



Developing an English pictionary based on EFL learners' needs for contextualized vocabulary learning

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ABSTRACT

Vocabulary is an essential component of English learning, yet EFL learners may experience difficulties in interpreting and pronouncing English words and may have limited access to appropriate learning materials. This study aimed to identify EFL learners' needs, difficulties, learning preferences, and expectations as a basis for developing an English Pictionary as a vocabulary learning resource. A needs analysis questionnaire examined five aspects: necessity, lack, wants, students' role, and teacher's role. Data were analyzed descriptively using percentage distributions and used to establish the learning objectives and blueprint of the English Pictionary. The findings showed that future job necessity was the most frequently reported reason for learning English (40%), followed by speaking English fluently (30%). Difficulty interpreting words or sentences was the most prominent learning difficulty (50%), while 25% reported difficulties pronouncing words or sentences. Books were the preferred learning medium (75%). Regarding classroom roles, 50% preferred listening to teacher explanations, while feedback provider was the most frequently selected teacher role (30%). Based on these findings, the English Pictionary was organized into five thematic chapters: Basic Information, About Me, Food, Home Sweet Home, and My School, incorporating vocabulary, motivational quotations, and exercises. The findings provide a needs-based foundation for developing a contextualized vocabulary learning resource aligned with students' needs and preferences. Further research is needed to examine its effectiveness in improving vocabulary learning and broader English language performance.

1. INTRODUCTION

Pronunciation is an essential component of second language (L2) communication because the production of speech sounds affects how learners' spoken messages are perceived and understood by interlocutors. In contemporary pronunciation research, successful pronunciation is increasingly viewed not simply in terms of achieving a native-like accent but also in relation to comprehensibility and intelligibility (Crowther et al., 2022; Thomson & Derwing, 2015). Nevertheless, pronunciation remains a persistent challenge for many English as a Foreign Language (EFL) learners, particularly when the



target-language sounds are absent from or differently represented in learners' first-language (L1) phonological systems. Such differences may lead learners to replace unfamiliar English sounds with phonemes that are more readily available in their L1 system, resulting in recurrent pronunciation patterns.

Among English consonants, the interdental fricatives /θ/ and /ð/ are frequently identified as challenging sounds for Indonesian EFL learners. These sounds require learners to coordinate the tongue and teeth in a manner that is not directly represented in the Indonesian phonological system. Previous studies involving Indonesian learners have documented difficulties in producing English fricatives and, more specifically, /θ/ and /ð/ (Adnyani, 2021; Firdaus et al., 2020; Kafryawan, 2023; Merrita, 2021; Sabbu et al., 2025). Merrita (2021), for example, examined the production of /θ/ and /ð/ among English department students and identified substitution patterns involving other consonants. Similarly, Firdaus et al. (2020) investigated the production of interdental fricatives among Indonesian EFL learners and demonstrated that these sounds constitute a particular area of pronunciation difficulty. More recent research has continued to identify fricatives as problematic among Indonesian learners, suggesting that difficulties with these sounds remain relevant despite learners' exposure to English instruction.

The difficulty of producing /θ/ and /ð/ can be understood partly through the concept of cross-linguistic influence. When learners encounter sounds that do not have close equivalents in their L1, they may rely on familiar articulatory and phonological patterns when producing the L2 sounds. Research on Indonesian EFL pronunciation has repeatedly highlighted L1 interference as an important factor associated with pronunciation problems (Khoirunnisa, 2022; Panjaitan & Seinsiani, 2025; Rinaldi & Harlan, 2023; Yulianti et al., 2025). In the case of interdental fricatives, this influence may be reflected in the substitution of /θ/ and /ð/ with more familiar consonants. The problem, therefore, is not merely that learners "mispronounce" particular words, but that their production may reflect systematic interaction between the English phonological system and the linguistic resources available in their first language.

In addition to L1 influence, pronunciation difficulties may be associated with learners' regional linguistic backgrounds and local accents. Indonesian learners of English are exposed to diverse regional languages and dialects, which can contribute to variation in their English pronunciation. Recent studies have examined the influence of regional dialects and linguistic backgrounds on Indonesian EFL pronunciation, indicating that local phonological patterns may be transferred into English speech (Laita et al., 2025; Mappaita & Syamsuddin, 2026; Salviya & Islam, 2025). This issue is particularly relevant in multilingual Indonesian contexts, where learners may simultaneously draw on Indonesian, regional languages, and English in their linguistic experience. Consequently, pronunciation difficulties should be examined not only from the perspective of the standard Indonesian language but also in relation to learners' broader linguistic backgrounds.

Learners' opportunities to practice and their exposure to spoken English may also shape pronunciation development. Pronunciation learning research has emphasized the importance of opportunities for production, explicit phonetic information, and perceptual development (Royani, 2023; Sakai & Moorman, 2018; Saito, 2013). Saito (2013) demonstrated the relevance of explicit phonetic information to L2 pronunciation development, while Sakai and Moorman (2018), through a meta-analysis of perception-training research, reported evidence concerning the relationship between perception



training and L2 phoneme production. At a broader level, Saito and Plonsky (2019) emphasized the importance of carefully defining pronunciation constructs and measurement procedures when evaluating pronunciation development. These findings suggest that limited opportunities to notice, practice, and produce unfamiliar sounds may be relevant when examining learners' pronunciation difficulties.

Another potential source of difficulty is the relationship between English orthography and pronunciation. English spelling does not always provide a transparent representation of pronunciation, and learners may rely on written forms when producing unfamiliar words. This issue is particularly relevant for EFL learners whose exposure to spoken English may be less extensive than their exposure to written English. Khoirunnisa (2022) identified spelling-related pronunciation errors among Indonesian learners, while Barzakh et al. (2026) specifically examined silent-letter mispronunciations among Indonesian EFL students. These findings indicate that pronunciation problems may emerge not only from phonological differences between L1 and English but also from learners' interpretation of English written forms.

Pronunciation difficulties may also intersect with affective factors. Speaking and pronunciation require learners to produce language publicly, potentially creating anxiety about making errors or being negatively evaluated. Research has examined associations between anxiety and pronunciation-related outcomes among EFL learners (Mamang et al., 2023; Tsang, 2025; Thorpe et al., 2025). Tsang (2025), for instance, investigated the relationships among oral-presentation anxiety, self-perceived pronunciation, and speaking proficiency, while Thorpe et al. (2025) examined the relationship between language anxiety and accentedness, comprehensibility, and speech rate across different communication tasks. More recent research has expanded this perspective by considering motivation, anxiety, and enjoyment in L2 pronunciation development (Jiang & Yang, 2026). These studies suggest that pronunciation learning should be understood within a broader learner context rather than exclusively as a matter of phonological knowledge.

Although previous studies have provided substantial evidence concerning Indonesian learners' pronunciation difficulties, several limitations remain. First, much of the existing research examines pronunciation problems at the level of English segmental sounds generally, rather than focusing specifically on the production of /θ/ and /ð/. Second, studies focusing on interdental fricatives have often been conducted in different institutional, regional, or learner contexts, making it necessary to examine whether similar patterns occur among learners in other Indonesian EFL settings. Third, although previous studies have discussed factors such as L1 interference, regional dialect, exposure, orthography, and anxiety, these factors have not always been examined together with learners' actual production of a clearly defined set of target sounds. Consequently, there remains a need for a focused investigation that combines an objective pronunciation task with learners' perceptions of factors associated with their pronunciation difficulties.

The present study addresses this gap by examining the pronunciation of the English interdental fricatives /θ/ and /ð/ among EFL learners at the university level. Specifically, the study investigates the accuracy of learners' production of the two target sounds and identifies the pronunciation difficulties reflected in their production. It also examines learners' perceptions of factors that may be associated with these difficulties, particularly L1 influence, accent and local dialect, limited practice and exposure, orthography-pronunciation mismatch, and psychological factors. By focusing specifically on /θ/ and



/ð/ and combining pronunciation performance with learners' reported perceptions, the study seeks to provide a more focused account of interdental-fricative difficulties among Indonesian EFL learners. The findings are expected to contribute empirical evidence for pronunciation instruction and provide a basis for developing more targeted classroom practices for problematic English consonants.

2. METHOD

1.1. Research Design

This study employed a descriptive quantitative research design to investigate university EFL learners' difficulties in producing the English interdental fricatives /θ/ and /ð/. A descriptive quantitative approach was selected because the study primarily sought to identify the patterns and frequency of learners' pronunciation performance and to describe their perceptions of factors associated with pronunciation difficulties rather than to establish causal relationships among variables. The study focused specifically on the production of /θ/ and /ð/, two English consonants that have repeatedly been reported as problematic for Indonesian EFL learners (Adnyani, 2021; Firdaus et al., 2020; Kafryawan, 2023; Merrita, 2021; Sabbu et al., 2025).

The study consisted of two complementary components. First, a pronunciation test was administered to obtain direct evidence of learners' production of the two target consonants. Second, a structured questionnaire was used to examine learners' perceptions of factors that might be associated with their pronunciation difficulties. Combining these two sources of quantitative data enabled the study to distinguish between learners' actual pronunciation performance and their perceived sources of difficulty. This distinction was considered important because learners' perceptions do not necessarily demonstrate causal relationships with pronunciation accuracy.

1.2. Participants

The participants were undergraduate students enrolled in an English Education program at a university in Indonesia. The participants were selected using purposive sampling based on their relevance to the objectives of the study. The study focused on students at the third-semester level because they had received formal English instruction and had sufficient experience with English to provide meaningful pronunciation data, while pronunciation difficulties with unfamiliar English segmental sounds could still be observed.

A total of 16 students participated in the study. All participants were EFL learners whose primary linguistic experience involved Indonesian and, potentially, regional languages or dialects. The participants were informed about the purpose and procedures of the study before data collection. Their participation was voluntary, and the collected data were used solely for research purposes. To maintain confidentiality, participants were identified using codes rather than their names.

The selection of the participants was also consistent with the contextual focus of the research. Previous studies have documented pronunciation problems among Indonesian university EFL learners (Khoirunnisa, 2022; Yulianti et al., 2025), including difficulties involving English fricatives. However, pronunciation patterns may vary according to learners' linguistic and educational backgrounds. Therefore, examining a specific group of university EFL learners provides contextual evidence concerning the production of /θ/ and /ð/ in the setting investigated by the present study.



1.3. Instruments

Two instruments were employed: a pronunciation test and a questionnaire.

1.3.1. Pronunciation Test

The pronunciation test was designed to assess the participants' ability to produce the English interdental fricatives /θ/ and /ð/. The test consisted of 20 English words containing the two target consonants. The target words were selected to represent the two consonants in different phonological environments, including their occurrence in word-initial, word-medial, and word-final positions where applicable. This structure was informed by previous research investigating the production of English interdental fricatives among Indonesian EFL learners (Firdaus et al., 2020; Merrita, 2021).

Participants were asked to pronounce each target word individually. Their productions were recorded using an audio-recording device to allow the researcher to examine the pronunciation data systematically. Recording the participants' productions also provided a consistent basis for identifying whether the target consonants were produced accurately or replaced by other consonants.

The analysis focused on the production of the target phonemes rather than on participants' overall English accent. Each target item was categorized according to whether the intended /θ/ or /ð/ was produced accurately or incorrectly. Incorrect productions were further examined to identify the substitution patterns occurring in the participants' speech. This approach is consistent with previous Indonesian EFL pronunciation studies that have identified consonant substitution as a prominent pattern in learners' production of unfamiliar English sounds (Adnyani, 2021; Kafryawan, 2023; Merrita, 2021).

The scoring procedure followed the pronunciation construct being investigated. Each target item was assigned a score according to whether the intended consonant was accurately realized. The resulting scores were converted into percentages to describe the participants' overall pronunciation accuracy and to identify the relative difficulty of the two target consonants.

1.3.2. Questionnaire

A structured questionnaire was administered after the pronunciation test to investigate the participants' perceptions of factors potentially associated with their pronunciation difficulties. The questionnaire items were developed with reference to themes identified in previous research on Indonesian EFL pronunciation, including L1 influence, regional accent and dialect, exposure and practice, orthography-pronunciation relationships, and psychological factors (Barzakh et al., 2026; Khoirunnisa, 2022; Laita et al., 2025; Mamang et al., 2023; Mappaita & Syamsuddin, 2026; Panjaitan & Seinsiani, 2025).

The questionnaire consisted of five dimensions: (1) mother-tongue influence, (2) accent and local dialect, (3) limited practice and exposure, (4) orthography-pronunciation mismatch, and (5) psychological factors. Items were presented using a Likert-type response scale that allowed participants to indicate the extent to which they agreed with statements concerning each factor.

The questionnaire was intended to capture participants' perceptions, rather than objectively demonstrate that any particular factor caused their pronunciation errors. This distinction was maintained because previous studies have shown that pronunciation



outcomes may involve multiple interacting linguistic, instructional, and affective factors (Saito, 2013; Tsang, 2025; Yulianti et al., 2025).

1.3.3. Data Collection Procedure

Data collection was conducted in two stages. First, participants completed the pronunciation test individually. Each participant was given the target-word list and instructed to pronounce the words clearly at a natural pace. Their productions were recorded for subsequent analysis. The researcher ensured that the same instructions and testing procedures were applied to all participants.

Second, after completing the pronunciation task, participants responded to the questionnaire. Administering the questionnaire after the pronunciation test allowed the study to collect participants' perceptions after they had directly experienced the pronunciation task. The responses were subsequently tabulated according to the five predetermined dimensions.

1.3.4. Data Analysis

The pronunciation data were analyzed quantitatively by calculating the number and percentage of accurate and inaccurate productions for each target sound and word position. Substitution patterns were also identified to describe the types of pronunciation errors occurring in the participants' productions. The analysis therefore provided both an overall measure of pronunciation accuracy and a more specific description of the difficulties associated with /θ/ and /ð/.

Questionnaire responses were analyzed using descriptive statistics. Frequencies and percentages were calculated for each response category and dimension. The results were then summarized to identify which factors were most frequently perceived by participants as being associated with their pronunciation difficulties.

Finally, the pronunciation-test results and questionnaire findings were interpreted together. The pronunciation test provided evidence of what participants actually produced, whereas the questionnaire provided evidence of what participants perceived as contributing to their difficulties. The two sets of findings were compared with previous research to determine areas of convergence and divergence. This analytical distinction helped prevent the study from interpreting perceived factors as empirically established causes of pronunciation errors.

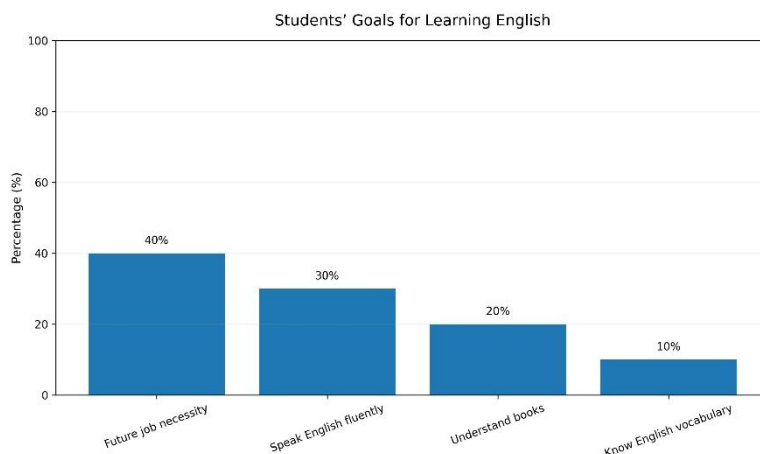
2. Results

2.1. Results of the Need Analysis Questionnaire

The need analysis questionnaire was administered to identify the students' learning needs, difficulties, preferences, and expectations in learning English. The questionnaire covered five main aspects: necessity, lack, wants, students' role, and teacher's role. The results provided the empirical basis for determining the learning objectives and designing the English Pictionary materials.

2.1.1. Necessity

The first aspect examined the students' reasons for learning English. The questionnaire asked, "What is your goal of learning English?" The responses were distributed across four purposes: preparing for future employment, speaking English fluently, understanding English books, and increasing English vocabulary.



Source: Need analysis questionnaire.

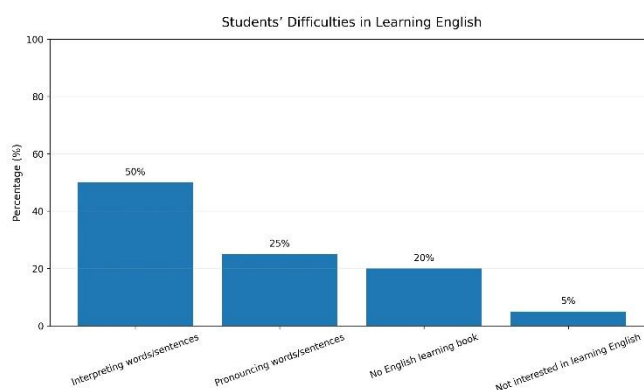
Figure 1. Students' Goals for Learning English

As shown in Figure 1, future job necessity accounted for the largest proportion (40%), followed by the goal of speaking English fluently (30%). Meanwhile, 20% of students reported that their goal was to make it easier to understand English books, while 10% indicated that they wanted to know more English vocabulary. These results show that the students' reasons for learning English involved both future-oriented and immediate academic or communicative purposes.

The largest proportion of students viewed English as necessary for their future employment. The result indicates that English learning was considered relevant to students' anticipated future needs. At the same time, the responses concerning fluency, understanding books, and vocabulary demonstrate that students also identified specific language-learning outcomes that they expected to achieve through English instruction.

2.1.2. Lack

The second aspect of the need analysis concerned the difficulties experienced by students during English learning. The questionnaire asked, "What difficulties did you face while learning English at school?" The reported difficulties included difficulty interpreting words or sentences, difficulty pronouncing words or sentences, the lack of an English learning book, and lack of interest in learning English.



Source: Need analysis questionnaire.

Figure 2. Students' Difficulties in Learning English

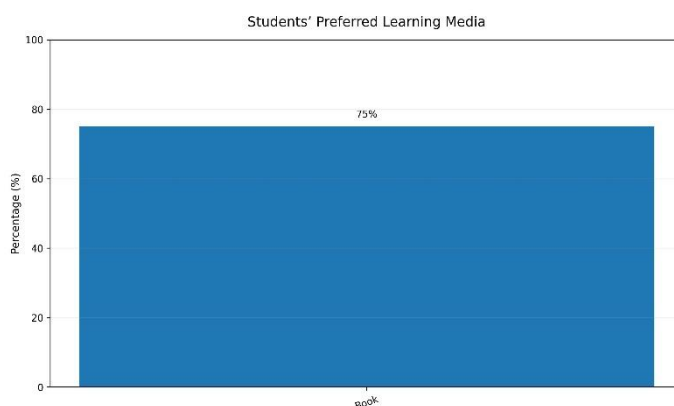
The results show that difficulty interpreting words or sentences was the most frequently reported problem, accounting for 50% of the responses. The second most frequently reported difficulty was pronouncing English words or sentences, selected by 25% of the students. In addition, 20% of the students reported that they did not have an English learning book, while 5% indicated that they were not interested in learning English.

The results therefore identify comprehension of English words and sentences as the most prominent difficulty in the questionnaire. Pronunciation also emerged as a relevant difficulty, although its proportion was lower than that of interpreting words or sentences. The lack of learning materials was another issue reported by a substantial proportion of students.

These findings were subsequently considered in determining the content and format of the English Pictionary, particularly the inclusion of vocabulary materials that could provide students with an accessible resource for learning English.

2.1.3. Wants

The third aspect focused on the type of learning media preferred by the students. The questionnaire asked, *"What kind of teaching media do you want to learn English easily?"* The available choices included books, audio, video, and a combination of media.



Source: Need analysis questionnaire. Only the explicitly reported percentage is visualized.

Figure 3. Students' Preferred Learning Media

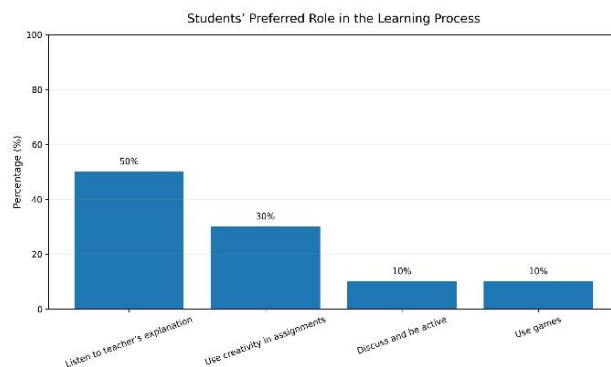
The results indicate that 75% of students preferred books as a medium for learning English. This was the only percentage explicitly reported in the supplied results for this item. The preference for books provided a direct basis for selecting a book-based format for the English Pictionary.

Because the available source material does not provide sufficiently clear percentages for the other response categories, no additional percentages are inferred or presented here. The finding that 75% of students preferred books nevertheless provides clear evidence that a book-based learning resource was compatible with the students' stated preferences.

2.1.4. Students' Role in the Learning Process

The fourth aspect examined how students preferred to participate in the English learning process. The questionnaire asked, *"How do you like the English learning process?"*

The response categories included listening to the teacher's explanation, discussing and being active during the learning process, using games to facilitate understanding, and using creativity in completing assignments.



Source: Need analysis questionnaire.

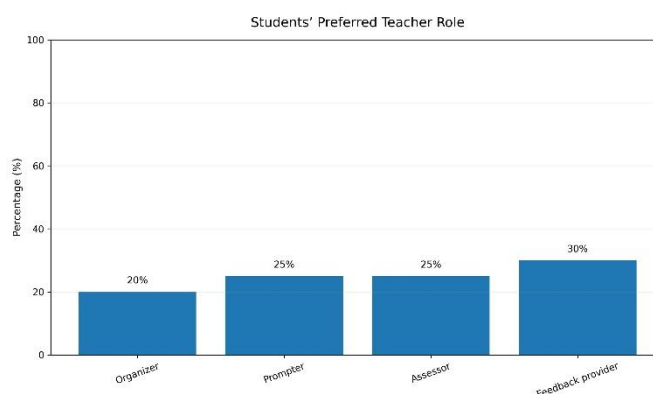
Figure 4. Students' Preferred Role in the Learning Process

As presented in Figure 4, 50% of students preferred listening to the teacher while the teacher explained the material. The second-largest proportion, 30%, preferred using creativity in completing assignments. Meanwhile, 10% preferred discussing and being active during the learning process, and another 10% preferred using games to make English easier to understand.

The results demonstrate that teacher explanation represented the most frequently selected learning preference. However, the responses also show that students expressed preferences for creative, active, and game-based learning activities. Thus, the questionnaire results provided information not only about students' preference for teacher explanation but also about the possibility of incorporating complementary activities into the learning materials.

2.1.5. Teacher's Role

The final aspect of the need analysis examined students' expectations concerning the teacher's role during English learning. The questionnaire included four roles: organizer, prompter, assessor, and feedback provider.



Source: Need analysis questionnaire.

Figure 5. Students' Preferred Teacher Role



The results show that feedback provider was the most frequently selected teacher role, with 30% of the responses. The assessor and prompter roles each accounted for 25%, while the organizer role accounted for 20%.

These results indicate that students expected the teacher to perform several complementary roles during English learning. Although feedback provider received the highest proportion, the relatively close distribution among the four categories suggests that students recognized the importance of different forms of teacher support during the learning process.

2.2. Learning Objectives of the English Pictionary

The findings from the need analysis were used to establish the learning objectives of the English Pictionary. The material was organized into five chapters: Basic Information, About Me, Food, Home Sweet Home, and My School.

Table 1. Learning Objectives of the English Pictionary

Chapter	Topic	Learning Objectives
I	Basic Information	To introduce English as an important second language used globally and improve students' ability to communicate using learned vocabulary.
II	About Me	To enable students to introduce themselves and others, introduce family members, describe daily activities, discuss other people, and share hobbies.
III	Food	To enable students to distinguish fruits, vegetables, culinary items, desserts, and beverages and express preferences concerning these categories.
IV	Home Sweet Home	To enable students to describe different parts of a house and recognize objects, clothing, and accessories found in the house.
V	My School	To enable students to identify and discuss subject schedules and recognize objects found in the classroom environment.

The first chapter, Basic Information, was designed to introduce students to the importance of English and to develop their ability to communicate using basic vocabulary. The second chapter, About Me, focused on vocabulary and expressions related to personal information, family, daily activities, and hobbies.

The third chapter, Food, addressed vocabulary related to fruits, vegetables, culinary items, desserts, and beverages. Students were also expected to express their preferences concerning food and beverages. The fourth chapter, Home Sweet Home, focused on vocabulary related to parts of the house, household objects, clothing, and accessories. Finally, My School addressed vocabulary related to students' school environment, including subject schedules and classroom objects.

The organization of these topics provided a thematic structure for vocabulary learning and connected the vocabulary presented in the material with familiar contexts.



2.3. Blueprint of the English Pictionary

The English Pictionary blueprint was developed based on the learning objectives and the findings of the need analysis. Each chapter incorporated several main elements, including motivational quotations, vocabulary, and exercises.

Table 2. Blueprint of the English Pictionary

Chapter	Main Elements	Purpose
Basic Information	Motivational quote; vocabulary	Encourage students and provide basic English vocabulary.
About Me	Motivational quote; vocabulary	Support vocabulary learning related to personal information and communication.
Food	Motivational quote; vocabulary	Provide vocabulary related to food and encourage English vocabulary learning.
Home Sweet Home	Motivational quote; vocabulary	Provide vocabulary concerning houses, household objects, clothing, and accessories.
My School	Motivational quote; vocabulary; exercises	Provide school-related vocabulary and opportunities for vocabulary practice.

The motivational quotations were included to encourage students to remain engaged in learning English vocabulary. The vocabulary sections provided words related to each chapter's topic and were designed to support students' understanding of the learning content. Exercises were included to provide opportunities for students to practice the vocabulary they had learned.

The material therefore followed a thematic structure in which each chapter addressed a specific context familiar to students. The Basic Information chapter introduced the material, followed by About Me, Food, Home Sweet Home, and My School. The inclusion of motivational quotations and practice activities complemented the vocabulary content.

2.4. Summary of the Results

Overall, the need analysis revealed several patterns that guided the development of the English Pictionary. First, future employment was the most frequently reported reason for learning English (40%), followed by the desire to speak English fluently (30%). Second, interpreting words or sentences represented the most frequently reported learning difficulty (50%), while pronunciation difficulties accounted for 25%. Third, 75% of students preferred books as a learning medium, providing support for the selection of a book-based English Pictionary.

In terms of classroom participation, 50% of students preferred listening to teacher explanations, whereas 30% preferred using creativity in assignments. Regarding the



teacher's role, feedback provider was the most frequently selected option at 30%, followed by assessor and prompter at 25% each.

These findings were subsequently translated into the learning objectives and blueprint of the English Pictionary. The resulting material consisted of five thematic chapters supported by vocabulary content, motivational quotations, and exercises. Thus, the Results establish a direct connection between the students' reported needs and the structure of the developed learning material.

3. DISCUSSION

The findings of this study indicate that the development of the English Pictionary was closely related to the students' perceived needs, difficulties, learning preferences, and expectations concerning English instruction. The need analysis revealed that students viewed English as important for both their immediate learning and future needs, while difficulties in interpreting English words and sentences and pronouncing English words or sentences remained prominent. At the same time, most students expressed a preference for book-based learning materials. These findings provide an important basis for understanding why a structured vocabulary-oriented learning resource can be relevant to the students in this context. Rather than treating the English Pictionary simply as an additional teaching material, the results suggest that its design should respond directly to the learners' existing difficulties and preferred ways of accessing English learning content.

3.1. Students' Needs and the Importance of English Learning

One of the most prominent findings concerns the students' reasons for learning English. The largest proportion of students (40%) identified future job necessity as their primary goal, followed by the desire to speak English fluently (30%). A further 20% reported that they wanted to understand English books more easily, while 10% wanted to increase their English vocabulary. This distribution demonstrates that English was perceived not merely as a school subject but also as a resource for future academic and occupational participation.

The finding concerning future employment is particularly relevant to the design of learning materials. When learners perceive English as connected to future opportunities, learning materials need to provide content that is sufficiently meaningful and accessible to sustain their engagement. In the present study, the English Pictionary was organized around familiar topics such as personal information, food, home, and school. Such thematic organization provides an opportunity to connect vocabulary learning with contexts that students can recognize and use.

The students' goal of speaking English fluently is also important because vocabulary knowledge constitutes one of the resources required for meaningful oral communication. However, vocabulary learning alone does not automatically guarantee fluent speaking. The present findings therefore should not be interpreted as evidence that the English Pictionary itself develops speaking fluency. Rather, the material provides vocabulary input that can potentially support subsequent communicative activities. This distinction is important because the study's need analysis establishes what students require and prefer, rather than directly demonstrating the effectiveness of the material in improving speaking proficiency.

The relationship between vocabulary and communication is also consistent with the broader pronunciation literature collected for this study. Research on L2 pronunciation



emphasizes that effective oral communication involves multiple dimensions, including comprehensibility and the ability to produce language in ways that can be understood by interlocutors. Saito and Plonsky (2019), for example, distinguish between specific pronunciation features and broader measures of pronunciation performance and demonstrate the importance of carefully defining what aspect of oral performance is being addressed. Thus, vocabulary-oriented materials can be viewed as one component of a broader language-learning process rather than as a substitute for pronunciation or speaking instruction.

3.2. Learning Difficulties and the Need for Accessible Vocabulary Support

The second major finding concerns students' reported learning difficulties. Half of the respondents (50%) reported difficulty interpreting words or sentences, making this the most prominent problem identified in the need analysis. Another 25% reported difficulties pronouncing words or sentences. The remaining responses concerned the absence of an English learning book (20%) and lack of interest in learning English (5%).

The prominence of difficulty interpreting words or sentences suggests that students need learning materials that make English vocabulary more accessible. The English Pictionary addresses this need through the presentation of vocabulary according to recognizable thematic categories. Instead of presenting vocabulary as isolated lexical items without contextual organization, the material groups words under topics such as *About Me, Food, Home Sweet Home, and My School*. This organization can make vocabulary easier to locate, recognize, and relate to familiar concepts.

The finding concerning pronunciation is also noteworthy. Although pronunciation was not the most frequently reported difficulty, one-quarter of the students identified it as a problem. This result is consistent with evidence from Indonesian EFL contexts showing persistent difficulties with English pronunciation. Yulianti et al. (2025), for instance, reported pronunciation problems among Indonesian EFL learners, particularly involving several English segmental sounds, including fricatives and vowels. Similarly, studies included in the present reference base have documented difficulties with English fricatives and other segmental features among Indonesian learners.

These findings suggest that vocabulary materials should not completely separate lexical learning from pronunciation awareness. When new vocabulary is introduced, students need opportunities to encounter the written form and, where possible, its pronunciation and subsequent use. Nevertheless, the present study does not provide sufficient data to claim that the English Pictionary directly improves pronunciation. Such a claim would require an appropriate pronunciation assessment and comparison of learners' performance before and after instruction. This methodological distinction is consistent with Saito and Plonsky's (2019) argument that pronunciation outcomes depend substantially on how pronunciation is operationalized and measured.

The finding that 20% of students lacked an English learning book provides another direct justification for developing a printed or book-based resource. This is especially important because the students themselves identified books as their preferred learning medium. Thus, the need analysis establishes a clear correspondence between lack and want: students reported a lack of learning materials, while a substantial majority preferred books as a medium for learning English.



3.3. Preference for Book-Based Learning Materials

The finding that 75% of students preferred books is one of the strongest pieces of evidence supporting the format of the English Pictionary. Although contemporary English language teaching increasingly incorporates digital platforms and multimedia resources, the present participants demonstrated a clear preference for a book-based medium. Therefore, the selection of a Pictionary format was not arbitrary but was grounded in the learners' stated preferences.

This finding also highlights the importance of contextualizing the use of educational technology and instructional media. A technologically sophisticated medium is not necessarily more appropriate simply because it is more contemporary. The effectiveness and relevance of learning materials depend partly on learners' access, familiarity, needs, and preferences. In this study, the book format offers students a tangible resource that can be used during classroom activities and potentially for independent review.

The design of the English Pictionary also extends the conventional function of a vocabulary list. The material combines vocabulary with motivational quotations and exercises, thereby creating a more structured learning resource. Royani (2023), in a study of Indonesian EFL university students, found that learners employed various pronunciation learning strategies, with cognitive strategies being the most frequently reported. Although Royani's participants and focus differ from those in the present study, the finding supports the broader importance of providing learners with structured opportunities to engage actively with language forms.

At the same time, the preference for books should not be interpreted as evidence that students reject interactive or multimedia learning. The questionnaire results only establish that 75% selected books as their preferred medium. Therefore, the discussion should remain within the limits of the available evidence. The present findings support a book-based English Pictionary as an appropriate material for this group, but they do not establish that books are universally superior to audio, video, or digital media.

3.4. Students' and Teachers' Roles in the Learning Process

The findings concerning classroom roles reveal an interesting pattern. Half of the students preferred listening to the teacher's explanation, while 30% preferred using creativity in completing assignments. Only 10% selected discussion and active participation, and another 10% selected game-based learning. This indicates that teacher explanation remained an important component of the students' preferred learning process.

This finding has implications for how the English Pictionary should be positioned in classroom instruction. The material should not necessarily be viewed as replacing teacher explanation. Instead, it can function as a supporting resource through which teachers introduce, explain, reinforce, and review vocabulary. The teacher can provide explanations and pronunciation models while students use the Pictionary to access vocabulary, identify meanings, complete exercises, and practice the target words.

The teacher-role findings reinforce this interpretation. Feedback provider was the most frequently selected role (30%), followed by prompter and assessor (25% each), while organizer accounted for 20%. The relatively close distribution indicates that students expected teachers to perform multiple functions rather than simply deliver information.



The prominence of feedback is particularly relevant to pronunciation. Pronunciation learning requires opportunities for learners to produce language and receive information about their performance. Thomson and Derwing (2015), in their review of L2 pronunciation instruction, emphasized that instructional outcomes can vary according to learner characteristics, instructional focus, duration, input, and assessment procedures. Therefore, the English Pictionary can provide the lexical content, but teacher guidance and feedback remain important when students use the vocabulary orally.

This point is also consistent with the finding that Indonesian EFL learners experience specific pronunciation difficulties. Yulianti et al. (2025) identified segmental pronunciation problems among Indonesian learners and suggested the importance of phonetic attention in instruction. Consequently, when vocabulary from the English Pictionary is practiced orally, teachers can use the material as a basis for drawing attention to pronunciation without claiming that the Pictionary itself constitutes a complete pronunciation-training program.

3.5. Implications for the Design of the English Pictionary

The combination of the need, lack, want, and role findings provides a coherent rationale for the structure of the English Pictionary. First, the students' difficulties with interpreting words and sentences justify the inclusion of clearly organized vocabulary. Second, the reported absence of learning books and the 75% preference for books support the choice of a book-based material. Third, the students' future-oriented goals provide a rationale for selecting practical and familiar vocabulary topics. Finally, the findings concerning teacher and student roles suggest that the material should function alongside teacher guidance rather than independently replacing classroom interaction.

The five thematic chapters reflect this principle. *Basic Information* establishes foundational content, while *About Me*, *Food*, *Home Sweet Home*, and *My School* progressively organize vocabulary around familiar domains. Motivational quotations were included in each chapter to encourage engagement, while exercises provide opportunities to practice the vocabulary presented.

The design also has implications for oral language development. Because 30% of students identified speaking fluency as a learning goal and 25% reported pronunciation difficulties, vocabulary presentation can be followed by teacher-led pronunciation modeling, repetition, sentence production, pair work, or short speaking activities. Such activities would extend the function of the Pictionary from vocabulary recognition toward productive use. However, because these activities were not quantitatively evaluated in the present need analysis, they should be regarded as instructional implications rather than findings of the study.

This distinction is important in relation to the pronunciation literature. Saito and Plonsky (2019) found that pronunciation instruction tends to show stronger effects when instruction targets specific segmental or suprasegmental features and when performance is measured appropriately. Thus, if future research seeks to determine whether the English Pictionary contributes to pronunciation development, the evaluation should include explicit pronunciation outcomes rather than relying solely on students' perceptions of the material.

3.6. Overall Interpretation

Taken together, the findings demonstrate a relatively consistent relationship between what students need, what they lack, what they want, and how they expect



teachers and students to participate in learning. Students identified English as important for future employment and communication, experienced difficulties in interpreting and pronouncing English, reported a lack of learning books, and predominantly preferred books as a learning medium. These conditions provide a strong contextual rationale for developing a vocabulary-focused English Pictionary.

The contribution of the present study therefore lies not simply in producing another vocabulary resource but in demonstrating how a learning material can be structured from learner-derived evidence. The English Pictionary translates the identified needs into thematic vocabulary content, motivational support, and practice activities. Its potential value is consequently situated within a broader instructional system in which vocabulary input, teacher explanation, learner practice, pronunciation support, and feedback work together.

At the same time, the findings should be interpreted with methodological caution. The need analysis establishes students' reported perceptions and preferences; it does not by itself establish the effectiveness of the English Pictionary. In particular, the data do not demonstrate improvements in vocabulary achievement, pronunciation accuracy, speaking fluency, or comprehension. Claims concerning those outcomes would require appropriate pre- and post-intervention measures or another suitable evaluative design. This distinction is especially important given the methodological concerns raised in the pronunciation literature regarding the measurement of specific versus global pronunciation outcomes.

Overall, the discussion suggests that the English Pictionary is contextually justified as a book-based vocabulary learning resource for the participating students. Its design responds directly to the reported learning difficulties and preferences while leaving room for teacher-mediated pronunciation practice, communicative activities, and feedback. The next step in establishing its educational value is therefore empirical evaluation of how students perform after using the material, rather than assuming that alignment with their needs automatically constitutes instructional effectiveness.

4. CONCLUSION

This study examined students' needs, difficulties, learning preferences, and expectations as the basis for developing an English Pictionary as a vocabulary learning resource. The need analysis revealed that students had both immediate and future-oriented reasons for learning English. The largest proportion of students (40%) identified future job necessity as their main goal, followed by speaking English fluently (30%), understanding English books (20%), and increasing English vocabulary knowledge (10%). These findings indicate that English was perceived as relevant to students' future academic and occupational needs as well as their present communication and learning requirements.

The analysis of students' difficulties showed that interpreting English words or sentences was the most frequently reported problem, accounting for 50% of the responses. Pronouncing English words or sentences was reported by 25% of the students, while 20% indicated that they did not have an English learning book and 5% reported a lack of interest in learning English. These findings indicate the need for accessible learning materials that provide students with structured and comprehensible vocabulary input while also creating opportunities for pronunciation and language practice.



The students' preferences further supported the selection of a book-based learning resource. Seventy-five percent of the students preferred books as a medium for learning English. In relation to classroom participation, 50% preferred listening to teacher explanations, while 30% preferred using creativity in completing assignments. Regarding the teacher's role, feedback provider received the highest proportion (30%), followed by prompter and assessor (25% each), and organizer (20%). These findings suggest that the English Pictionary is most appropriately positioned as a supplementary learning resource that works together with teacher explanation, guidance, practice, and feedback.

Based on these findings, the English Pictionary was organized into five thematic chapters: Basic Information, About Me, Food, Home Sweet Home, and My School. Each chapter was designed to provide vocabulary related to a familiar topic and was complemented by motivational quotations. Exercises were also incorporated to provide opportunities for students to practice the vocabulary presented. The structure of the material was therefore derived from the students' reported needs and preferences rather than being determined solely by the developer's assumptions.

The study demonstrates that need analysis can provide an important foundation for designing contextually relevant English learning materials. In particular, the alignment between students' reported lack of learning books and their preference for books provides a clear rationale for the selected format of the English Pictionary. Similarly, the prominence of difficulties in interpreting and pronouncing English words provides a basis for emphasizing accessible vocabulary presentation and opportunities for guided language practice.

However, the findings should be interpreted within the scope of the data collected. The need analysis demonstrates students' perceptions and preferences but does not establish the effectiveness of the English Pictionary in improving vocabulary achievement, pronunciation accuracy, speaking fluency, or comprehension. Therefore, further research is needed to evaluate the material through an appropriate instructional intervention and systematic assessment. Future studies could examine students' vocabulary development before and after using the English Pictionary and could also investigate whether integrating pronunciation practice, speaking activities, and teacher feedback into its use contributes to improved oral language performance.

Overall, the English Pictionary developed in this study represents a contextually grounded, book-based vocabulary learning resource that responds to the identified needs and preferences of the participating students. Its thematic organization, motivational components, vocabulary content, and exercises provide a structured foundation for English learning. Further empirical evaluation is necessary to determine its effectiveness and to establish its broader applicability across different EFL learning contexts.

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