



The Use of Matching Picture to Enrich Vocabulary Mastery of the Kindergarten Students

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Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana penggunaan ‘*matching picture game*’ sebagai strategi dalam pembelajaran kosa kata untuk pelajar usia dini dapat meningkatkan penguasaan kosa kata siswa di TK Kristen Petra 12 Sidoarjo tahun ajaran 2020/2021. Penelitian ini dilakukan selama empat minggu. Selama pandemi Covid-19, kelas *online* diadakan dua kali seminggu selama masing-masing 30 menit. Antara 3 April dan 28 April 2021, 8 sesi diadakan untuk menyelidiki. Subjek penelitian adalah TK Kristen Petra 12 Sidoarjo kelas B2 yang terdiri dari 22 anak. Peneliti dan catatan lapangan adalah instrumennya. Tes digunakan untuk mengumpulkan data sebelum penelitian dan setelah ‘*matching picture game*’ dilaksanakan. Sebelum diberikan perlakuan *Picture Game*, prestasi siswa di bawah rata-rata. 2,71 adalah rata-rata. Penguasaan kosakata bahasa anak-anak masih terbatas. Penerapan *Picture Game* meningkatkan nilai rata-rata menjadi 3,62. Para siswa menggunakan pendekatan yang efektif untuk mendapatkan hasil yang akurat dan penalaran logis untuk mencapai kesimpulan mereka.

Kata Kunci: mencocokkan gambar; penguasaan kosakata; siswa TK.

Abstract

This study aimed to know how using matching picture game as a strategy in learning vocabulary for young learners can increase students' vocabulary mastery at TK Kristen Petra 12 Sidoarjo in the academic year 2020/2021. The study took four weeks. During the Covid-19 pandemic, an online class met twice a week for 30 minutes each. Between April 3rd and April 28th, 2021, 8 sessions were held to investigate. The research subjects were TK Kristen Petra 12 Sidoarjo of the class B2 consisting 22 children. The researcher and the field note were the instruments. The tests were used to collect data before the study and after the picture game implemented. Before the Picture Game treatment, the students' performance was below average. 2.71 was the mean. The children' language mastery vocabulary was limited. The implementation of Picture Game increased the mean score to 3.62. The students used effective approach to obtain accurate results and logical reasoning to achieve their conclusion.

Keywords: matching picture; vocabulary mastery; kindergarten students.

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INTRODUCTION

It needs to be noted that vocabulary is extremely crucial in language. Learning English is difficult if students do not have a sufficient vocabulary. They may also misinterpret what others say or write if they do not have a sufficient vocabulary. For example, when students learn English as a foreign language, if they do not have a large vocabulary, it is difficult for them to express their opinions, it is difficult for them to comprehend the meaning/message when they are reading, and it is difficult for them to understand what other people are saying. Therefore, students must be able to comprehend the meaning of each vocabulary word in addition to memorizing the words themselves. Additionally, vocabulary is an important component of the English language that should be taught to children from an early age, often known as young learners. Words are essential to the development of young learners' abilities and knowledge, and building up a bank of effective words for young learners is essential to foreign language learning at the kindergarten level (Cameron, 2001).

Vocabulary is crucial to language development and is critical for typical language learners. To be successful both academically and socially, children require a diverse vocabulary, which is a crucial quality to have. It is through an understanding of words and a large knowledge base of vocabulary that children can better comprehend what they are reading and gain a deeper understanding of math, social studies, and science concepts. It also helps them to feel more confident when they are communicating with their peers. A lack of language knowledge will result in an inability to communicate meaningfully. However, a diverse vocabulary aids in comprehension and learning new terms. Another reason is that kindergarten children go through a period known as the golden age and a critical phase. Their minds are still adaptable at this time period, allowing them to learn everything, even new languages. Additionally, the importance of language in listening, speaking, reading, and writing. Recognizing the significant importance of vocabulary growth or mastery development, individuals must commit a portion of their time to learning vocabulary items as early as possible as young learners (Richards & Willy, 2002).

Teachers are entrusted with teaching vocabulary in a digital approach, especially in this era of pandemic Covid-19 learning, because so they are now teaching from home and so many students are learning from home. However, they must resist the opportunity to put every session entirely online or on a device (Luck, 2020). Since the transition from a face-to-face classroom to a virtual classroom, teachers are faced with greater challenges than before. Many factors that make it difficult for children to master vocabulary notably for students in kindergarten (Parida, 2019). First, children's difficulty in understanding and remembering words. Many children get difficult when they talk because their language is limiting. Second, English learning has been stilted or severe, causing the students to depress or fear to enhance their vocabulary skills. Third, the lack of control memorizes the vocabulary of students. Fourthly, the employment of the media and methods in the situation of pupils was not appropriate. Media and approach are crucial in English learning. The teacher's explanation is easier to understand with media and approach. Usually, teachers' approaches and media did not meet students' needs. A teacher's method or media must be adjusted to the children's preferences. The utilization of media and methods was inappropriate for the children's situation, affecting their interest and understanding. So, to make the English material more entertaining, teachers should use diverse media to teach vocabulary.

It is necessary to define who young learners are before discussing about them in depth. This term is defined in a variety of ways by various experts. According to Phillips (2003), young learners are children between the ages of five and six when they begin formal schooling and eleven and twelve when they graduate. Like Phillips (2003), the identical description is provided by Slaterry & Jane (2001). It is stated that young learners are those between the ages of seven and twelve, with children under the age of seven being classified as very young learners. While young learners, according to Scott & Ytreberg (1990), are children between the

ages of five and ten or eleven. According to Cameron (2001), young learners are defined as children between the ages of seven and fourteen. Their descriptions are essentially the same; their ages do not differ significantly. Children between the ages of five and seven years old, as well as kindergarten students at TK Kristen Petra 12 Sidoarjo, are considered young learners for this study.

Many researches have focused on the strategy utilized by the teacher using picture games in teaching vocabulary. Since the teachers are effectively implemented, Picture Game is the most effective way for students to learn vocabulary. This is supported by the results of the two associated studies analyzed in this study. In the first, the study by Icuk Harjuno (2009) was entitled “*Effectiveness of teaching vocabs (A Case of Fifth Graders of SDN 03 Semarang in the 2008 Academic Year)*”. The experimental method of research has been used in three weeks in his study. The results demonstrated that the hypothesis of his study was that there were substantial differences among students who were taught using pictures and students who were not taught with pictures. The difference in development means that pictures were beneficial as instructional media for enhancing the vocabulary of students. The second study, written by Tri Fadhillah Rachmawati (2017), was titled “*The Effectiveness of using picture storybook on the master’s vocabulary of students (A quasi-experimental study at 7th grade of SMP Kartika VIII-1 Cijantung)*”. In her work, the 60 students at Kartika VIII-1 Cijantung used a quantitative method with quasi-experimental design as the subjects of the study. The results of the study demonstrated that using picture storybooks helps students to master vocabulary. Data analysis would be seen by utilizing t-test. It revealed the t-observation value or at the significance level 5% was 7.063, with the degree of freedom 58 in the table = 1.672. This supposed $t_o > t_{table}$ (t_o was higher than t_{table}). This indicated that the vocabulary mastery was substantially different between students taught by utilizing picture storybooks and students who were taught without using picture storybooks. The use of Picture to promote the mastery of vocabulary as its implementation was the topic of discussion in this study, which was same to the previous studies. The study followed the two previous studies, which focused on the implementation of Picture Game to increase students’ vocabulary mastery at TK Kristen Petra 12 Sidoarjo. The method employed in this study differs from that used in the prior two studies. In this study, a descriptive qualitative design using a field observation approach was employed. Meanwhile, Harjuno (2009) and Rachmawati (2017) used a quasi-experimental study.

In order to improve young learners’ vocabulary, teachers need be aware of the best approaches. Teachers should be aware of what young learners desire, and this was in reference to the strategies employed by teachers when teaching language. It is necessary that they should be familiar with the elements that influence teaching such as methods, techniques, and materials in order for the teachers to effectively transfer the materials in accordance with the characteristics of young learners. A good method was rendered ineffective in the hands of teachers who did not understand how to utilize it (Evan & Lang, 2006). So, the teacher must be able to pick and implement appropriate ways for teaching vocabulary to young students as a result.

The teacher should deliver the contents in a fun and engaging manner in order for the students to enjoy the teaching-learning process, which is especially important in online learning. Linse & Nunan (2006) asserted that teachers should encourage vocabulary learning by teaching students’ meaningful words and assisting students in figuring out meanings on their own. Furthermore, the young learners in kindergarten are children who enjoy playing and who learn best when they are having a good time. They are not always conscious that they are learning a new language. As a result, this study was conducted by the aim to what extent that the use of matching picture game as one of strategies in learning vocabularies for young learners will improve the students’ vocabulary mastery TK Kristen Petra 12 Sidoarjo in the academic year 2020/2021. It began with the concept of young learners and progresses to the kind of matching picture games that can be used to help young learners learn new vocabulary.

Whatever the strategy and method the teacher chooses is mainly to bear in mind that they have to make learning English pleasant and fun. It is a necessary since students enjoy learning when they enjoy yourself. Otherwise, they're easily bored and don't care about the lesson. Teachers should have the language abilities in simple English in the teaching of English vocabulary for young learners. In other words, English instruction is intended to introduce the language, which means that the teaching process must take advantage of the current context (Wulanjani, 2016). Teachers have to do it since it's different to teach English to youngsters than to adults, in particular in vocabulary. Teachers should endeavor to explain the meaning of words by utilizing a strategy as clearly as feasible.

A game has numerous advantages for language learning because it gives an enjoyable and relaxed atmosphere for learners. The game is also motivational as it is fun and tough at the same time. It brings a competitive element to language functions. This offers a great encouragement to use language purposefully (Lin, 2002). In other words, these activities generate a meaningful language context. Huyen & Nga's (2003) in Wulanjani (2016) argued on the effectiveness of games that students appear to learn faster and maintain their learning information in a stress-free and comfortable setting. In a classroom there are several games that can be used. In this study, the game is called vocabulary matching game. It's really easy and demanding for children because if they can't reply to the word appropriately in a short time, they are matched as children say. The children should then transform the alphabets into meaningful words. Presumably, TK Kristen Petra 12 Sidoarjo's pre-school students will find it enjoy to do this kind of exercise. Teacher can help children with the addition of pictures. So, the children will have a picture puzzle. They will find it easier. By cue-cards, additional techniques can be implemented. In a few minutes the teacher provides a picture with the name. Children need to notice and remember before answering it.

The picture corresponds to an object that cannot be simply transported into the classroom, and hence it can be used to depict objects that are not readily available in the surrounding area. Wright (2007) believes that a picture can better effect students in learning a language as a visual depiction of thinking. Students not only forecast, infer, and deduce from what they hear, read, but also see around them. In picture games the students' attention is therefore focused on the message and not on the language. Instead, then focusing on language correctness, most participants will do whatever they can to win. The emphasis in the games is on effective communication rather than on the quality of the language used to communicate (Toth, 1995). It can be used in the classroom to instruct young students. However, it is important for the teacher to remember to avoid competing with preschool students. It can be distressing for them and cause them to feel overwhelmed. Play games where everyone has a chance to win.

METHOD

This research was done using descriptive qualitative research that focused on teacher vocabulary approaches for teaching young learners at TK Kristen Petra 12 Sidoarjo in the academic year 2020/2021. Qualitative research investigates the depth, profundity and complexity of the phenomena, (McMillan & Scumacher, 2001). Plano & Creswell (2008) added that qualitative research is a method for examining and comprehending the importance of social or human problems for individuals or communities. The research process involves interesting questions and procedures which is classified into descriptive study and does not employ statistical processes in examining the data. The study was completed in four weeks. Every week two meetings were performed in about 30 minutes via the Zoom platform as an online class during the Covid-19 pandemic. This investigation was begun in 8 meetings between April 3rd, 2021 and April 28th, 2021. The research subjects were young students of class B2 at the TK Kristen Petra 12 Sidoarjo. The instrument was the researcher and the observation field note. The subjects were taught and learned about Picture Game implementation in the vocabulary learning process. The tests were used to collect data before the study was

carried out and the picture game was implemented. In order to examine the results of the test, the research used the scoring rubric as seen in the figure below:

Scoring Rubric	
Points	Description
4	<ul style="list-style-type: none"> • Students understanding of concept is clearly evident • Student uses effective strategies to get accurate results • Student uses logical thinking to arrive at conclusion
3	<ul style="list-style-type: none"> • Students understanding of the concept is evident • Student uses appropriate strategies to arrive at a result • Student shows thinking skills to arrive at conclusion
2	<ul style="list-style-type: none"> • Student has limited understanding of a concept • Student uses strategies that are ineffective • Student attempts to show thinking skills
1	<ul style="list-style-type: none"> • Student has a complete lack of understanding of concept • Student makes no attempt to use a strategy • Student shows no understanding

Figure. Scoring Rubric [source: <https://tinyurl.com/37jmrz65>]

RESULTS AND DISCUSSION

In this section, the researcher explains the research findings as well as the discussion regarding teacher' approach in teaching English vocabulary to young learners in the class B2 at TK Kristen Petra 12 Sidoarjo in the academic year 2020/2021 in the process of learning English vocabulary. As previously stated in the introduction, the purpose of this study was to provide an answer to the formulated problem, which was: to what extend that the use of matching picture game as one of strategies in learning vocabularies for young learners will improve the students' vocabulary mastery TK Kristen Petra 12 Sidoarjo in the academic year 2020/2021.

During the period of April 3rd to April 28th, 2020, this research was carried out in eight meetings, each of which lasted 30 minutes and which were held online using the Zoom Meeting as the online learning platform. Observations of classroom activities during an English lesson were conducted before students were monitored during the implementation of the Picture Game, which was used to perform preliminary research in this study and was utilized to collect data for this study. Additionally, on April 3rd, 2021, a preliminary test was carried out for the first time. A vocabulary test was provided to determine students' vocabulary mastery by asking them directly during an online classroom session about themes such as animals, parts of our bodies, and things found in and around schools.

A strategy was developed before the teacher and the researcher started doing the research. They first designed or produced a lesson plan for 8 meetings. The research was prepared for the goals of action research planning, including: (a) create a lesson plan (RPP), (b) prepare appropriate materials to discuss issues linked to the topics, (c) generate a student assignment and (d) create observation sheets to monitor student activity during the online classroom session. Using Picture Game (PG), the teacher and collaborator (researcher) worked to monitor the teaching and learning process in a classroom environment. Young learners, according to the observations of the teacher and the researcher, were students who enjoyed a variety of activities since

they became bored very quickly. The teacher then presented solutions in a single meeting to help the young learners maintain their enthusiasm for the learning process. She checked her students' vocabulary mastery at the beginning of each meeting as well as throughout the entirety of the teaching and learning process. The difficulty she ran into was that the character of the young learners still required some guiding from the teacher. For example, young learners who believe they are smarter than their peers, young learners who become bored easily, and others. She frequently provided them with guidance and rewards, such as a little present of giving a star point to her students, and she encouraged herself to come up with new things to educate them.

The strategies she used during the implementation process were pictures game which were taken from flashcard, drawing, poster, picture from the book but they were related to the topics being discussed. She graded her students as a welcoming section every early meeting. Through daily conversation, she tried to make children aware of the previous vocabulary. She also spontaneously questioned about the meaning of certain vocabulary during the learning process. She did so to determine how good the memory of her students is. In her viewpoint, the biggest problems for teaching young learners are the ability of young learners to pronounce and children are not satisfied with their abilities. So, she consistently encourages her students by correcting the pronunciation skills of her students. In addition, the young learners enjoyed and looked excited in the teaching and training process during the implementation of PG. The mood in the classroom was really lively while they played the game. There was good contact between professors and young students. The teacher faced the difficulty that a young learner was sleepy, therefore the teacher interacted more often with her.

The teacher provided a test of vocabulary mastery based on themes presented by the teacher at the completion of the study, which occurred during the eighth meeting. The test was conducted on April 28th, 2021, and was attended by a total of 22 children. The results of the tests conducted previous to and during the research were as follows:

Table. Results of the Tests

NO	NAMES	Pre-research				After Research			
		P	L	S	Average	P	L	S	Average
1	Aerilyn Zelenia Po	3	3	2	2,67	4	4	4	4,00
2	Alexandra Jesslyn Christianto	2	3	2	2,33	4	4	3	3,67
3	Alvaro Gavriel Lemuel	2	2	4	2,67	4	4	4	4,00
4	Amadeo oktu rahardian raharjo	2	2	3	2,33	4	3	3	3,33
5	Charlotte Megan Budiyanto	2	2	2	2,00	4	3	3	3,33
6	Cheryl Donelia Sugihartono	2	3	3	2,67	4	4	3	3,67
7	Ericson Varrel Sutomo	2	3	3	2,67	4	3	4	3,67
8	Gabriella Kathleen Setiawan	3	3	3	3,00	4	4	4	4,00
9	Glorya Avigael Gatrasaputra	3	3	2	2,67	4	4	4	4,00
10	James Orlando	2	3	2	2,33	3	4	3	3,33
11	Jeshelle Leiaqueen Franky	2	3	2	2,33	4	3	3	3,33
12	Jesslyn Charlotte Alexander	3	2	3	2,67	4	3	4	3,67
13	Joel Maximillian L	2	3	2	2,33	4	3	3	3,33
14	Joshua Alexander Kosasih	2	3	3	2,67	4	4	4	4,00
15	Kartika Nugraheni	3	3	3	3,00	3	4	3	3,33
16	Paul Chandra Oentoro	3	2	3	2,67	3	3	3	3,00
17	Richie Junior Titoni	2	2	3	2,33	4	4	3	3,67

18	Sean Orlando Surya	4	3	3	3,33	4	3	4	3,67
19	Timothy Kenny Wibowo	3	3	4	3,33	4	4	4	4,00
20	Vanessa Melody Musalim	4	3	3	3,33	4	4	3	3,67
21	Vivian Angelyn Tan	4	3	3	3,33	4	4	3	3,67
22	Yesaya Reinhard Tjandra	3	3	3	3,00	4	3	3	3,33
Mean		2.71				Mean		3.62	

The results revealed that the students' performance was below the average before the got the treatment of Picture Game. The mean score was 2.71. It was implied that the students had limited understanding with the concept of vocabulary mastery. Meanwhile, after they got the treatment of the implementation of Picture Game, the mean score improved to 3.62. Based on the scoring rubric, it can be argued that the students used effective strategies to get accurate results and they used a logical thinking to arrive at the conclusion.

When it comes to language acquisition in real life, games serve as a collection of tools (Misirli,2007). It implies that a game can be a useful tool for learning a new language, especially if it is based on real-life situations and circumstances. Game-based learning is regarded beneficial because it increases student enthusiasm and allows them to become completely involved in the competitive components of the games; in addition, students do better in games than they do in other courses (Deesri,2002). Furthermore, games have demonstrated numerous advantages and efficacy in the process of teaching and acquiring vocabulary in a variety of contexts and settings. In the first place, games provide students with opportunities to relax and have a good time. The teacher should therefore assist pupils in learning and remembering new vocabulary words more quickly and readily if possible. Afterwards, most games feature some friendly competition, which helps to keep learners engaged. These kinds of scenarios encourage children to become involved and to take an active role in their educational endeavors. The third benefit of games is that they bring real-world context into the classroom and help students utilize English in a more flexible and conversational manner. While games may not always be effective in the classroom due to students' diverse learning styles and preferences, as well as other factors such as being used at an inconvenient time, the nature of the games themselves, and even the nature of the teachers, it is still worthwhile to try to incorporate them into the curriculum because they provide a number of valuable benefits for students.

Vocabulary games played in the classroom are extremely useful and supportive exercises that help students improve their language abilities and competency while learning new words. Unfortunately, due to time and curricular constraints, teachers are typically required to cover all of the topics and materials on which students will be assessed, making it difficult to introduce games into the classroom environment. Nonetheless, it can be shown that games are quite beneficial and may be utilized to further students' language acquisition while also providing them with an opportunity to practice communication skills with one another. In order to improve students' competency and assist them in achieving their goals, it is recommended that teachers experiment with various activities that may be beneficial to their students, or at the at least, try some new things in the classroom to see if they work. Students can practice and internalize terminology through the use of well-planned games. Student motivation is increased by the opportunities for playing and competing those games provide. They also help to alleviate stress in the school environment. Students' attention is focused on the message rather than the language when they are playing games. Students learn language in an involuntarily unconscious manner since the task occupies their entire attentional span. Long-term communication practice is made easier with the help of games. They are energizing as well as difficult. Student interaction and communication are encouraged by them. Students learn to match the discourse to the context of the game by participating in such activities. As a result of these actions, a relevant context for language usage is established. Cooperation and competitiveness in the classroom are both boosted by the

usage of such activities. As a result, prospective classroom ideas emerge, and a successful, enjoyable, and enthusiastic learning environment is created.

CONCLUSION

The first step in learning a language is vocabulary. English as a foreign language students must first acquire this part. In a classroom when children are not familiar with the second language, the teacher should introduce relevant vocabulary activities. Learning new terminology is difficult for children. To avoid boredom, young learners require an exciting method of learning a new language. One is amusing. Children enjoy games that respond to their level of English, age group, and needs, as well as those that are cooperative rather than competitive, which leaves many learners frustrated. Games allow children to learn in a pleasant and peaceful way. Using games to learn vocabulary has several advantages. But games are engaging and bring learning closer to acquisition, allowing them to learn more naturally. Games can increase fluency, communication skills, and entertainment. It is motivated by its amusement and interest. Consequently, games play an important part in teaching and learning language. To get the most out of vocabulary games, they must be picked carefully. The number of students, competence level, cultural context, scheduling, learning topic, and classroom conditions should all be considered while planning a game. Finally, learning vocabulary through games is a fun and productive method that can be used in any school. The students' performance was below average before receiving Picture Game treatment. The average was 2.71. It was inferred that the students' knowledge of vocabulary mastery was limited. After receiving the Picture Game treatment, the mean score increased to 3.62. According to the scoring rubric, the students employed effective ways to obtain accurate results and logical reasoning to reach their conclusion.

To conclude this study, the researcher would like to make suggestions to the teachers teaching young students English vocabulary such as: Teaching children is different from teaching adults. Using pictures to teach English vocabulary is recommended for English teachers, especially pre-school teachers, to engage and motivate children. The program should be repeated because it is useful for teachers and pleasant for children. This activity should be repeated in other classes at other schools to acquire a more generalized outcome, and the writer expects that future researchers will focus on how to use pictures in the classroom more effectively.

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