speaking and writing skills effectively.

4. Implementation

In the implementation stage, researcher test the Pictionary game in class with 7th grade students. This provides an opportunity to observe how students interact with the media, whether they are engaged and active, and how effective the game is in teaching their speaking and writing skills.

5. Evaluation

Evaluation is the final step to assess whether the Pictionary game has achieved its learning objectives. Researchers collect feedback from students and teachers to determine whether the game is effective and whether there are things that need to be improved for the learning experience.

Data Sources

The purpose of the data source in this study is to find out where the data is obtained. In this study, researcher used two data sources, namely:

1. Primary data sources, are data collected by researcher from the first source. Primary data sources in this study are 7th grade students of MTsN 3 Blitar with 36 students (18 boys and 18 girls) and Validators, namely instrument expert, media expert and material expert. Researcher in conducting the research, the researcher used a purposive sampling technique with certain considerations (Sugiyono, 2013). the teacher suggested taking the class because the class still had students who were still lacking in understanding English material.
2. Secondary data sources, are data collected by researcher to support primary data sources. Secondary data sources in this study are teachers.

Research Technique

In this study researcher use questionnaire, observation, for collecting data.

1. Questionnaires

Questionnaire are important instruments in a study to help researcher collect data relevant to the research topic (Taherdoost, 2022). A questionnaire is a type of research instrument consisting of a series of inquiries designed to gather data from participants. It is frequently used to gather both quantitative and qualitative data in a variety of fields, including marketing, education, social sciences, and health research. The purpose of this study's questionnaire is to gather information from students, media experts, and validators of material specialists. After the product was finished and before it was used with students, the researcher distributed questionnaires to validators, who are media and material specialists. The purpose of this is to determine whether the final output is prepared for student use or still requires editing. Additionally, following the stage of product installation, students were given surveys. This aims to see students' responses to the products developed. In addition, the questionnaires given to students also helped researcher see the increase in students' learning motivation in learning English, especially speaking and writing English.

2. Observations

Observation is an activity where researcher observe several things related to the research under study at the scene directly (Ardiansyah et al., 2023). Observation is a research method that involves closely observing and recording behaviors, events, or phenomena as they occur in their natural settings. During the needs analysis phase of the study, the researcher observed students; during the product implementation phase, the researcher observed students once more, this time regarding the use Pictionary Game media as a learning media.

3. Scoring Rubric

Scoring rubric is an assessment tool used to evaluate the quality of a job or performance based on certain criteria. This is an assessment guide that describes evaluation criteria (or grading standards) based on expected outcomes and student performance (Tractenberg, 2021). These rubrics provide clear guidance on what is expected in a task, as well as setting standards for assessing the work. By using a scoring rubric, evaluator can provide a more consistent and objective assessment.

Research Instruments

1. Questionnaire sheet

Questionnaire sheets are instruments employed to gather information from individuals or groups in an organized manner. They usually contain a set of questions aimed at collecting particular data, opinions, or insights regarding a specific subject. The questionnaire sheet in this study was addressed to instrument validators, media validators, material validators, and students to see students' responses to the products developed. The four questionnaires used closed questions, so that respondents had to choose the answers that had been provided. Questionnaires arranged by using Likert Scale modification (a scale of 4). Likert scale modifications are intended to eliminate the weaknesses conceived by the five-level scale, the Likert scale modification eliminates the middle answer category based on three reasons, namely: (1) The category has a double meaning, usually means that you cannot decide or give an answer, it can mean neutral, agree no, disagree no, or even doubt. (2) The availability of that middle answer causes a tendency to answer to the centre. (3) The purpose of the SS-S-N-TS-STTS(SangatSetuju-Setuju-Netral-TidakSetuju-Sangat-TidakSetuju) category is mainly to see the tendency of the respondent's opinion, towards



agreeing or towards disagreeing. The provided answer options are: 5 (Very Good), 4 (Good), 3 (Neutral), 2 (Bad), 1 (Very Bad). The grating poll of this instrument are as follows:

Table 1. Questionnaire in the Preliminary Study

No.	Pernyataan
1	How often do you study English in class/outside of class?
2	How often do your teachers use English in their lessons?
3	How often do you use additional learning resources (books, videos, games, applications, etc.) to improve your English skills?
4	How often do you use English in daily conversation?
5	How often do you use a dictionary or translator app when learning English?
6	How often do you watch English videos or movies to improve your English skills?
7	How often do you feel behind in learning English?
8	How often do you participate in class discussions using English?
9	How often does the teacher provide individualized feedback on English progress?
10	How often do you need extra help to complete English assignments?
11	How often do you hesitate to ask questions when you don't understand something in English learning?
12	How often do you feel you need extra tutoring or special guidance for English lessons?
13	How often do you do your English homework on time?
14	How often do you write notes or summaries in English?
15	How often do you try to translate text from Indonesian to English without a translator?

Table 2. Grating Questionnaire for Validator Instrument

Aspek	Indikator	Skor			
		1	2	3	4
Clarity	Clarity of the title of the questionnaire sheet				
	Clarity of statement items				
	Clarity of instructions for filling out the questionnaire				
Content Accuracy	The accuracy of the statement with the expected answer				
Relevance	The statement is related to the purpose of the research				
	The statement is in accordance with the aspects to be achieved				
Content Validity	The statement reveals the correct information correct				



Language Accuracy	The language used is easy to understand
	The language used is effective
	Writing in accordance with EYD

Table 3. Grating Questionnaire for Validator Media

Aspek	Indikator	Skor			
		1	2	3	4
Content & Design	Suitability of material with CP&ATP				
	Attractive visual display				
Ease	Ease of understanding game rules				
Interactivity, development & relevance	Interaction between players				
	Media contribution to speaking ability				
	Media contribution to writing skills				
Motivation, novelty & Language Appropriateness	Student attraction and motivation				
	Innovation and creativity				
Implementability & assessment	Possibility of implementation in the classroom				
	Overall media assessment				

Table 4. Grating Questionnaire for Validator Material

Aspek	Indikator	Skor			
		1	2	3	4
Quality of material, Interactivity & development, Relevance	Suitability of the material to the curriculum				
	Language difficulty level				
	Quality of material content				
	Clarity of game rules				
	Ability to stimulate communication				
	Teaching method				
Attractiveness Language Accuracy	Materials are designed to motivate students				
	Materials can be able to develop thinking skills				
Implementability, assessment & Usability	Materials on the developed learning media can help improve speaking and writing skills				
	The materials support the development of speaking skills, such as pronunciation, intonation, and expression				

Table 5. Grating Questionnaire for Students Satisfaction

NO.	PERNYATAAN	SS	S	TS	STS
1.	Pictionary Game media helps me understand Descriptive Text learning material				
2.	Activities using this media train my speaking and writing skills.				



3.	It makes learning easier to understand and more fun
4.	I feel enthusiastic in speaking and writing after using this media
5.	The color and appearance of the Pictionary Game media attract my attention.
6.	This media makes me more motivated to learn English.
7.	The activities done with this media are fun.
8.	This media provides a different and interesting learning experience.
9.	I feel enthusiastic about learning other English materials with this media
10.	Pictionary Game makes it easier to learn speaking and writing

2. Observations

Observation is an activity where researcher observe several things related to the research under study at the scene directly (Ardiansyah et al., 2023). Observation is a research method that involves closely observing and recording behaviors, events, or phenomena as they occur in their natural settings. During the needs analysis phase of the study, the researcher observed students; during the product implementation phase, the researcher observed students once more, this time regarding the use Pictionary Game media as a learning media.

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Table 6. Scoring Rubric for Speaking

No.	Aspects	Criteria	Skor
1.	Fluency	Very fluent, without many pauses (4) Fairly fluent, pauses are a bit distracting (3). Less fluent, frequent pauses (2). Not fluent, many stops (1).	1-4
2.	Pronunciation	Very clear, almost no errors (4). Fairly clear, minor errors (3). Not clear enough, often wrong (2). Not clear, difficult to understand (1).	1-4
3.	Content	Description is very complete, detailed, and relevant (4). Fairly complete description, some details (3). Incomplete description, somewhat relevant (2). Very minimal description and irrelevant (1).	1-4
4.	Vocabulary	Vocabulary is very varied, appropriate to context (4). Vocabulary is quite varied, appropriate to context (3).	1-4



	Vocabulary limited, some inappropriate (2). Vocabulary very limited, often inappropriate (1).
Total Skor	$\frac{\text{Achieved score}}{\text{Maximum Score}} \times 100$

Table 7. Scoring Rubric for Writing

No.	Aspects	Criteria	Skor
1.	Accuracy	Appropriate to the object or place discussed and very accurate (4). Appropriate to the object or place discussed (3). Appropriate to the object or place discussed, but there are inaccuracies (2). Not appropriate to the object or place discussed (1).	1-4
2.	Detail	Very detailed and detailed (4). Fairly detailed and detailed (3). Less detailed and detailed (2). Very less detailed and detailed (1).	1-4
3.	Language Use	Very effective and clear (4). Quite effective and clear (3). Less effective and clear (2). Very less effective and clear (1).	1-4
4.	Creativity	Strongly shows creativity (4). Shows high creativity (3). Shows moderate creativity (2). Does not show creativity (1).	1-4
Total Skor		$\frac{\text{Achieved score}}{\text{Maximum Score}} \times 100$	

Validity

Validity is the degree to which a research instrument or measuring tool measures what it is supposed to measure (Sugiyono, 2013). Validity guarantees that the research's results are trustworthy and supported by substantial evidence. Validators will evaluate the instrument, media, material, and student satisfaction survey on learning media in order to determine the product validity of this study. To ensure that the study instruments, such as exams or data collecting tools, accurately evaluate the students' speaking abilities as intended, the researcher will carry out validity checks using validators. As part of this validation process, experts or other qualified people assess the information to make sure it is acceptable, relevant, and aligned with the competences to be attained. In order to guarantee that the research findings are reliable and give a true image of the students' skills in the situation under study, validity is essential.

Data Analysis Technique

1. Qualitative Data

In this study, qualitative data analysis was used to process the descriptive information collected during the development of the Pictionary game media. The analysis followed Miles and Huberman's interactive model, which consists of three concurrent steps: data reduction, data display, and conclusion drawing/verification. During data reduction, the researcher carefully selected, simplified, and transformed the raw data obtained from observations, interviews, and expert validation sheets regarding the implementation of the Pictionary game. This process helped identify key patterns and themes related to the effectiveness of the game in teaching speaking and writing skills. The data display phase involved organizing condensed information into a structured format, allowing for clear visualization of patterns and relationships between different aspects of the game media development. Finally, in the inference phase, researchers



interpreted the findings to make meaningful conclusions about the effectiveness of the game and areas for improvement in teaching speaking and writing skills to Grade 7 students at MTsN 3 Blitar.

2. Quantitative Data

Quantitative data analysis refers to the process of examining numerical data to understand patterns, trends, and relationships. In this study, quantitative data was used to validate the product and measure student responses to the product. The quantitative data in this study used a questionnaire with a Likert scale. The Likert scale is one of the important rating scales used as a measurement tool in social science research (Sugiyono, 2017.). In this study, it aims to see students' responses during learning and measure the speaking skills of grade 7th MTsN 3 Blitar students. According to (Sugiyono, 2013), The answer to each instrument item that uses a Likert scale has gradations from very positive to very negative, which are listed in several words including:

Table 8. Scale Range

Scale types	Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

Furthermore, to find out the results of the Likert scale, researcher use the following formula:

$$P = \frac{x}{N} \times 100\%$$

P = Score percentage
x = Total score

N = Maximum score

1. Technique for analysis validation questionnaire sheets

The developed product will be validated by instrument experts, media experts, and material experts. Based on that, the percentage of validity obtained is then categorized according to the table below:

Table 9. Criteria for eligibility in percentage analysis for expert validation

Score percentage	Category
0 – 49%	Invalid
50 – 59%	Less valid
60 – 79%	Quite valid
80 – 100%	Valid

2. Technique for analysis students' satisfaction sheets

After the implementation of the product, the researcher also prepared a satisfaction sheet that would be filled in by students. This student satisfaction sheet aims to understand user experiences and gather valuable feedback for future improvements. The students' satisfaction percentage achieved is subsequently classified into feasibility categories based on the table provided below:

Table 10. Criteria for eligibility in percentage analysis for student' satisfaction

Score percentage	Category
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0 – 49%	Very Infeasible
50 – 59%	Infeasible
60 – 79%	Feasible
80 – 100%	Very feasible

In conclusion, the product is said to be valid if it is at a percentage of more than 80% with valid category. The product is said to be valid if it is at a percentage of more than 60% with feasible category.

Teknik Analisis Data

Data yang diterima untuk seterusnya dianalisis menggunakan teknik analisa data deskriptif.

- a. Nilai rata-rata hasil belajar

$$\text{Rata-rata Skor hasil belajar} = \frac{\sum x}{N}$$

Keterangan :

$\sum x$ = Jumlah nilai hasil belajar seluruh siswa

N = Jumlah siswa (Arikunto, 2006)

- b. Pada penelitian ini peneliti menggunakan teknik analisa data tes, dengan menggunakan

$$\text{Rumus ketuntasan belajar klasikal : } KB = \frac{F}{N}$$

Keterangan : KB = ketuntasan belajar klasikal

F = jumlah seluruh siswa yang mendapat nilai > 70 ke atas

N = jumlah seluruh siswa (Arikunto, 2006)

Ketuntasan belajar di kelas X MA Miftahul Khoir Menyono Kuripan Kabupaten Probolinggo, sebesar 70, berdasarkan KKM yang telah disepakati dalam Kurikulum 2013 untuk individu yaitu ketuntasan hasil belajar siswa jika siswa mendapat nilai ≥ 70 dan persentase ketuntasan belajar $\geq 70\%$.

RESULT AND DISCUSSION

This research aimed to develop Pictionary game media as a learning media instruction and analyse the development result related to its feasibility. The learning media was defined as feasible based on matter expert validation, media expert validation and students' perception result after trial. The model of this research and development was ADDIE model, which had 5 systematic research steps. The research steps were: a)

Analysis, b) Design, c) Development, d) Implementation, e) Evaluation. All explanations about each step were explained below:

Analyse

The phase of this research, a foundational step within the ADDIE model, meticulously laid the groundwork for the development of the Pictionary Game Media. This stage was dedicated to a deep understanding of the learning environment and the specific needs of the target audience: Class VII students at MTsN 3 Blitar. The decision to focus on this particular grade level was not arbitrary; it stemmed from preliminary discussions with school authorities and direct observations that revealed a more pronounced struggle with English speaking and writing skills among these students compared to their peers in other grades. The core problem identified was a pervasive difficulty in developing these crucial language abilities, manifesting as student passivity, a palpable lack of confidence, and a significant fear of making mistakes when attempting to communicate in English. These challenges were further exacerbated by traditional teaching methods that often-lacked variety and the use of learning media that failed to cultivate an engaging and enjoyable atmosphere. Consequently, the overarching objective for the Pictionary Game Media emerged: to significantly enhance students' speaking and writing proficiency in English, transforming the learning process into an enjoyable and effective experience. This implied a need to address specific linguistic components such as vocabulary acquisition, fluency, pronunciation, and the accuracy, detail, and clarity of written expression, all while fostering greater student confidence and motivation.

To achieve this comprehensive understanding, the researcher employed a dual approach involving both qualitative and quantitative data collection. Direct classroom observations provided invaluable qualitative insights into the students' behavior, their levels of participation, and the dynamics of their interactions during English lessons. This firsthand perspective helped to confirm the observed passivity and lack of engagement. Complementing these observations, a detailed questionnaire was administered to the students, yielding quantitative data that painted a clearer picture of their English learning habits and perceptions. The results, meticulously compiled in Table 6, revealed several critical patterns. For instance, a significant majority of students rarely or never engaged with English outside of formal lessons, indicating a lack of consistent exposure and independent practice. Similarly, there was inconsistency in the teachers' use of English during lessons, and a substantial portion of students rarely utilized additional learning resources, suggesting a heavy reliance on classroom instruction rather than self-directed learning. Perhaps most striking was the limited use of English in daily conversation, highlighting a significant barrier to the practical application of the language. The data also pointed to varying levels of reliance on translation tools, mixed perceptions of personal progress, and a notable reluctance to participate in class discussions, reinforcing the observed issues of confidence and fear of error. Furthermore, the questionnaire shed light on the frequency of individualized teacher feedback, the need for extra help with assignments, and the hesitation to ask questions, all of which underscored potential gaps in support and active learning. Issues with timely homework completion and limited practice in written English applications further solidified the need for a more engaging and effective pedagogical approach. This rich and multi-faceted analytical foundation, derived from both direct observation and student self-reporting, was absolutely critical. It provided the researcher with a precise understanding of the learners' current proficiency, their specific areas of struggle, and their preferred learning styles, thereby ensuring that the subsequent design and development of the Pictionary Game Media would be precisely tailored to address these identified needs and maximize its potential for positive impact. The result is presented in the table below:

Table 6. Need Analysis Result

No.	Indicator	Always	Often	Sometimes	Rarely	Never
1.	How often do you study English in class/outside of class?	8%	2%	38%	44%	5%



2.	How often do your teachers use English in their lessons?	13%	33%	33%	13%	5%
3.	How often do you use additional learning resources (books, videos, games, applications, etc.) to improve your English skills?	11%	13%	27%	36%	11%
4.	How often do you use English in daily conversation?	5%	2%	13%	30%	47%
5.	How often do you use a dictionary or translator app when learning English?	11%	22%	5%	19%	13%
6.	How often do you watch English videos or movies to improve your English skills?	8%	11%	8%	27%	11%
7.	How often do you feel behind in learning English?	5%	5%	30%	22%	30%
8.	How often do you participate in class discussions using English?	5%	2%	19%	38%	0%
9.	How often does the teacher provide individualized feedback on English progress?	16%	27%	25%	16%	8%
10.	How often do you need extra help to complete English assignments?	19%	30%	25%	13%	5%
11.	How often do you hesitate to ask questions when you don't understand something in English learning?	13%	16%	38%	16%	11%
12.	How often do you feel you need extra tutoring or special guidance for English lessons?	11%	19%	22%	5%	%
13.	How often do you do your English homework on time?	8%	8%	38%	3%	%
14.	How often do you write notes or summaries in English?	5%	22%	36%	5%	1%
15.	How often do you try to translate text from Indonesian to English without a translator?	16%	19%	25%	3%	5%

Design

At The phase of this research, following the comprehensive analysis of student needs and learning objectives, focused on translating those insights into a concrete blueprint for the Pictionary Game Media. This stage was about conceptualizing the game's structure, components, and rules to ensure it effectively addressed the identified challenges in speaking and writing skills for seventh-grade students at MTsN 3 Blitar. The core activity during this phase involved the creation of the initial form of the Pictionary game media. This wasn't just about sketching out ideas; it was a deliberate process of defining the tangible elements that would constitute the learning tool. Specifically, this phase involved:

Conceptualizing Game Components: The researcher meticulously planned the physical elements that would make up the Pictionary game. This included:

1. **Flashcards:** These would serve as the primary prompts for the game, likely featuring words or phrases that students would need to draw and describe. The design would consider the vocabulary level appropriate for Class VII, ensuring a balance of familiar and new terms to expand their lexicon. The visual design of the flashcards (e.g., clear text, potentially small accompanying images for context) would also be a consideration.
2. **Mini Whiteboard:** This component was crucial for the "drawing" aspect of Pictionary. The design would specify its size, material, and reusability, ensuring it was practical for classroom use and allowed for clear, visible drawings.
3. **Game Rules:** A clear and concise set of rules was designed to govern gameplay. This involved outlining how turns would be taken, how points would be scored, how drawings would be interpreted, and how speaking and writing elements would be integrated. The rules needed to be easy for seventh-grade students to understand and follow independently, promoting self-directed learning and minimizing confusion during gameplay.

Alignment with Curriculum and Learning Objectives: A critical aspect of the design phase was ensuring that the Pictionary game was not just a fun activity, but a pedagogically sound learning tool. This involved:

1. **English Curriculum Requirements:** The game's content and activities were designed to align with the specific learning outcomes and content standards outlined in the English curriculum for seventh-grade students. This ensured that the game reinforced concepts and skills that students were expected to master.
2. **Language Proficiency Levels:** The design took into account the current language proficiency levels of the students, as identified in the analysis phase. This meant carefully selecting vocabulary, grammatical structures, and communicative tasks that were challenging enough to promote growth but not so difficult as to cause frustration.
3. **Specific Learning Objectives for Speaking and Writing Skills:** The design explicitly aimed to target and improve these two key skills. For speaking, the game would encourage spontaneous verbalization, description, and interaction. For writing, it would likely involve elements of written description, note-taking, or even short sentence construction related to the drawings or guessed words. The rules would be crafted to necessitate the active use of both skills.

In essence, the design phase was the bridge between the theoretical understanding of student needs and the practical creation of a functional and effective educational game. It laid the groundwork for the subsequent development and implementation, ensuring that the Pictionary Game Media was purposefully constructed to achieve its intended learning outcomes.

Development

The development stage was the pivotal point where the conceptualized Pictionary game media transitioned from design blueprints into tangible learning materials. This phase involved the meticulous creation of the game's physical components and, crucially, a rigorous validation process to ensure the prototype's effectiveness and suitability for educational use. The researcher meticulously crafted the various elements that would comprise the Pictionary game. These included the **mini whiteboard**, which would serve as the drawing surface for students, allowing for repeated use and easy correction. Alongside this, a set of **flashcards** was produced, featuring words or phrases that students would draw and guess, carefully selected to align with the English curriculum and the identified learning objectives for speaking and writing skills. Finally, a clear and concise set of **game rules** was developed, outlining how the Pictionary game would be played, ensuring smooth and effective implementation in the classroom. Visual representations of these components, such as the Pictionary Board, User Guide, and Flashcard front and back views, were likely created during this stage to guide the physical production.



Figure 2. Pictionary Board

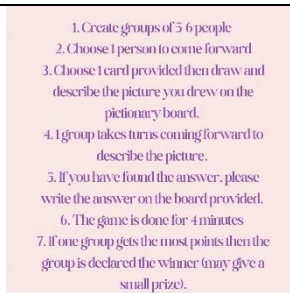


Figure 3. User Guide

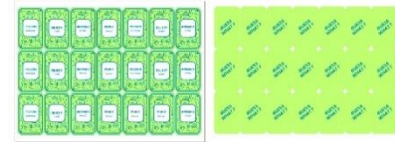


Figure 4. Flashcard front and back view

Once these materials were ready in their prototype form, the critical step of validation commenced. The researcher sought expert feedback from three distinct areas: an **instrument expert**, a **media expert**, and a **material expert**. The purpose of this multi-faceted validation was to ensure that the Pictionary game prototype was not only well-designed but also accurate, effective, and practical for teaching speaking and writing skills.

Table 7. Instrument Validation Result

Aspek	Indicator			Validity Criteria
		Score	Percent	
Clarity	Clarity of the title of the questionnaire sheet	4	100%	Quite Valid
	Clarity of statement items	4	100%	Quite Valid
	Clarity of instructions for filling out the questionnaire	4	100%	Quite Valid
Content Accuracy	The accuracy of the statement with the expected answer	4	100%	Quite Valid
Relevance	The statement is related to the purpose of the research	4	100%	Quite Valid
	The statement is in accordance with the aspects to be achieved	3	75%	Valid
Content Validity	The statement reveals the correct information correct	4	100%	Quite Valid
Language Accuracy	The language used is easy to understand	4	100%	Quite Valid
	The language used is effective	3	75%	Valid
	Writing in accordance with EYD	3	75%	Valid

The total validation score obtained is 37, as displayed. Thus, the calculation can be performed using the following formula:

$$\text{Score (\%)} = (\text{Achieved score}) / (\text{Maximum Score}) \times 100\%$$

$$\text{Score (\%)} = 37/40 \times 100$$

$$\text{Score (\%)} = 92,5\%$$

Table 8. Media Validation Result

Aspek	Indicator			Validity Criteria
		Score	Percent	
Content & Design Ease	Suitability of material with CP&ATP	4	100%	Valid
	Attractive visual display	3	75%	Valid
	Ease of understanding game rules	4	75%	Valid
Interactivity & development	Interaction between players	3	75%	Valid



Relevance	Media contribution to speaking ability	3	75%	Valid
	Media contribution to writing skills	3	75%	Valid
Motivation & novelty	Student attraction and motivation	3	75%	Valid
Language Appropriateness	Innovation and creativity	3	75%	Valid
	Possibility of implementation in the classroom	3	75%	Valid
Implementability & assessment	Overall media assessment	3	75%	Valid

The total validation score obtained is 32, as displayed. Thus, the calculation can be performed using the following formula:

$$\text{Score (\%)} = (\text{Achieved score}) / (\text{Maximum Score}) \times 100\%$$

$$\text{Score (\%)} = 32/40 \times 100$$

$$\text{Score (\%)} = 80\%$$

Table 9. Material Validation Result

Aspek	Indicator	Score	Percent	Validity Criteria
Quality of material	Suitability of the material to the curriculum	4	100%	Valid
	Language difficulty level	3	75%	Valid
	Quality of material content	3	75%	Valid
Interactivity & development	Clarity of game rules	3	75%	Valid
Relevance	Ability to stimulate communication	3	75%	Valid
	Teaching method	4	75%	Valid
Attractiveness	Materials are designed to motivate students	4	55%	Valid
	Materials can be able to develop thinking skills	3	75%	Valid
Language Accuracy Implementability & assessment	Materials on the developed learning media can help improve speaking and writing skills	4	75%	Valid
Usability	The materials support the development of speaking skills, such as pronunciation, intonation, and expression	3	75%	Valid

The total validation score obtained is 34, as displayed. Thus, the calculation can be performed using the following formula:

$$\text{Score (\%)} = (\text{Achieved score}) / (\text{Maximum Score}) \times 100\%$$

$$\text{Score (\%)} = 34/40 \times 100$$

$$\text{Score (\%)} = 85\%$$

The consistent "Very Valid" ratings across all three validation categories were a crucial outcome of this development stage. This confirmed that the Pictionary game media, in its developed form, was indeed suitable for use in the learning process. Moreover, the validation process was not merely a final check but an iterative one; the media was refined based on the expert feedback received, ensuring that any identified weaknesses were addressed and its overall effectiveness and usability were further enhanced before proceeding to the implementation phase

Implementation

The implementation phase involved the practical application of the developed Pictionary game media within the English language classroom at MTsN 3 Blitar. After the media had undergone thorough validation and necessary revisions, it was introduced to a group of 36 students from Class VII F. The primary objective during this stage was to observe and assess the effectiveness of the Pictionary game as a learning tool, specifically in improving students' speaking and writing skills, with the chosen topic being Descriptive text. The process began with the researcher familiarizing the students with the Pictionary game media, explaining its components and rules to ensure they understood how to interact with it effectively. Before the actual implementation of the game-based learning, a pre-test was administered to all participating students. This initial assessment served as a baseline, providing a measure of their existing speaking and writing proficiencies prior to any intervention with the Pictionary game. This allowed for a direct comparison with their performance after using the media. Following the period of instruction and engagement with the Pictionary game, a post-test was conducted at the conclusion of the class. This second assessment aimed to evaluate the students' proficiency levels after they had utilized the Pictionary game as a learning tool. The comparison between the pre-test and post-test scores was crucial for identifying any improvements in their speaking and writing abilities directly attributable to the media.

Below is a table of pre-test and post-test scores illustrating students' speaking and writing ability before and after using the media:

Table 10. Pre-test and Post-test Speaking Result

Student Name	Pre-Test	Post-Test
S1	62,5	68,75
S2	75	75
S3	68,75	68,75
S4	62,5	68,75
S5	75	75
S6	56,25	62,5
S7	43,75	62,5
S8	75	75
S9	75	75
S10	68,75	68,75
S11	81,25	81,25
S12	56,25	62,5
S13	62,5	68,75
S14	62,5	68,75
S15	68,75	75
S16	68,75	75
S17	75	81,25
S18	56,25	62,5
S19	43,75	62,5
S20	81,25	81,25
S21	62,5	68,75
S22	75	75
S23	75	81,25
S24	68,75	75
S25	56,25	68,75
S26	43,75	62,5
S27	43,75	62,5



S28	56,25	62,5
S29	62,5	68,75
S30	68,75	68,75
S31	56,25	62,5
S32	43,75	56,25
S33	62,5	68,75
S34	68,75	75
S35	56,25	75
S36	56,25	68,75
Total	2,275.5	2,518.75
Average	63,21	69,97
Percentage	10,69%	

Table 11. Pre-test and Post-test Writing Result

Student Name	Pre-Test	Post-Test
S1	62,5	68,75
S2	56,25	62,5
S3	68,75	68,75
S4	37,5	37,5
S5	62,5	68,75
S6	50	56,25
S7	31,25	37,5
S8	50	56,25
S9	43,75	50
S10	56,25	56,25
S11	62,5	68,75
S12	68,75	75
S13	50	56,25
S14	37,5	43,75
S15	50	56,25
S16	43,75	50
S17	43,75	50
S18	50	56,25
S19	68,75	75
S20	68,75	75
S21	37,5	43,75
S22	50	50
S23	62,5	68,75
S24	37,5	43,75
S25	68,75	68,75
S26	56,25	62,5
S27	50	56,25
S28	62,5	68,75
S29	50	56,25
S30	68,75	75
S31	43,75	50
S32	37,5	43,75
S33	31,25	37,5
S34	62,5	68,75
S35	68,75	75

S36	68,75	68,75
Total	1,918.75	2,162.5
Average	53,30	60,07
Percentage	12,7%	

The results of these assessments were meticulously recorded and analysed. For speaking skills, the average score across all students increased from 63.21 on the pre-test to 69.97 on the post-test, demonstrating a 10.69% improvement. Similarly, for writing skills, the average score rose from 53.30 on the pre-test to 60.07 on the post-test, indicating a 12.7% improvement. These quantitative results strongly suggested that the Pictionary game media had a positive impact on the students' language development. The trial process carried out is as follows:

No	Activities	Documentations
1	Opening: - The teacher opened class by greeting, praying, and checking attendances list.	
2	Main Activities a. The teacher explains a little about descriptive text. b. Students are given instructions for the activity, including an explanation of the rules of the Pictionary game. c. The teacher explains how to play Pictionary. d. Students form four groups, and each group selects one student to come to the front. e. Students take a flashcard and begin drawing a sketch while describing what they are drawing. f. Students must describe the drawing verbally without mentioning the name of the object. Example: "He has a long nose. He has a big ear. His initials are E. Who is he?" g. other students raise their hands to guess the object being described. h. Students are given a minute to answer.	

- i. Students who can answer can write their answers on the board and receive extra points.
- j. The teacher provides feedback on pronunciation, vocabulary, and fluency.
- k. The teacher summarizes the material that has been learned.
- l. The teacher gives appreciation to students who actively participate.

3

Closing:

- a. The teacher closed the lesson by concluding the whole process of learning activities, praying and greeting.



Furthermore, data collection related to student responses to the product was carried out through distributing questionnaires. The questionnaire consisted of 10 questions with answers using a Likert scale of 1-4. The following are the results of the questionnaires that have been filled out by students:

Table 12. Student Satisfaction Result

Indicator	Score
Pictionary Game media helps me understand Descriptive Text learning material	124
Activities using this media train my speaking and writing skills.	121
It makes learning easier to understand and more fun.	133
I feel enthusiastic in speaking and writing after using this media.	115
The color and appearance of the Pictionary Game media attract my attention.	124
This media makes me more motivated to learn English.	113
The activities done with this media are fun.	125
This media provides a different and interesting learning experience.	117
I feel enthusiastic about learning other English materials with this media.	122
Pictionary Game makes it easier to learn speaking and writing.	130
Total Score	1224
Percentage	85%

Beyond the measurable skill improvements, student satisfaction with the Pictionary game was also assessed through a questionnaire. The feedback gathered indicated a high level of positive reception, with an overall satisfaction rate of 85%. This high satisfaction score reflected the students' appreciation for the engaging and fun nature of the Pictionary game, reinforcing its feasibility and appeal as an educational tool. The combined evidence from both the quantitative test results and the qualitative satisfaction feedback strongly supported the conclusion that the Pictionary game media was highly suitable and effective for enhancing learning outcomes in an educational setting.

Table 13. Eligibility category for students satisfaction (Arikunto, 2019).

Score percentage	Category
0 – 49%	Very Infeasible
50 – 59%	Infeasible
60 – 79%	Feasible
80 – 100%	Very feasible

In this research, the product was called feasible if the students response questionnaire result reach “Feasible” or “Very Feasible” category. Whereas, if the result showed “Less Feasible”, or “Very Unfeasible” category, it will be revised by the researcher according to students' response as evaluation.

Evaluation

During the evaluation phase, the researcher meticulously gathered feedback from both the students and their English teacher to comprehensively assess the efficacy of the Pictionary game as a learning medium. This input was absolutely critical for gaining a holistic understanding of the game's performance in a real-world classroom setting. By systematically collecting and analyzing this feedback, the researcher was able to pinpoint the specific strengths of the Pictionary game, identifying what worked well and contributed positively to the learning experience. Simultaneously, this evaluation process also illuminated areas where the game could be further developed and refined to enhance the overall learning experience for future sessions. The assessment went beyond mere anecdotal evidence, delving into a deeper analysis of students' interest levels, their active involvement during game play, and, crucially, their performance on the pre- and post-tests. This multi-faceted approach to evaluation allowed the researcher to make well-informed, data-driven decisions regarding the optimization of the Pictionary game, ensuring its continued effectiveness and relevance in fostering English speaking and writing skills.

Discussion

Learning English can be difficult and unpleasant for students. The researcher conducted an analysis of students' needs and problems regarding learning English through the distribution of observation, questionnaires and Scoring rubric. The majority of students did not like English because English words were difficult to speak and wrote. In addition, the lack of varied learning media was also a factor in the difficulty of students mastering English. Based on observation, the process of learning English in class used the lecture method and works on questions so that student participation in communicating in English becomes less than optimal. Meanwhile, in learning English the media used was textbook-based which can only be borrowed during learning. Thus, students did not have media that can be used to learn English outside of learning hours. This was in line with what (Hikmah, 2020) said that the reason students cannot speak English was because they were afraid of being wrong and not confident and to overcome this was to take advantage of time not only during English lesson but also outside of English lesson class. The results of a questionnaire on 36 grade VII students at MTsN 3 Blitar showed that students had difficulty spelling and writing English words correctly. Thus, causing students difficulty speaking and writing English. To overcome this, attractive learning media was needed to increase students' interest in learning English. The results of the need analysis motivated researcher to develop Pictionary Game as learning media based on instruction.

By using a game-based instruction approach in the learning process it can maximize the students' language skills being studied. Octaberlina, (2023) mentioned the benefit of a game-based instructional approach was a framework within which learners can have sustained engagement on both speaking and writing. Thus, students can learn two things at once, namely subject topics such as mathematics, biology, etc. and a second language or a foreign language. Through this method students were expected to be able to communicate ideas according to the topic being studied. The stages of developing this learning media used the ADDIE method, namely analysis, design, development, implementation, and evaluation. After carrying out the analysis phase as described above. The next stage was to design instructional media according to the needs, namely Pictionary game as learning media. At this stage also prepare material to be discussed, namely descriptive text which was connected with material in VII F Class. Then, researcher developed Pictionary Game that can be use with student. The Pictionary Game consists of several parts, namely opening, explanation about descriptive text, example of descriptive text, game, and closing. The Pictionary game that has been made were then validated by media experts and material experts. The results of the validation were made as a reference material to revise learning media to be better. The next stage of learning media was implemented for VII F grade students at MTsN 3 Blitar. After students learn English using Pictionary game media based on game-based instruction, students were asked to fill out a student response questionnaire. The results of the questionnaire were used as material for evaluating the learning media developed.

The results suggest that the use of the Pictionary Game greatly enhanced students' speaking and writing abilities, which is consistent with previous research (Fazar & Putri, 2020; Nisa et al., 2023) that demonstrated the value of interactive media in improving language performance. The average score increased from 63.21 to 69.97 for speaking and from 53.30 to 60.07 for writing, indicating that the game offered a more interesting and less intimidating platform for students to practice their English. The game's visual and verbal elements stimulated students' creativity, encouraged active participation, and decreased their fear of making mistakes. Additionally, student feedback showed a high degree of satisfaction with the Pictionary Game, as it was regarded as entertaining, inspiring, and useful for comprehending descriptive texts. The results confirm that combining speaking and writing activities in a single integrated game can strengthen both skills simultaneously. This method also aligns with the theory of multiple intelligences, catering to visual, verbal, and kinesthetics learners. By providing a collaborative and interactive environment, the media encouraged peer support and built student confidence. Furthermore, the validation process involving material, media, and instrument experts ensured that the media was suitable for educational purposes. The media scored above 80% in all areas, categorizing it as "very valid" and reinforcing its appropriateness for classroom application.

CONCLUSION

Based on the research and development process of the Pictionary game media for teaching speaking and writing skills to grade VII F students at MTsN 3 Blitar, several conclusions can be drawn:

Research Process

The development of Pictionary game media has been successfully completed through systematic R&D methodology following the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The research process involved comprehensive needs analysis, careful instructional design, systematic product development, controlled implementation, and thorough evaluation phases. The Pictionary Game not only addresses linguistic barriers and low student motivation often found in traditional classrooms but also fosters a joyful, interactive environment that aligns with the principles of active learning and multiple intelligences. The collaborative nature of the game promotes confidence, vocabulary acquisition, and creativity, making it a powerful tool for integrated language learning. Given its empirical impact and strong theoretical foundation, the Pictionary Game is highly recommended as an innovative and effective medium for

developing students' communicative competence in English, particularly in junior high school settings.

Research Result

The developed product has been validated by both material and media experts, with the results of the validity tests showing a positive response. The questionnaire used for data collection in this study is considered valid if it reaches 80% percentage, classified as "very valid." Meanwhile, the product is deemed feasible if it achieves a 60% percentage, categorized as "feasible". The validation results from the material experts indicate a "very valid" category, with all results scoring below 80%. The material experts' validation reached 85%, while the media experts' validation was 80%, both of which fall into the "very valid" category. Additionally, the product has been implemented with students, and the student response questionnaire showed an impressive 85%, placing it in the "Very Feasible" category.

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