Journal of English Language Teaching, Linguistics and Literature

Journal homepage: journal.iainlhokseumawe.ac.id

Developing A Pictionary Game-Based Assessment on Vocabulary Mastery for Junior High School Students

Siti Novia Ade Putri[1*], Sri Wahyuni[2]

[*1, 2] *IAIN Kediri, Indonesia*

ARTICEL INFO

Keywords:
Pictionary
Vacabulary
Game-based Assessment
Students

History:
Received (2 December 2024)
Revised (26 February 2025)
Accepted (28 February 2025)

ABSTRACT

This study focuses on developing a pictionary game-based assessment tool to enhance vocabulary mastery for junior high school students. The research employs the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to create an interactive and effective assessment method that integrates visual elements to evaluate students' vocabulary knowledge. The Pictionary game, involving drawing and guessing words, is used as an engaging strategy to measure students' vocabulary retention and understanding in real-world contexts. Findings indicate that although the game offers an enjoyable learning experience, improvements are needed to increase the validity and reliability of the assessment tool. Quantitative data, collected through students' performance on multiple-choice questions, showed that only 10 out of 25 questions met the validity criteria. Additionally, qualitative data, including feedback from teachers and students, revealed that the game's structure significantly impacted students' vocabulary retention and engagement. The study concludes that Pictionary-based assessments can be an effective tool for vocabulary acquisition, but further refinement is required to ensure consistent results and align the questions with students' abilities.

INTRODUCTION

Vocabulary acquisition is essential for language learning and supports broader academic success, especially for junior high students. According to Schmitt (2008), a strong vocabulary foundation enhances students' communication skills, while Snow & Kim (2007) emphasize its role across subjects, impacting comprehension, discussion, and clear expression. Vocabulary mastery is also closely tied to reading and writing skills, which are critical for academic progress (Graves, 2006). As students advance, a strong vocabulary becomes even more vital, aiding them in tackling complex materials in higher grades and beyond.

Assessing vocabulary knowledge is complex, as it involves more than recognizing definitions. Effective assessments should measure both breadth (the number of words known) and depth (how well students understand and apply words in various contexts) (Negar, 2010). Traditional methods like multiple-choice or fill-in-the-blank often focus on memorization, rather than real-world application, limiting their

effectiveness in evaluating students' active vocabulary use versus passive recognition (Yusuf et al., 2023; Tufan, 2011; Ilham et al., 2023). Therefore, meaningful vocabulary assessments should emphasize comprehension and practical use, while also keeping students engaged in learning process (Iqbal et al., 2023; Wahyuni & Yulaida, 2014; Soper et al., 2022).

However, several challenges arise with traditional vocabulary assessment methods. Traditional vocabulary assessments often encourage rote memorization, leading to shallow learning that students may quickly forget (Kantatip, et al 2012). These tests typically isolate word meanings without context, lacking the engagement and interactivity that junior high students respond to best. Consequently, students may feel disconnected from the learning process, reducing motivation and limiting vocabulary retention. Without context-based methods, assessments struggle to measure students' real-world vocabulary usage effectively, hindering both engagement and meaningful language development (Laufer, 2005).

To address these limitations, this study proposes the development of a Pictionary game assessment as an alternative approach for assessing vocabulary mastery. Pictionary, a game that involves drawing visual representations of words for others to guess, offers an interactive and engaging way to evaluate students' vocabulary knowledge (Alemi 2010). Several previous studies have investigated the use of Pictionary in vocabulary learning. The first study, conducted by Aminah (2022), examined the effectiveness of the Pictionary game in improving vocabulary mastery. Using classroom action research, she found that Pictionary significantly enhanced students' vocabulary skills, engagement, and motivation, highlighting its effectiveness as a tool for active learning and vocabulary retention. In addition, the second study, conducted by Hamer (2019), explored the use of Pictionary in English instruction to enhance vocabulary mastery. Employing a qualitative classroom action research approach, Hamer found that Pictionary significantly improved students' vocabulary retention and engagement, creating a fun and interactive learning environment that reinforced vocabulary acquisition.

Incorporating drawing and guessing in the Pictionary game fosters active learning, encouraging students to connect words with visual concepts and interpret meanings creatively (Yuliani, et al., 2024). This approach to game-based assessment not only enhances the enjoyment of vocabulary learning but also promotes deeper understanding and retention (Gee, 2003). Implementing a Pictionary-based assessment in the classroom transforms vocabulary evaluation into a fun, meaningful activity that actively engages students, providing teachers with valuable insights into students' practical vocabulary skills and comprehension levels (Amelia, et al., 2023).

Based on the explanation above, various methods have been used in previous studies to assess vocabulary mastery. Some common methods include multiple-choice questions (MCQs), fill-in-the-blank tests, traditional written assessments, and context-based evaluations such as reading comprehension and sentence completion exercises. Other approaches, such as flashcards and word association activities, are also

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frequently used to reinforce vocabulary learning. However, these methods often focus on rote memorization and passive recognition rather than active usage in meaningful contexts (Kyaw, 2012). Therefore, this study focuses on developing vocabulary mastery assessment by using Pictionary game-based media for Junior High school students. It aims to make vocabulary assessment more engaging and interactive (Odang et al., 2023). The use of the Pictionary game encourages students to connect words with visuals, enhancing both comprehension and retention in a more effective way. Through this approach, students not only remember word meanings more deeply but also actively participate in an enjoyable learning process. Additionally, this game-based approach provides deeper insights into students' vocabulary skills, allowing teachers to assess their understanding in a more contextual and applicable manner (Anane, 2024). Thus, this research offers an innovative alternative to vocabulary assessment, which not only measures word mastery but also increases student engagement in English language learning (Nadeem et al., 2023).

METHODS

This study employs a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to develop a Pictionary game-based assessment for measuring students' vocabulary mastery. The research instruments include observations and questionnaires, validated by subject matter and media experts, followed by a trial with seventh-grade students at MTS N 2 Kediri. Data collection techniques involve student engagement observations, multiple-choice tests to assess vocabulary understanding, and questionnaires to gather feedback from teachers and students. Data analysis is conducted through both qualitative (observations and interviews) and quantitative approaches (validity and reliability tests of multiple-choice questions) to ensure the effectiveness of the Pictionary assessment in enhancing students' vocabulary skills.

Research and development in the field of education is a type of research aimed at creating and validating educational products that enhance the learning process. The ADDIE stages are crucial in the development of the Pictionary game-based vocabulary assessment for junior high school students (Molenda, 2015). In the ADDIE development research model, the first stage is to analyze the need for new product development (models, methods, media, teaching materials) and to analysis the feasibility and conditions for developing the product (Robert, 2009). The development of a product can start with the existence of a problem in an existing/implemented product. Problems can arise and arise because existing or available products are no longer relevant to the needs of the target, the learning environment, the technology, the characteristics of the student and others (Morrison et al., 2012; Suwanto & Rahman, 2022).

The design activity in the ADDIE development research model is a systematic process that begins from designing concepts and contents within the product. Plans are written for each part of the product. The

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guidelines for the application of a design or manufacture of a product are still conceptual and will underpin a development process at the next stage (Glasgow, 1998).

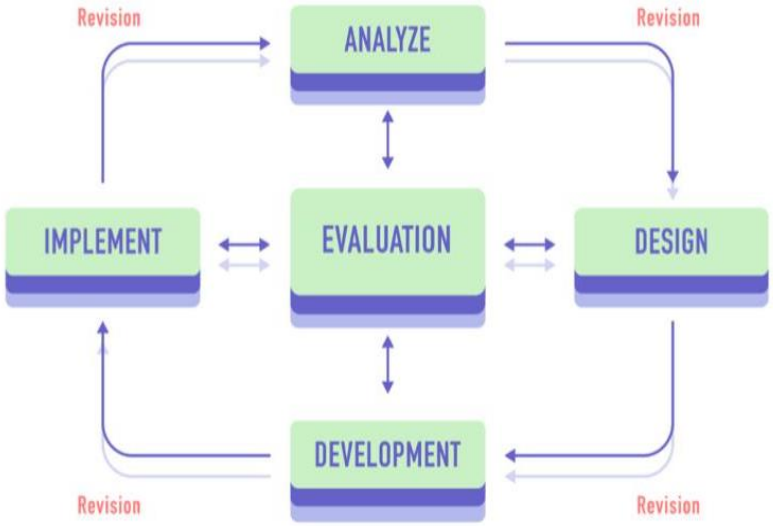

Figure 1. Model ADDIE Stage flow chart

The development phase in the ADDIE research model involves the realization of a product that has been previously designed. At the previous stage, the conceptual framework for the implementation of the new product has been arranged (Dick et al., 2005). At this stage it is also necessary to create an instrument to measure the performance of a product (Reiser, 2012).

In the implementation phase, the Pictionary game is played in class, where students take turns drawing words related to the vocabulary being tested (McTighe, 2012). After each drawing, students answer a multiple-choice question about the word. The teacher explains the rules, how to manage time, and how to answer the questions (Harmer, 2007). Feedback is collected from students to see how well the game works for assessing vocabulary (Sadler, 1989).

In the evaluation phase of a Pictionary game assessment, feedback is collected from both students and teachers to determine how well the game helps assess vocabulary understanding. Formative evaluation occurs throughout the game, with observations on how students perform and engage with the task (Stiggins, et al 2004). Afterward, a summative evaluation is conducted to measure the effectiveness of the game in accurately assessing students' vocabulary knowledge (McMillan, 2013). Adjustments are made based on the feedback to improve clarity, increase engagement, and ensure the game reliably measures students' ability to use and recall vocabulary in context (Brookhart, 2013).

In the design of the product test, the researchers perform the validations. The validation of the material expert and the media expert validation carried out directly by the teacher. Once the media has qualified, then

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enter the field test phase. As for the object of this field test, the student of the seventh grade MTS N 2 Kediri. After completing the field trial, the researchers then distribute the lift to the students and the teacher of the subject, with the aim of obtaining validity data about the medium itself.

The data used in this research includes both qualitative and quantitative types. The qualitative data includes insights from observing how students engage with the game, their responses, and their ability to use vocabulary in context during the activity. This data is collected through direct observation, feedback, and possibly open-ended responses or discussions about the game's effectiveness as a learning tool. It helps to how students interact with the game and how it supports their vocabulary acquisition.

For the quantitative data in your research, students will answer multiple-choice questions that determine which image corresponds to the word presented in the Pictionary game. The data will be collected based on the number of correct answers each student gives. Each question will assess the student's ability to connect the vocabulary with the appropriate visual representation. This allows to measure how well students can recognize and recall the meaning of words based on the images provided. The results can be quantified by counting the number of correct responses, providing a clear measure of students' vocabulary knowledge and understanding.

In line with the ADDIE Model within the R&D method, data is collected and analysis at each stage Analysis, Design, Development, Implementation, and Evaluation to assess the Pictionary game and ensure it aligns with the educational needs of junior high school students. This process helps to confirm that the assessment tool is valid and effective in developing students' vocabulary mastery.

The research instruments for Developing Vocabulary Mastery Assessment: Pictionary Game-Based Media for Seventh-Grade Students involve specific stages of observation and evaluation to ensure the game's effectiveness. During the validation phase, observation is conducted with teachers to review the vocabulary items and game content. Teachers assess the suitability of the vocabulary for seventh graders, considering the clarity and level of difficulty to ensure it aligns with students' learning needs. Observation records any feedback or suggestions from teachers on improving the vocabulary selection and format for better classroom relevance. Additionally, a set of 25 multiple-choice questions is developed and validated by teachers to assess students' vocabulary mastery objectively.

In the implementation phase, the Pictionary game is introduced to students in a classroom setting. Observations focus on student engagement, interaction, and their use of vocabulary within the game. The game is supported by vocabulary cards specifically designed for seventh-grade students, which serve as prompts during the activity and help reinforce word retention. Multiple-choice questions are administered to evaluate students' vocabulary mastery after engaging in the game. Feedback from students is also collected to understand their experience and to determine if the game enhances vocabulary retention in an enjoyable way.

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The final evaluation phase involves analyzing observation data and feedback to assess the game's overall effectiveness. A scoring rubric and checklist evaluate vocabulary improvement and provide insights into the game's success as a vocabulary assessment tool. The results from the multiple-choice test further support the analysis by measuring students' vocabulary comprehension and retention, ensuring a comprehensive evaluation of the game's impact on learning.

Data collection for this study involves gathering both quantitative and qualitative data to evaluate the effectiveness of the Pictionary game assessment tool. First, quantitative data is collected through students' performance on multiple-choice questions during the Pictionary game, which assesses their vocabulary knowledge by requiring them to identify the correct image related to each word (Christensen, et al 2021). These scores provide insights into how well the game assesses vocabulary within a classroom setting.

Method of data collection in this study used questionnaire method. Questionnaire method is used to analyze students' needs, product validity testing by the experts who expert in subject of learning material, and learning media expert. Data collection instruments used in this study is questionnaire. The blue print of the instrument of Pictionary games assessment can be presented as follow.

Table 1. Blueprint of Instrument

Variable	**Sub-Variable**	**Competency Indicators**
Understanding Vocabulary	Common Nouns	Students are able to recognize and name common everyday objects.
	Adjective	Students are able to identify basic adjectives, and associate them with appropriate expressions or situations.
	Verb	Students are able to recognize and use basic verbs, in daily activities.
	Profession and Position	Students are able to identify their professions and roles in society.
	Place and Location	Students are able to recognize common locations and choose appropriate images.
	Animal	Students are able to recognize the names and characteristics of animals, and relate them to appropriate images or descriptions.
	Food	Students can identify different types of food, as well as relate them to relevant images or contexts.
	Drink	Students can identify different types of drinks, as well as relate them to relevant images or contexts.
	Nature and Weather	Students can and are able to identify nature and weather and then associate them with relevant images.

Data analysis in this study is carried out throughout each phase of the Research and Development (RnD) process, utilizing the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE model serves as a systematic framework that guides data collection, interpretation,

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and evaluation, ensuring the development of an effective and relevant assessment tool (Branch, 2009). The ADDIE stages are illustrated in the following below:

In analysis phase, data is gathered to identify the vocabulary needs of seventh-grade students in mastering English vocabulary. Interviews with teachers help uncover specific vocabulary challenges students face, such as difficulty with word recall or understanding word meanings in context. Surveys or questionnaires are administered to students to understand their learning preferences, particularly regarding interactive or game-based assessments. Additionally, existing assessment data is analyzed to determine students' current vocabulary proficiency. This analysis informs decisions on the types of vocabulary to include in the Pictionary game and the assessment format most appropriate for evaluating students' vocabulary mastery.

Based on the findings from the analysis, the design phase focuses on creating a Pictionary-based assessment framework. The vocabulary words to be used in the game are selected, ensuring they are age-appropriate and relevant to the students' curriculum. The game's rules are designed to encourage active participation and creativity, allowing students to visually represent words. A scoring system is established to assess vocabulary mastery, and additional instructions are written for both teachers and students to ensure the game's structure is clear and effective in measuring the students' ability to recall and use words (Stacey, 2017).

In the development phase, the Pictionary game is created using selected vocabulary words. Visual prompts, cards, or digital tools are prepared for the game. A prototype of the assessment is tested in a small group of students to identify any issues with game mechanics or student engagement. Teachers are consulted for feedback on how well the game aligns with learning objectives and whether the assessment method effectively captures students' vocabulary knowledge. Adjustments are made based on this feedback, ensuring the game is both fun and educational (Amelia, 2023).

The Pictionary-based assessment is introduced in the classroom with the seventh-grade students. The teacher explains the rules, objectives, and expectations, ensuring that students understand the purpose of the game and how it will be used to assess their vocabulary mastery. The game is played as part of the regular classroom activities, and data is collected through observations, student feedback, and recorded scores to evaluate student performance. The teacher also monitors the level of student engagement and the effectiveness of the game in helping students recall and use the vocabulary in context.

The evaluation phase assesses the effectiveness of the Pictionary-based vocabulary assessment in achieving its learning objectives. Data collected during the implementation phase is analyzed, including student performance, engagement levels, and feedback from both students and teachers. The assessment results are compared to traditional vocabulary assessments to determine if the game-based approach improves vocabulary retention and understanding. Based on this evaluation, modifications are made to

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improve the game's design or content for future implementations, ensuring it continues to meet the needs of students and supports their vocabulary development effectively (Pappas, 2014).

The validation process for the data analysis method engaged three experts in the fields of materials, media, and social studies. These experts evaluated the method using a Likert scale with values ranging from 4 (excellent) to 1 (poor). Subsequently, the questionnaire responses gathered from the expert validation were classified based on the criteria outlined in the table below (Academy, 2020).

Table 2. Validation Criteria

Quality Score	Validity Criteria	Description
3,25 – 4,00	Valid	No revision
2,50 – 3,25	Moderate	Partial revision
1,75 – 2,50	Less valid	Partial revision & material revision
1,00 – 1,75	Invalid	Total revision

RESULTS AND DISCUSSION

This section presents the findings of the study and provides an in-depth discussion of the results obtained from the implementation of the Pictionary game-based assessment. The finding and discussion are presented elaborately in this session. It includes the result of preliminary research and information collecting, expert validation, and try out results.

The Result of Preliminary Research and Information Collecting

Before developing the assessment, the researcher conducted preliminary research by observing the class and students. This was done to find out the needs of students in the class, and develop an assessment based on that. Researchers also conducted discussions and interviews with subject teachers to find out the interests of students in the class. This observation process was conducted for 1 week during class time. Based on this observation, the researcher found that students tend to get bored in lessons that only rely on explanation and writing on the board. And based on discussions and interviews with teachers, it is known that students tend to be more focused and interested in subject matter that is accompanied by visual elements. This is because images or videos can help explain concepts more clearly and attract students' attention, so they feel more engaged and understand the material more easily. Students tend to be able to identify vocabulary if they have visual examples (Yuliani, 2024).

Based on this research, then the researcher developed a Pictionary game where students will be given visual examples of vocabulary so that they can do the questions easily and remember the vocabulary as well. Learning through video media can make learning interesting and increase students' motivation and learning

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outcomes (Wahyuni and Yulaida, 2014). By giving them assessment with additional visuals, students will feel that learning is more fun. To develop this assessment, the researcher needs to choose the type of assessment that will be carried out on students based on the needs and convenience of students, for this, the researcher chose the type of multiple choice questions. Then, after having indicators and criteria for questions, researchers develop questions that will be submitted to students.

The Result of Expert Validation

In order to test the questions, the researcher still had to validate the questions that had been developed with the subject teacher. In the process of developing questions for assessment, the teacher revealed that the questions initially designed by the researcher were considered too easy. This is a major concern because the purpose of the assessment is to accurately measure students' understanding and ability. Realizing this, the researcher revised the questions to increase their difficulty level and relevance to the curriculum. After making improvements, the researcher again submitted the revised questions to the teacher for approval before testing them on students.

The teacher, after reviewing the revised questions, agreed to conduct the in-class try out. However, despite the revisions, the teacher still believed that the difficulty level of the questions was still relatively easy. According to her, the students in the school had good enough abilities and could solve the questions easily. Nevertheless, the teacher still believed that these questions were worth testing. She argues that although the questions are not very challenging, they are still relevant as an evaluation tool to measure students' basic understanding of the material taught. In other words, the teacher sees value in using the questions as a means of ensuring that students have a solid understanding of basic concepts before moving on to more complex material. Overall, despite the differing views on the difficulty level of the questions, the collaboration between the researcher and the teacher demonstrates a commitment to providing effective assessment that meets students' needs. Teachers believe that by using these questions, they can help students build a solid foundation in their learning.

The Result of Try-Out

After the question revision process is complete and gets approval from the teacher, the next activity is to conduct a try out or test the questions in class. Before conducting a try out, it is important to make careful preparations. First, the teacher explains to the students about the purpose of the question try out, which is to test the questions that have been developed and get input for further improvement. Students need to understand that this activity is not a formal exam, but rather an opportunity to provide feedback. Second, teachers organize an appropriate time for the try out, ensuring that all students are present and ready. The classroom should be prepared to be comfortable and conducive to learning. If needed, the teacher can also divide students into small groups to make the testing process more structured. Third, the revised questions

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are distributed to students clearly. The teacher ensures that each student receives a copy of the questions and understands the instructions given.

Once the preparation is complete, the next stage is the implementation of the try out itself. First, during the try out, the teacher monitors the students as they work on the questions. This includes paying attention to the students' level of engagement, the difficulties they face, as well as the time it takes them to complete each part of the questions. The teacher may circulate around the class to provide assistance if any student is having difficulty or needs clarification. Second, after the students have completed the try out, the teacher collects all the answer sheets and asks for feedback from the students on their experience working on the problems. This can be done through a class discussion or a short questionnaire asking about the difficulty level of the questions, the clarity of the instructions, and other aspects that need attention. This feedback is very important to evaluate whether the questions are effective in measuring student understanding.

Table 3. Validity Test Results

Question	R_{count}	R_{table}	Result
Q1	0.2920	0.2960	Invalid
Q2	0.3315	0.2960	Valid
Q3	0.3990	0.2960	Valid
Q4	0.3290	0.2960	Valid
Q5	0.1516	0.2960	Invalid
Q6	-0.850	0.2960	Invalid
Q7	0.4830	0.2960	Valid
Q8	0.4500	0.2960	Valid
Q9	0.2379	0.2960	Invalid
Q10	0.0924	0.2960	Invalid
Q11	-0.0591	0.2960	Invalid
Q12	0.4270	0.2960	Valid
Q13	0.4490	0.2960	Valid
Q14	-0.0077	0.2960	Invalid
Q15	0.1888	0.2960	Invalid
Q16	0.5250	0.2960	Valid
Q17	0.5250	0.2960	Valid
Q18	0.3315	0.2960	Valid
Q19	0.2870	0.2960	Invalid
Q20	0.0949	0.2960	Invalid
Q21	0.0619	0.2960	Invalid
Q22	0.0487	0.2960	Invalid
Q23	0.2104	0.2960	Invalid
Q24	0.1761	0.2960	Invalid
Q25	0.1374	0.2960	Invalid

After conducting the try out, validity and reliability analysis are conducted. The validity of the questions is measured based on the ability of the questions to measure students' understanding of the material taught, as well as the relevance and clarity of the instructions given. The valid questions will be used in the

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official assessment because they have been proven effective in measuring student competence. In contrast, invalid questions cannot be used for further evaluation. The validity test aimed to determine whether the multiple-choice questions used in the Pictionary game assessment accurately measured students' vocabulary mastery.

Based on Table 3, only 10 out of the 25 questions met the validity criteria, while the remaining 15 were deemed invalid. This result suggests that further refinements are necessary to improve the overall assessment quality. The invalid questions might require revision in terms of clarity, difficulty level, or alignment with the targeted vocabulary concepts (Daller, et al., 2007).

The reliability test was also conducted to assess the consistency of the evaluation instrument. The result is presented in Table 4.

Table 4. Reliability Statistics

Cronbach's Alpha	N of Items
0.385	25

A Cronbach's Alpha value of 0.385 indicates a low level of reliability, suggesting that the assessment tool requires further modifications to ensure consistency in measuring students' vocabulary mastery. One possible explanation for this low reliability score is the inconsistency in question difficulty levels, which may lead to variations in student performance. Future improvements should focus on refining question wording, increasing the number of validated questions, and ensuring a balanced distribution of question difficulty (Taherdoost, 2016).

The findings from classroom observations and feedback suggest that implementing the Pictionary game in vocabulary assessment provided several benefits. Students demonstrated increased engagement and enthusiasm when participating in the game-based assessment compared to traditional multiple-choice vocabulary tests. The interactive nature of the game encouraged students to recall and apply vocabulary in a meaningful context (Chung, 2023).

Moreover, qualitative data from teacher and student feedback indicated that visual representations helped students reinforce word meanings, particularly for learners who struggled with abstract vocabulary concepts. This aligns with previous research stating that integrating visual elements into assessments enhances vocabulary retention and comprehension (Yuliani, 2024). Furthermore, students who participated in the Pictionary game showed a higher motivation to learn new vocabulary, as the game format made the learning process feel less stressful and more enjoyable (Martinez, 2023).

Despite its benefits, some challenges were identified in the implementation of the Pictionary game-based assessment. One major issue was the difficulty level of the test items. Feedback from teachers suggested that some questions were too easy for the students, leading to a lack of differentiation between

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high- and low-performing learners. Future iterations of the assessment should include a broader range of question difficulty levels to better measure vocabulary mastery across different proficiency levels.

Additionally, the low reliability score indicates that some questions were not consistently measuring the intended vocabulary skills. To improve this, future assessments should undergo multiple rounds of pilot testing and revision before full implementation. The game format itself may also require modifications, such as the inclusion of a scoring rubric that better reflects students' ability to connect words with their visual representations (Steedle, 2020).

CONCLUSION

This research highlights the development of a vocabulary mastery assessment using Pictionary game-based media tailored for junior high school students, aiming to create a more engaging and effective vocabulary assessment method. By integrating visual elements with word association, Pictionary not only enhances students' understanding and retention of vocabulary but also makes the learning experience more enjoyable. The research emphasizes the importance of the ADDIE model in creating and validating educational tools that facilitate the learning process.

The findings from the study reveal that out of 25 questions administered to students, 15 were deemed invalid, leaving only 10 questions that met the validity criteria for further evaluation. This indicates a need for careful scrutiny in the assessment design to ensure that it accurately measures students' vocabulary skills. Furthermore, the try-out results indicated an unacceptable low reliability, suggesting that the questions failed to consistently assess what they were intended to measure. This inconsistency may stem from a mismatch between the difficulty level of the questions and the students' abilities. These results align with previous research emphasizing the necessity of well-designed assessment tools for effective vocabulary learning.

In conclusion, while the Pictionary game-based assessment shows promise in making vocabulary learning more engaging, significant revisions are necessary to improve both its validity and reliability. Future efforts should focus on refining the assessment items to align better with student capabilities, ensuring that the tool can effectively evaluate vocabulary mastery in a reliable manner. Further studies should also explore modifications in game mechanics, such as adjusting the complexity of visual prompts or incorporating a structured scoring rubric to enhance the consistency of assessment outcomes. Additionally, continuous collaboration with educators and learners will be crucial in developing a more refined and practical vocabulary assessment framework. With proper revisions and testing, the Pictionary game-based assessment has the potential to become a widely adopted tool for fostering vocabulary acquisition in language education.

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