
The effectiveness of Konjo traditional game “Ak Bombo-Bombo” in English vocabulary mastery

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Abstract: Using games in an English class can enhance the student’s learning process. It offers an environment where the students can practice using new words and express themselves freely. This study aims to measure the effect of the traditional game the Konjo community “Ak Bombo-Bombo” in improving the student’s vocabulary mastery. The game is one of the popular traditional games in rural areas of the Kajang sub-district. Therefore, it is proper to be applied for students of elementary 115 in Tana Toa Village, Kajang. The study conducted a pre-experimental method with one group pre-test and post-test design. Independent and dependent variables were determined as the traditional game of Ak Bombo Bombo and the student’s English vocabulary development scores, respectively. There were 20 students in sixth grade in elementary school as the samples, which were chosen by using the total sampling technique. The results of this study showed that the student’s mean post-test score (3.10) was higher than the pre-test score (3.05). Statistical tests also show that the value of the t-test, pre-test, and post-test is less than the alpha value ($0.000 < 0.05$). It can be concluded that the traditional game Ak Bombo-Bombo increased the student’s English vocabulary significantly in a positive way.

Kata Kunci: Traditional game, Konjo, Kajang, Ak Bombo-Bombo, Vocabulary.

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INTRODUCTION

The English language occupies a prominent role in today’s globalized world (Philominraj et al., 2022). However, English is not required to be taught in elementary school. This is in accordance with government policy regarding the 2013 Curriculum, so English is only a local subject activity based on the school’s choice. However, even at the junior high school level, many schools require English proficiency as one of the abilities tested in the school entrance examination. Of course, this makes it difficult for elementary school students if they don’t learn English from the start. In fact, if English is learned at the age of elementary school children, they experience quite rapid development, it is easier for them to absorb what is given and they are active learners (Suyanto, 2006).

Fluency, vocabulary, grammar, and pronunciation are the four speaking skills that students must master to become good speakers (Adickalam & Yunus, 2022). In connection with learning English at the elementary school level, there are various problems faced by students in learning English. The problem lies in mastering the four language skills, namely the ability to listen, speak, read and write. Difficulties related to language components were also experienced by students such as in pronunciation and vocabulary. Vocabulary can be defined as all the words known and used by a particular person. According to (Nurhidayah, 2018) that learning a language without vocabulary is impossible. Knowing a word, however, is not as simple as simply being able to recognize or use it. To be able to communicate well, students must master a large amount of vocabulary and know how to use it well (Huyen & Nga, 2003). Vocabulary mastery is one of the most common difficulties encountered in teaching English at the elementary school level. Most students find it difficult and boring to memorize vocabulary by reading textbooks, so an interesting learning strategy is needed to overcome this. Wilkins (1972) states that vocabulary learning is learning to discriminate progressing the meaning of words in the target language

from the meaning of their nearest 'equivalent' in the mother tongue. It is also learning to make the most appropriate lexical choices for particular linguistic and situational contexts. Mastering a large vocabulary is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. The choice of vocabulary selection and methods used in teaching vocabulary are important factors.

One method that makes students appreciate vocabulary learning is through a game. Before discussing the use of game activities for learning further, Firstly, we will mention a little about the meaning of the word "play" and "game" in English. In English the word "play" is translated with the word "play" temporarily "game" is translated as the word "game". If we look at the Cambridge Advanced Dictionary Learner's Dictionary, one explanation or meaning of "play" is "when you play, especially as a child, you spend time doing an enjoyable and/or entertaining activity." While the word "game" in the dictionary is defined as "an entertaining activity or sport, especially one played by children, or the equipment needed for such an activity". Elements that are the same from both the words "play" and "game" is an entertaining activity, a fun activity. On this occasion, the word "game" will be used which means referring to games or play activities carried out by children.

After looking at the definition according to the dictionary, here are some definitions of games according to educational figures. According to Hadfield game is an activity that contains rules, goals, and elements of fun (Hadfield, 1999). While Martin defines games as any fun activities that provide opportunities for children's learners to practice foreign languages in a relaxed and fun atmosphere (Brewster, et.al., 2004). Based on the two definitions above, it can be concluded that in games there is a very important element, namely fun. This element is the main attraction for children to do it.

Games may be simple and require very little planning or may need a quite bit of preparation and the use of special materials, such as dice, board, cards, and pictures. Activities will inspire student attention, provide fluency practice and reduce teacher supremacy in the classroom so that student contact can be improved. According to Brewster et al. (2004), some of the benefits of using games are promoting student motivation, improving attention span, increasing student contact, providing flexible practice and reducing teacher control of the class, creating a fun atmosphere and reducing the gap between students and teachers, encouraging innovative language usage, And making the teaching and learning process more enjoyable and accessible, such as using mime and movement, using game color, pattern, and pictures. The use of the Star Knights' Game in increasing vocabulary has also been carried out by Amasuba, et.al. (2021). The analysis shows that students' speaking abilities after being taught by using the Star Knights game will increase significantly compared to students' speaking abilities before they are taught by the Game Star Knights.

Children at elementary school age really like games, but there are conditions that are quite ironic where they spend more time with various kinds of modern games that can change their character. Children are more comfortable sitting in front of a computer for hours than socializing with their peers. Children seem to lose their identity. They are starting to forget about traditional games that are full of meaning and philosophy that are good enough to shape their character. Along with technological developments, traditional games have begun to be abandoned by children; they prefer to use games with modern technology. Therefore, the use of the traditional game in learning English can be one method to make class activities more interesting for children. Petrovic (2014) also claimed that games need to be used and adapted to learning circumstances, and indeed to learners, so that they can be effective tools for teaching. Even though traditional games have so many benefits, especially when integrated with learning.

One of the traditional games of Konjo community in Bulukumba, South Sulawesi province, is ak Bombo-Bombo. The number of Ak Bombo-Bombo players is 13-21 people, aged 7-14 years. This game can be played together by men and women. Of the many players, only one person becomes bombo, while the other players will stand in a circle around bombo, whose name bombo will later guess. Apart from the players, the ak Bombo-Bombo also uses a referee (matowa) taken from the audience to oversee the game. The ak Bombo-Bombo game can be played anywhere, in the yard of the house, in the yard of the traditional house, or on the field, during the day or evening. The equipment used in this game is just a sarong to cover the head of a bombo player. The game called ak Bombo-Bombo basically means that the player who becomes bombo has to guess (with his eyes closed) the name of one of the players by simply touching while saying funny words. If he succeeds in guessing, then the player who is guessed must replace him as bombo. However, if the guess is wrong, then the player will still be bombo. In more detail, these rules are: (1) players who become bombo must cover their heads using a sarong; (2) the

bombo is not allowed to hold his face to peek at other players; (3) The bombo may only touch the head to the chest of other players. If the bombo touches the genitals of other players, the referee will warn him. However, if the action is still performed up to 3 times, then he may not participate in the game again; (4) The bombo is allowed to say funny words to make the players laugh; (5) after the bombo is covered with his head, other players may not move or change places; and (6) the player whose name is to be guessed may not open the jewelry he is wearing. If there is a player whose name the bombo will guess violates the set rules, then that player will take the place of the player who became the next bombo.

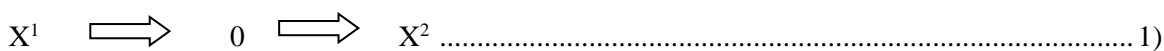
The following is the process of running the Ak Bombo-Bombo game. After the location of the game is determined and the equipment is prepared, the referee (matowa) will determine who will play the role of bombo. If it has been determined, then the player will be partially covered with his head (from hair to eyes) by matowa. When Si Bombo is partially covered with his head, another player whose name will be guessed stands and forms a circle around Si Bombo. After matowa says the game is ready to start, the bombo will walk toward the players surrounding him. If he has held one of the players, then he will start touching while saying funny things so that the player he is touching laughs or makes a sound, making it easier to guess his name. If the guess is wrong, then he will be punished to cry or sing in the middle of the circle. The same penalty is also imposed if the bombo violates the rules. However, if the bombo succeeds in guessing the player he is touching, then the guessed player must replace his position and be the next bombo. The Ak Bombo-Bombo game will end when the players feel tired or satisfied playing. Besides being played individually, ak Bombo-Bombo can also be played in teams (consisting of 2 teams), each of which has a bombo. This game, which is played in teams, has one additional rule, that is, the team whose bombo is guessing is not allowed to give signs that make it easier for the bombo to guess the names of the members of the opposing team. Meanwhile, in the process of playing the two teams will line up lengthwise before one of the teams guesses the name of the player by the bombo from the opposing team. If Bombo can guess the name of the opposing team's player, then Bombo's team will get one point. And so on, until all the names of the opposing team members are guessed. However, if the guess is not successful, there will be a change of position, and the bombo of the opposing team will be the guesser, and so on. The team that collects the most points is declared the winner. However, if the scores of the two teams are the same, then the determination is made by counting the number of violations committed by each team. The team with the fewest violations is declared the winner.

The values contained in the Ak Bombo-Bombo game are hard work, cooperation, and sportsmanship. The value of hard work is reflected in the efforts of players who become bombo to recognize other players only by touch and words that can make players who are touched laugh. The value of cooperation is reflected in the games that are carried out in teams. Each team and its members will work together to collect as much value as possible in order to defeat the opposing team. The value of sportsmanship is reflected in the attitude of the players who do not cheat during the game and are willing to replace the players who are bombo. The value of sportsmanship also needs to be shown by a team that has to be tolerant when their team loses to the opposing team.

Learning English using traditional game have many benefits. Besides teaching the student of foreign language mastery, it also teaches them some values of life. Kenanoğlu and Duran (2021) proved that the use of traditional games is effective in early childhood language development positively. Therefore, this study aims to apply the traditional game of Konjo community Ak Bombo-Bombo in English learning and to analyze its effectiveness in improving the student's vocabulary mastery.

METHODS

The study conducted a pre-experimental method with one group pre-test and post-test design. Independent and dependent variables were determined as the traditional game of Ak Bombo-Bombo and the student's English vocabulary development scores, respectively. The diagram is presented as follows:



Where:

X^1 = Pretest

0 = Treatment

X^2 = Posttest (Gay, 2006:253)

Variable of the Study

Variable is the one of very important elements of the study, so this study consists of two variables, they are:

Independent Variable

The independent variable in this study is the traditional game of Konjo “Ak Bombo-Bombo”.

Dependent variable

The dependent variable in this study is the student’s English vocabulary mastery.

Sample

The researcher chooses the children of the Konjo community as the samples of the study. It consisted of 20 students in the sixth grade of elementary school 115 in Tana Toa Village of Kajang sub-district. The samples are chosen in this study because each child in this class has low knowledge of English vocabulary and they used to play *Ak Bombo-Bombo* game at home. The sampling technique is total sampling because the samples are homogeneous.

Procedure of Collecting Data

In order to improve vocabulary mastery, the students participate in an English class program given by the researcher. The teaching materials are prepared to find the program target to the ability of the students to know 100 words in English. The program integrated the traditional games of Konjo *Ak Bombo-Bombo* for 8 sessions. Each session spends 90 minutes by

Pre-test

In relation to the teaching of vocabulary mastery in children, it is needed more thorough and detailed preparation (Stein, 2014). In order to measure the effectiveness of *Ak Bombo-Bombo* game, the researcher fills out the scoring criteria of the student’s vocabulary mastery by giving a test of the student’s prior knowledge before applying the treatment. A list of English words should be guessed the meaning by writing it down on a piece of paper. The test also using the format of fill in the blank of the words.

Treatment

In order to measure the effectiveness of *Ak Bombo-Bombo* game, the researcher treats the students with the special procedures as follows: (1) Prepare a list of 100 words which are categorized as adjective, verb and noun; (2) Share the list of the words (it can be with picture) to the students in the class and tell them the meaning and the examples in sentences; (3) You can help the students with hints if required in order to make them memorize the words; (4) Once done, the researcher explains the rule of “*ak Bombo bombo*” and starts to play the game; (5) the researcher will determine who will play the role of *bombo* and *matowa* (referee); (6) If it has been determined, then the bombo will be partially covered with his head using sarong (from hair to eyes) by the referee (researcher). The bombo is not allowed to hold his face to peek at other players; (7) The other students (player) will stand in a circle surrounding the Bombo and may not move or change places; (8) The bombo will say funny words so that the player laughs. The bombo then guess one of the player’s name by touching the body of the players. The bombo can only touch the head to the chest of other players. If the bombo gropes to the vital parts of other players, then he will be warned by the matowa. The matowa will ask the meaning of 5 words to the bombo that previously taught. If the bombo is fail, she/he will continue to bet he bombo; (9) When the player whose name is to be guessed by the bombo, he/she may not open the jewelry he/she is wearing. And the player whose name is guessed will also mention 5 words that has been previously taught and if he/she is failed to guess the meaning of the words, so he/she will be the next bombo. If there is a player whose name the bombo will guess violates the set rules, then that player will take the place of the player who became the next bombo.

Post-test

After giving eight sessions of English learning, the researcher gave a post test regarding the students’ English vocabulary mastery after the treatment.

Technique of Data Analysis Vocabulary Score System

In measuring the students' english vocabulary mastery, the researcher applied the following score system (Table 1).

Table 1. Scoring criteria of vocabulary mastery

Criteria	Score	Number of Words
Excellent	6	100
Very good	5	80
Good	4	60
Average	3	40
Poor	2	20
Very poor	1	<20

Mean score Analysis

By using SPSS 23, the results of pre test and post test are calculated to find the mean scores. If the means are significantly different then it is possible to speculate that the variable being manipulated (independent variable) had an effect on the variable being measured, the dependent variable (George & Mallery, 2019).

T-Test Analysis

The data got from students' score of pre-test and post-test were analyzed using t-test formula adapted from Ary et al. (2010). Independent samples t-testing is used to compare groups of participants that have no relationship – the groups are independent from one another This formula is as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}} \dots\dots\dots 2)$$

Where:

t = t ratio

D = average difference

∑D² = different scores squared, then summed

(∑D)² = difference scores summed, then squared N = number of pairs

RESULTS AND DISCUSSIONS

The findings of this research deal with the description of the student's scores on vocabulary tests based on three components of pronunciation and meaning of the word, frequency and rate percentage of students' pre-test and post-test scores, the mean scores, T-test value. In this part, the researcher explained about improving students' ability through the game that was measured from pretest, giving treatment, and post-test. The pre-test was the first part that had given before treatment and the post-test. The assessment of each part is based on the mastery of targetted vocabulary.

The Result of Students' Pre-Test

Prior to treatment, this class had been given a pre-test. The goal is to know the prior vocabulary mastery category of the students. In this test, the researcher found that some students had some difficulties answering the questions provided. The score of the students in the pre-test was classified in some criteria including classification, score, number of students, and percentage of the students. Those were shown in the Table 2.

Table 2. Scoring Classification of Students Pre-Test

No.	Pre-Test Score			
	Score	Category	Frequency	Percentage
1.	6	Excellent	0	0
2.	5	Very Good	0	0
3.	4	Good	0	0
4.	3	Average	0	0
5.	2	Poor	10	50
6.	1	Very poor	10	50
	Total		20	100

Based on Table 2, it can be seen that before treatment was given, there were 10 students got poor scores (50%), and 10 students got very poor (50%). There were no students who got excellent, very good, or average scores.

The Result of Student's Post-Test

Prior to treatment, this class had been given a pre-test. The goal is to know the prior vocabulary mastery category of the students. In this test, the researcher found that some students had some difficulties answering the questions provided. The score of the students in the pre-test was classified in some criteria including classification, score, number of students, and percentages of the students. Those were shown in the Table 3.

Table 3. Result of Student's Post-Test

No.	Post-Test Score		Frequency	Percentage
	Score	Category		
1.	6	Excellent	0	0
2.	5	Very Good	2	10
3.	4	Good	6	30
4.	3	Average	10	50
5.	2	Poor	2	10
6.	1	Very poor	0	0
	Total		20	100

Based on Table 3, it showed that after treatment was given, there were 2 students got very good scores (10%), 6 students got good scores (30%), 10 students got average scores (50%) and 2 students got poor scores (10%). There were no students who got excellent as well as very poor scores.

The Improvement of Students' Vocabulary Mastery

After measuring and calculating students score of pre-test and post-test, the researcher calculated the mean score of those tests, then measure it by using t-test formula and lastly compare the result of ttest with t-table. The results can be seen in the Table 4.

Table 4. The mean score and standard deviation between the pre-test and post-test

Pre-test		Post-test	
Mean Score	Standard Deviation	Mean Score	Standard deviation
3.05	0.394	3.10	0.447

Based on Table 4, the students' mean scores on the pre-test are 3.05 with a standard deviation of 0.394 and mean scores on the post-test are 3.10 with a standard deviation of 0.447. So, statistical analysis shows that the student's mean score in the post-test was greater than the pre-test or $3.10 > 3.05$. It means that the method used in the post-test was effective in improving the student's vocabulary mastery.

Table 5. The t-test value of students' pre-test and post-test

t-test	N	Alpha (α)	P-value Sig. (2-tailed)
Pretest and post-test	20	0,05	0,000

In order to know the the significance of the discrepancy between the students result mean scores in the pre-test and post-test scores, the researcher used t-test (significance test) of an independent sample test (t-test for Equality of Means). Table 5 showed that the statistical analysis was based on a probability value (sig2-tailed) statistical check. The likelihood value was smaller than alpha ($.000 < 0.05$). This indicated the use of Ak Bombo-Bombo game is effective significantly in improving the students' vocabulary.

Table 6. The probability value t-test of the pre-test and post-test

t-test	Df	T	P-value Sig. (2- tailed)	Alpha (α)	Remarks
Pre-test and Post-test	19	7.594	0.000	0.05	Significant

Based on the results of the data analysis in Table 6, the researcher had obtained that the pre-test and post-test significance (0.000) was lower than the significant level (0.05) and the degree of liberty (df)

19. This also implied that the use of Ak Bombo-Bombo game is significantly effective in improving the students' vocabulary.

Discussion

A game is a fun and enjoyable activity for children. The use of game in learning English also give a positive effect to the teachers (Kaur & Aziz, 2020). Games not only engage the children but also can be integrated into English teaching, especially for vocabulary mastery. Playing games created a positive class environment because it allowed children to relax and enjoy themselves and those around them. By using traditional games in the teaching-learning process, the students would be able to show themselves as people, not just a learner. Besides, traditional games are games played by children without the use of modern tools like those used by children in digital era (Ilhami & Khaironi, 2018). By using traditional games in the teaching of English vocabulary, it can help to preserve the nation's culture.

Richards and Schmidt (2013) claim that vocabulary is a core component of language proficiency. The results of this research has proven that using traditional game of *Ak Bombo-Bombo* is very helpful to be integrated in teaching English vocabulary. It provides students with the ability to use their language in a less formal situation, without the pressure to talk correctly, but with the excitement to win the game and learn the language. Besides, The game was challenging and fun because must be played in a team and determine the identity of the students. The game also have cultural values of Konjo community in Bulukumba district, such as; hard work, cooperation and sportsmanship. So, the use of traditional game have more benefits than others.

Based on the results, the students' score of post-test is higher than the pre-test. The description of the collected data through the test had explained in the previous section which showed about students' achievement in vocabulary before the treatment was poor. In the pretest described there were 10 students got poor scores (50%), and 10 students got very poor (50%). There were no students who got excellent, very good or average scores out of 20 students. And In the student's post-test, there were 2 students who got very good scores (10%), 6 students got good scores (30%), 10 students got average scores (50%) and 2 students go poor scores (10%). There were no students who got excellent as well as very poor scores out of 20 students. Besides, the mean scores also show a different value between the pre-test and post-test. The data explained that the students' mean scores on the post-test were greater than the pre-test $3.10 > 3.05$, as well as the standard deviation of post-test is greater than the pre-test $0.447 > 0.394$. It means that the the use of Ak Bombo-Bombo game significantly effect to improve the students' vocabulary.

Learning English vocabulary through games is one significant and interesting way that can be applied for young learners. Game's method also trains the psychomotor abilities of children (Kusumaningrum & Setyawati, 2019). The expression and appreciation of the game is realized by direct interaction of the students with fellow friends. Thus students can chat with each other, beat, mocking and at the same time accepting defeat. Therefore, the affective aspect is also touched upon in traditional games, not just psychomotor aspects. It can be seen during the treatment of the research, the students always beat, chat, and mocking especially when the bombo trying to guess the name of the other player or lose the game. The cultural values in Ak Bombo-Bombo game also have made the students' relationship getting closer as peers. A cultural based program in learning process at school has impact to the social life of the students. As Sujatmika (2020) stated that art and culture-based school program is enough to give positive contribution to orderly behaviour of the students the indicator is school gang, vandalism and brawls are never seen in the school environment.

The results of this study is similar with the study of Sudaryati et al. (2020) which use guessing game to increase the students' vocabulary mastery, especially for elementary students. (Kenanoğlu & Duran, 2021) also have proved the effectiveness of traditional game on the language development of pre-school children. It was determined that Traditional Game Education Program (TGEP) increased the children's language development in a positive way. Buadanani and Suryana (2022) also used the traditional game of five-basic Pancasila for toddlers. Through the traditional game of five-basic Pancasila the child can develop the ability to master varied vocabulary, the child will know more new vocabulary that is not yet known, so that it can improve the child's intelligence in language. Moreover, Lube and Nuraeni (2020) also use of word games to enhance the students' vocabulary. They concluded that the use of word game is effective to enhance students vocabulary in seventh-grade of SMP Muslimin Cililin.

Finally, it is clearly enough that the mean score and t-test analysis of this research drew the same result or conclusion that there was a significance difference between the result of pre-test and post-test. In other words, by using the traditional game of Konjo Ak Bombo-Bombo in teaching and learning process was effective to improve the students' vocabulary mastery, especially for young learners. Besides, the way the teacher-designed learning experience is very influential on the meaningfulness of student learning. Learning experiences that show the relationship of conceptual elements make the learning process more effective (Kholik et al., 2022). By using the Ak Bombo-Bombo game in English learning, it enhance the teacher's creativity for designing the lesson.

CONCLUSIONS

In this study, the effect of traditional game of Konjo community Ak Bombo-Bombo on the children's language development is analysed quantitatively. It was determined that the game method had a positive effect on the children's vocabulary both during and at the end of the treatment's implementation. It was observed that the children participated the implementations actively and voluntarily during learning process and they also had fun during playing the game while learning English vocabulary. It is considered that the results of this study suggest traditional game Ak Bombo Bombo is effective to be integrated in english class to improve the students' vocabulary mastery. In this context, the power of traditional games in elementary school should be utilized in learning English.

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