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EXTENDING STUDENTS' MASTERY OF VOCABULARY LEARNED THROUGH Pictionary GAME

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Abstrack. This study is aimed to help the students learn new vocabularies, meanings, and their function in sentences through Pictionary game at the first grade of SMP Negeri 14 Ambon. It also directly extended the new vocabularies learned into practice writing simple sentences. It is a Classroom Action Research design which stands under the mix method, quantitative- qualitative. The data was collected through test and classroom observation and it is directed to answer the three research questions; 1) how Pictionary Game helps the students in learning vocabularies, the meanings and functions of words, 2) how students apply the vocabularies learned into simple sentences in the extended Pictionary game activities, 3) how is the students' attitude changes during the teaching and learning process. The result of the study exposed that students successfully acquired the vocabularies through the game. The extended activities of pictionary game helped the students to practice writing simple sentences using the vocabularies learned. It also exhibited that the students' attitude change both during the game and the learning process.

Keywords: *Students' Vocabulary Mastery, Pictionary game.*

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INTRODUCTION

Students in the early stage are usually being taught to acquire vocabulary before they start to develop their language skills. Therefore, the teacher provides them with many activities from which they can gain vocabulary. Indeed, having many vocabularies without putting them into practice is useless since students will easily forget them. One of the ways to make them practice is by providing them the opportunity to put the vocabulary into sentence. They can just begin with a simple sentence that contains at least a subject, a verb, and a complement (Longknife and Sullivan, 2002). Moreover, to be able to put the vocabulary into sentences, the students have to know the form and function (part of speech) of the word. For instance, the word *fast*. They have to acquaint that *fast* can be either a noun, verb, or adjective. They also should know where to place that word as its function.

The preliminary study was done in the first grade of SMP Negeri 14 Ambon. At that time, the researchers gathered the observation data by using an observation checklist and interview the teacher. From the observation, the researchers found that students faced difficulty when they are asked to write an English sentence. There are several factors why this problem emerges:

First, the students have the insufficient vocabulary. As a result, they faced difficulty to deliver their thought. This problem emerges because the students tend to forget the vocabulary given by the teacher. Second, the students are not familiar with part of speech which leads them to use words improperly in writing sentences. As the researchers observed in the preliminary study, the teacher did tell the students the vocabularies function, but she did not teach them how to differentiate the part of speech (noun, verb, adjective).

After reading several articles based on the students' problem, the researchers came up with Pictionary GAME. She also made an extended activity after the game to help the students overcome their problem in gaining new vocabulary and constructing the sentences.

Pictionary game is a board game designed in 1985 by Rob Angel, a part time waiter from Seattle, Washington (Hinebaugh, 2009). Plenty of advantages given by Hinebaugh in his book, *A Board Game Education* in chapter 7. Besides, it is a fun game, it is also suitable for developing specific grammar and vocabulary skills by modifying the game. He stated that the Pictionary game is good for developing students' association skills also an emphasis on visual learning since this game acquires pictures. That means in playing the Pictionary game the students will combine or draw a picture that relates to the word they got, for example, *sick*. The students might add '+' to the car to indicate the ambulance and a picture of person lying down beside the car. In line with Major, et al. (2015), this game fosters the students' creativity.

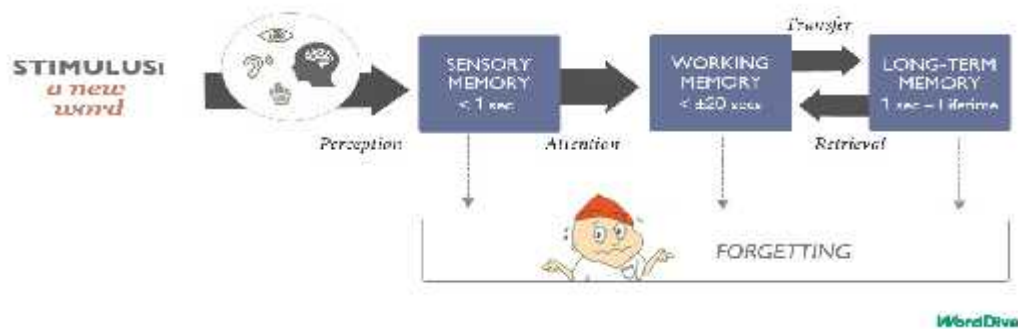
Although the Pictionary game offers many benefits, it still has some shortage. Rusyda (2014) found out that her students faced difficulty in drawing the vocabulary. Not all of the students like or know how to draw, that why they refused to be the pictionarist when it was the turn. She added that the demerit leads the class into a commotion because the student kept calling his friend to replace him. Achidah (2014) stated that another disadvantage is for students who dislike or do not feel comfortable working in a group. There are kinds of students who prefer to work alone or individually than work in a group. This game might put them in an uncomfortable situation.

Meanwhile, the extended activities provided by the researcher are aimed to help the students acquire the vocabulary learned better. The activities provide the students' opportunity to practice their vocabulary. They are also acquired to recognize the vocabularies' function so that they can put them in the correct order. As Harmer (1998) mentions in his book entitled *How to Teach English* of the elements for successful language learning is *activated exercise* that has meaning as same as extended activity. He said that this element provides exercises and activities for the students to practice using language freely. He added, if the students do not activate their

knowledge, it will become a problem later in real-life usage. So, it is really important to have the students practice using the vocabulary learned rather than memorize it.

In addition, as the researchers' teaching experience, they found that asking students to memorize new vocabulary is a hard and boring activity to do. Sometimes, the students have no intention to accomplish the task with the reason it is boring, cannot memorize them because of the limited time or they cannot concentrate because the class is too noisy. In the end, just a few students who can go forward and complete their tasks. Unfortunately, they just memorize them to get the score or avoid the punishment. As a result, the vocabularies learned easily disappear from their memory and they have no idea when they face them again. As stated in Mona's article (2013) that extend the vocabulary learned into writing sentences is one of the ways to prevent forgetting the word. She continued that just repeat the word can make the students remember the word but just in the short-term memory (working memory) but to transfer it to the long-term memory the students need to practice rehearsing it properly. The following picture showed how long a word can retain in the memory.

Figure 2.3.3 Time of Words Retention



<http://www.worddive.com>

While According to Mason and Sweeny (2011), Rote memorization does not help students retain vocabulary knowledge over time, but activities that provide them with opportunities to work frequently with words” They also mention that writing, visual imaginary (picture represents its meaning), and classifying words based on its part of speech are the activities that provide the student’s opportunity to practice their vocabularies learned.

Based on what has been explained, the researcher formulated the research question as followed:

1. How can the Pictionary Game help the students in learning the meanings and functions of vocabulary?
2. How can students apply the vocabulary learned into simple sentences in the extended Pictionary game activities?
3. How do the students’ attitudes change during the teaching and learning process?

Therefore this research is directed to:

1. To help students learn new vocabularies, their meaning, and function in sentences.
2. To directly extend the learning of new vocabularies into practice writing a simple sentence.

Research Findings

Games can be a good strategy to be used in learning a foreign language especially for vocabulary and grammar because the students can easily get bored when it comes to memorizing. Many experts also agree that playing the educational game can become a good way in language learning and it also supported by Huyen and Nga (2003) in their journal. While action research conducted by Achidah (2014) showed that Pictionary helped the students to construct their sentences. Students played fun activity but they played educationally. They got a lesson they should learn without stressing out and sitting for hours to study English. In this study, the students were directed to play Pictionary game and at the end of the game, they were asked to construct sentences using the learned vocabulary. As result, their vocabularies increased and they helped them in constructing sentences.

In Oktafiya (2014) paper, she used Pictionary game to help the students mastering vocabulary. After the implication, the students seemed to have a better score and their vocabularies improved as showed in their post-test result. Another research was done by Rusyda, et al. (2014) with the same strategy in the same sub-skill, Pictionary game in Vocabulary teaching, also showed that the students can easily learn vocabulary. The students also looked active and enjoying the learning process with their friends.

METHODOLOGY

Research Design

This study used Classroom Action Research (CAR) as the research methodology in applying Pictionary Game in teaching writing English sentences. This kind of research is aimed to resolve the identified problem or concern, evaluate the progress then try again for a better improvement (Nugent, et al. 2012). So, it aimed to make a better chance in the teaching and learning process which helped both the teacher and the students.

In conducting this research, the writer applied an action cycle which are planning, action, evaluation, and reflection. The researcher collaborated with the English teacher in conducting the research.

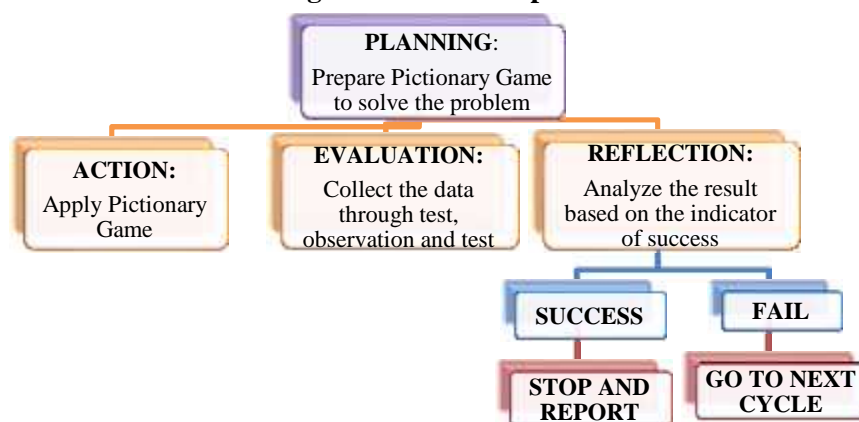
Setting and Participant of the Study

This study took place at SMP 14 Negeri Ambon and used first grade as the participants which consists of 29 students.

Research Procedures

The following procedures are based on Nugent, et al. (2012).

Figure 3.3 research procedure



1. Planning

The researcher teamed up and collaborated with the English teacher in charge to apply the used strategy. The researcher prepared the lesson plan, teaching material, test material, the game, and arranged the research schedule.

Lesson plan

The researcher designed the lesson plan before went to class based on the curriculum and inserted the Pictionary game before the material being explained (see appendix 2).

Teaching material

The researcher designed the material for the students. The pictures and the exercises' template were taken mostly from www.pinterest.com. The teaching material was vocabulary and its part of speech, and how to apply it into simple sentences (see appendix 4 for teaching material).

Research schedule

The researcher planned to conduct this study in a month which consists of 8 meetings including the test. Each meeting spent about 80 minutes. The first cycle took around 5 meetings; in the 1st meeting the Pictionary Game was introduced and played, in the 2nd meeting she taught about part of speech and sentences structure, in the 3rd meeting Pictionary game was played again and in the 4th meeting, the students learned again about part of speech and sentence structure. While in the 5th a meeting she gave post-test to the students. It continued to the next cycle, the researcher planned to have 3 meetings; the 1st meeting was for playing the game and reviewing all the vocabularies the students have gained through the first cycle, the 2nd meeting the students learned about a part of speech and sentences structure and the last meeting was for the final test.

2. Action

In the first cycle, the researcher directed the students to play a game called Pictionary game. This game helped the students to gain vocabularies. After that, the teacher explained its function or part of speech and how to apply that vocabulary learned into a simple sentence.

3. Evaluation

Data evaluated in this study were the results of test and classroom observation. The test aimed to know the students' mastery of vocabulary learned, the meaning, and how they recognize the functions of vocabulary learned in writing simple sentences. Vocabulary meaning, function, and sentence structure were included in the test.

The researcher used two observation checklists for the students and the teacher. Data gained through classroom observation for students were meant to see their changes of attitude towards the Pictionary game applied and learning process. While data collected through classroom observation for teachers were intended to allow both the teacher and researcher to observe each other in teaching and learning process. The aim was to provide input for the researcher to reconsider her the teaching and learning activities.

4. Reflection

The aim of making reflection was to focus on discussing the causes of why the students do not yet reach the target. Both the teacher and the researcher will take into consideration of changes and make new planning in revising the lesson plan.

A. Technique of Data Collection

The data in this research were collected through several instruments which are test and observation checklist.

1. Test

The test consisted of two main parts, vocabulary and sentence structure. Vocabulary test was divided into three parts in form of matching pictures with its words, selecting vocabularies' translation, and choosing the vocabularies' function. Meanwhile, the sentence structure test was in the form of arranging scrambled sentences and translate Bahasa Indonesia to English sentences.

Target of success

To assess students' test results, the researcher modified the rubric from www.rcampus.com using a rubric model from Mertler (2001). The students were targeted to reach an *exemplary* level where they know the meaning, form and function of vocabulary learned as well as apply it into simple English sentences.

Table Rubric of Vocabulary and Sentence Structure

Categories	Beginning (<50)	Developing (51-79)	Exemplary (80-100)
Vocabulary	Students do not know the vocabulary translation and cannot recognize its function or part of speech	Students know the translation of the vocabulary but show a bit understanding of its function or part of speech	Students know vocabulary translation or meaning well and can recognize its function
Sentence Structure	Most sentences are not arranged in correct order and the sentences are not structured well (the verb not conjugated to the subject and it is missing a subject or predicate.)	Some sentences are arranged in the correct order and structured correctly with a subject, conjugated verb, and adjective/adverb and have proper word order.	Most sentences are arranged in the correct order and structured correctly with a subject, conjugated verb, and adjective/adverb.

Criteria of the success

The students were expected to get grade A, an excellent category, where they can answer 16 to 20 questions correctly in the vocabulary section and 10 questions in the sentence structure section. This research will be stopped and reported if 70% or 21 the students get A.

Table (1) Criteria of Success for Vocabulary

Score	Grade	Categories	Description
80 – 100	A	Excellent	Students can answer 16-20 questions
70 – 79	B	Good	Students can answer 14-15 questions
60 – 69	C	Fair	Students can answer 12-13 questions
50-59	D	Poor	Students can answer 10-11 question
<50	E	Very Poor	Students can answer 0-10 question

Table 1: Grades and Categories Rubric Modified from Practical Assessment, Research & Evaluation, by Trice (2000) cited in Mertler (2001)

Table (2) Criteria of Success for Arranging Sentence

Score	Grade	Categories	Description
80-100	A	Excellent	Students can arrange 4-5 numbers of scramble sentences
70	B	Good	Students can arrange 3 numbers of scramble sentences
60	C	Fair	Students can arrange 2 numbers of scramble sentences
50	D	Poor	Students can arrange 1 number of scramble sentences
0-20	E	Very poor	Students cannot arrange the scrambled sentences

Table 2: Grades and Categories Rubric Modified from Practical Assessment, Research &

Evaluation, by Trice (2000) cited in Mertler (2001)

Table (3) Criteria of Success for Translating Sentence

Score	Grade	Categories	Description
80-100	A	Excellent	Students can translate 4-5 Bahasa Indonesia sentences into English
70	B	Good	Students can translate 3 Bahasa Indonesia sentences into English.
60	C	Fair	Students can translate 2 Bahasa Indonesia sentences into English
50	D	Poor	Students can translate 1 Bahasa Indonesia sentence into English.
0-20	E	Very poor	Students cannot translate the Bahasa Indonesia sentence into English

Table (3): Grades and Categories Rubric Modified from Practical Assessment, Research & Evaluation, by Trice (2000) cited in Mertler (2001)

2. Observation checklist

The observation checklist was aimed to help the researcher evaluated students' attitude during the implementation of the Pictionary game and learning process. It later helped the researcher figure out what missing in the strategy (see appendix 3).

B. Technique of Analyzing the Data

a. Quantitative Data

To assess students' test results, the researcher used the formula from Panduan Penilaian untuk Satuan Pendidikan Menengah Pertama (2015). The formula is as follows:

$$T = \frac{\text{Total Score Result}}{\text{Total Maximum Score}} \times 100\%$$

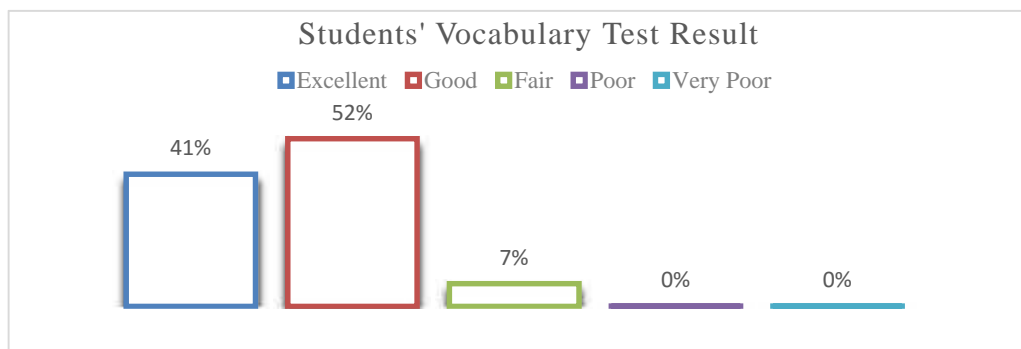
b. Qualitative Data (Descriptive Analysis)

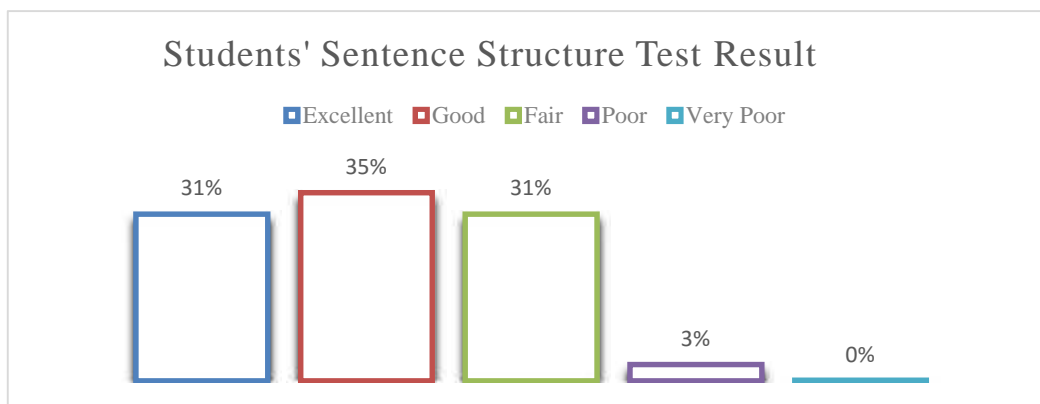
As explained by Hancock, et al. (2009) that qualitative data is focused on reporting the result in the description which hardly expresses statically. The researcher explained the result of the students' attitude changes during the game and during the learning process using in description using qualitative data.

RESULT AND DISCUSSION

1. Result

A. The result of the First Cycle





Based on the shown result, most of the students have reached the good or developing category. The result also showed that most of them had the good result in the vocabulary test rather than sentence structure. So, the researcher intends to continue the research to the second cycle with an expectation that most of the students can improve to the exemplary or excellent category.

B. Reflection of First Cycle

Reflecting on the meetings when the students recalled and reviewed the learned vocabularies, most of the students seemed to remember all of the 30 words they gained from the Pictionary game. The result of the students' test in the first cycle showed that the students did not fulfill the target yet. After analyzed the test result, two problems were identified. First, some of them confused in differentiating adjectives and adverbs. They learned that adverb usually ended with *-ly* so if there is adjective ended with *-ly* they will conclude it as an adverb. It showed in students' test results. The researcher then realized that she did not give them some examples of exceptions for the *-ly* ending in teaching adverb.

In the second cycle, the researcher used colorful cards to remind them about part of speech since the color is easy to be memorized. In the group activity, the students were given some blank cards and information cards. Information cards provided them the information about each noun, verb, adjective, and adverb.

The potential problem identified is in the area of applying words in the correct order. As a result, most of the students were able to just arrange and translate short sentences. To solve this problem, the researchers gave scrambled sentences to be arranged in pairs. The students used the information card to remind them of the right position of each part of speech. They are asked to circle the adverb and underline the adjective. Then they will write their answer in the whiteboard and discuss the right answer with the teacher. After that, they will arrange sentences with provided words.

C. The result of Observation of First Cycle

📌 Observation towards Teacher

The observation checklist for the teacher showed that all of the steps have been followed well by the teacher and the researcher. Just several things to be counted into consideration. The teacher or the researcher has to make sure that the students understand what has been taught by checking their worksheet regularly and encourage the students

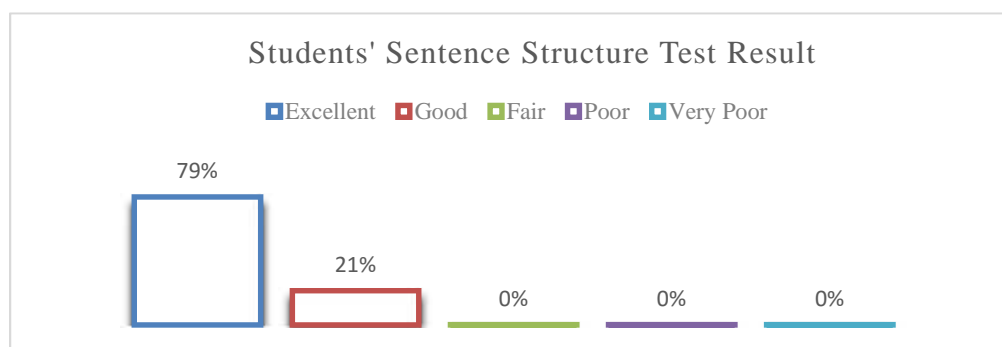
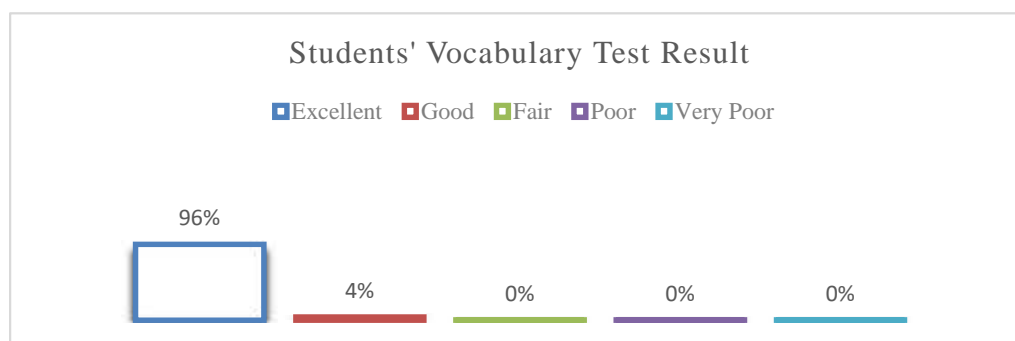
who do not participate yet to work and answer the questions.

Observation towards Students

The result of the first meeting indicated that during the game, half of the students seemed curious and excited about the game. Unfortunately, some students seemed to not enjoy the game because they were shy because they were bad at drawing and they were afraid that their friends would tease them after they showed their bad drawing. They worked and interacted well with their group while tried to figure out the words. Yet, they were improved during the game in the third meeting. Those who have not participated well in the previous meeting seemed to be more confident in front of the class drawing the words. Some of them even asked to stay as the Pictionaryist.

Moreover, during the teaching and learning process in the second meeting, most of the students remembered the words they have learned through the game. It showed at the beginning of the learning process, the teacher recalled all of the 30 vocabularies they have learned from the game. Amazingly, the students remembered them. Some of the students motivated to do the exercises and actively participated in answering the question. Sadly, some of them just sat down quietly and did nothing with their worksheet. Most of them paid attention while the teacher was teaching. Fortunately, in the fourth meeting, they also participated well in answering the question and motivated to work on the worksheet. Some of them who not participated well in the previous meetings even raised their hand and answer the questions.

D. The result of the Second Cycle



In conclusion, the test result of the second cycle has reached the criteria of success which is 96% or twenty-seven students in vocabulary test and 79% or twenty two in sentence structure test got A or reached to exemplary category. So, this researcher ended her research and reported the result.

E. Reflection of the Second Cycle

After evaluated the students' results, the researcher reflected that the planning for the second cycle was successfully implemented and helped the students to solve their problems faced in the first cycle. She reflected that the Pictionary game helped the students to memorize the vocabulary learned in a fun way. The revised activities, grouping, pair, and individual, also helped them in the part of speech and the sentence structure. As a result, they can overcome their problems in choosing the right part of speech for the underlining words especially adjectives and adverbs, and arranging the words into the correct order.

F. Result of the Observation of the Second Cycle

📌 Observation towards teacher

As in the first cycle, the researcher also used an observation checklist for both the teacher and the researcher. The result of observation checklist for the teacher showed that the teacher has followed the steps or the teaching procedures well.

📌 Observation towards Teacher

Meanwhile, the result of the observation checklist for the students during the game revealed that the students were participated well during the game and excited to guess the words since they have known all of the words but then it made the class became noisy because they shouted the words loudly. They cooperated in the group well and most of the students were active in the game although not all of them.

Moreover, in the next meeting during the learning process, the students seemed to interact well within the groups. As the researcher observed during the group activity, some students were asking their friends questions like "Why we have to put this word in the green card?" or "Is this word an adjective?". The researcher then realized that the students were comfortable to asking their friends instead of asking the teacher. Even not all of them were given the chance to write their answers on the whiteboard due to the time, they raised their hands and asked the teacher to point them. This showed that they eager to participate in the learning process.

2. Discussion

A. The Improvement after the Treatment.

By putting the vocabularies into sentences correctly, they surely knew the meaning and the function of the word itself. This kind of activity helped the students to retain their vocabulary in long-term memory. The result of this study also indicated that the students successfully remembered the vocabularies learned without trying hard to memorize them since they met the vocabularies not only once while playing the game but also in the extended activities. This is in line with Mason and Sweeny's (2011) paper of Research Based-Practice in Vocabulary Instruction that only memorizing the vocabulary does not help the students to remember it over time, but the activities like writing, visual imaginary, and classifying part of speech help them remember the vocabularies better and stay in long-term memory. This is also one of the activities Mason and Sweeny (2011) suggested in their paper to retain the vocabulary over time. While Hinebaugh (2009) also stated that Pictionary game is good to develop the students' visual learning since it contains pictures.

The atmosphere in the classroom also supported the success of this research. Since the researcher used a game that promoted the fun learning classroom, the students who

previously in the first meeting seemed to be shy became more active in the next meeting. They were only having fun educationally but unconsciously learned the vocabulary provided. This finding is in line with Mubaslat's (2012) paper about the effect of using educational games on students' achievement in English language for the primary stage that fun yet educational game encourages the students to interact and communicate well in the class room, it also motivates them.

B. The Importance of Post Learning Activity

Learning vocabulary is not only how much vocabulary I have gained but how well I can use the vocabulary I have learned. This is one of the reasons why the post-learning activity is important. The teacher should provide the activity for the students where they practice using the vocabulary learned. According to Sadeghi and Sharifi (2013) "Vocabulary learning is effective when it entails active engagement in learning tasks." The researcher also has proved that the post-learning activities played a crucial role in students' vocabulary acquisition. She proved that post learning activities helped the students to remember the vocabularies well because they have met them several times. Post-learning activities are also a way to check the students' understanding of the vocabulary learned itself. The activity can be any kind of activity that suitable for the students. The teacher can direct the students to learn the vocabulary function then put it into sentences (in this case is for beginner) as the researcher did. The thing to be noted and remembered by the teacher is the post activities should be interesting and meaningful to the students. For example, in this study, the researcher directed the students to work in a group, pair, also individual and provided them colorful cards that can be used to remind them of the part of speech. The researcher also provided the students with activities where they practiced more to recognize and differentiate the part of speech and write the sentences (arranging and translating sentences). In short, asking students to memorize the vocabulary learned without giving them a chance to use it in the actual practice is the same as asking them to forget the vocabulary learned.

CONCLUSION

In conclusion, according to the students' test results of the first and second cycles, it indicated that the Pictionary game helped the students in acquiring the vocabularies learned. It can be seen from the different scores of both cycles. The result from the observation also showed that the students' attitudes changed during the game and the learning process. As the researcher has mentioned in the previous study the Pictionary game helped the students to learn new vocabulary. She has also found that Pictionary game helped her participants to acquire vocabularies as their function and the extended activities also helped them in applying the vocabularies learned into simple sentences.

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