TEACHING ENGLISH VOCABULARY TO THE FIRST YEAR STUDENTS USING CLASSROOM SIMULATION GAME

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ABSTRACT

Arfian, Akhmar 2019. *Teaching English Vocabulary to the First Year Students Using Classroom Simulation Game.* **Thesis S1. English Department, Faculty of Languages and Literature, State University of Makassar. (Under the supervision of A.Muliati M and Ahmad Talib)**

The objective of this research is to find out whether or not the use of classroom simulation game significantly increases the vocabulary mastery of the first-year students of SMP Negeri 6 Labakkang Labscool UNM. The research design used a pre-experimental design with one group pretest and posttest design. The design involved one group that is given a pretest and then exposed to a treatment and post-test. The researcher got the students' score on the post-test was higher than the pre-test, in which the mean score of the post-test was (74.31), while in the pre-test only (49.07). So, the score from hypothesis testing was smaller than 0.05 which was 0.00<0.05. It means the null hypothesis (Ho) was rejected and the alternative hypothesis (H_1) was accepted. Based on the result of analysis, the researcher concluded that teaching English vocabulary using classroom simulation game to the first year students of SMP Negeri 6 Labakkang Labschool UNM significantly increase the students' vocabulary mastery.

Keywords:

Teaching English Vocabulary, Classroom Simulation GameA

Background

Vocabulary consists of words. Words are the tools of communication, learning and thinking. We speak, read and hear with words; we learn and teach through words. We all agree that vocabulary is needed in learning and

iv

teaching, and it is not less important than grammar. Vocabulary as language component plays a very important role to achieve a good mastery on the four language skills. Therefore, the mastery of vocabulary should always be improved.

Moreover, vocabulary is the first step in learning a foreign language expecially in English, because the student can't speak, listen, read and writing well if they dont have enough vocabulary, the meaning and how to use it. In order to communicate well in foreign language, students should acquire an adequate number of words and should know how to use them accurately. So, The students can communicate to others if they have enough vocabulary.

There are several problems faced by students when they learn vocabulary in the classroom. Some researches found that the students faced many difficulties in expressing their ideas and catching the words from someone because of the limited vocabulary. Whereas, someone can communicate his or her ideas, emotion, feelings, and desires through vocabulary mastery. Therefore, the mastery of vocabulary becomes very essential for the students to learn all language skills either as a based that linguistic competence refers to the ability to apply and understand the grammatical, vocabulary, pronunciation, and spelling in the text correctly.

Another problem in mastering vocabulary is that students have difficulty in memorizing English vocabulary. To make the students easy to retain vocabulary items in their long-term memory, the teaching and learning process

should be interesting by creating good atmosphere in the class in order to arouse the students' motivation and interest in English.

Besides, English is not the only lesson students should learn in school, but also there are other subjects. Every school has decided a Minimum Graduation Competency (KKM) for each lesson to achieve for all the stidents. Therefore, the researcher will try a method (Classroom Simulation Game) help the students mastery their vocabulary to get the score.

To overcome this problem the teacher should generate students' interest in learning vocabulary. One way to present a good condition in teaching English in the classroom is by utilizing some kinds of techniques, methods and strategies. A technique that can encourage students to study English, especially in learning vocabulary is by using classroom simulation games. It is really a delightful technique and also appropriate in earlier stage of the language because there are some similarities in learning one's mother tongue and learning a foreign language.

Based on the statement above, the reason why researcher used classroom simulation game because it is a fun learning strategy. students have an opportunity to learn through playing a role in a scaled-down real-life situation in which students assume real world roles as they solve problems and make decisions Chilcott (1996). The student can see and discuss the results of these actions within the parameters of the simulated situation. And also conducted one research to involve students' participation physically in the form of games.

The games can increase motivation of students who have different sexes or different race.

Research Method

The research design used a pre-experimental design with one group pretest and posttest design. The design involved one group that was given a pretest and then exposed to a treatment and post-test. The success of the treatment was determined by comparing the pre-test and post-test scores.

The research design is seen as follows:

The pre-test and post test design

$$O_1 \qquad X \qquad O_2$$
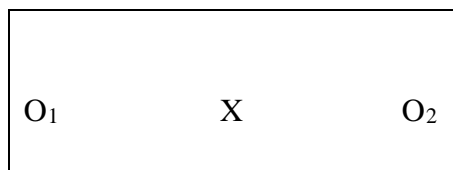
Where:

O_1 : Pretest

X : Treatment

O_2 : Post-test

(Gay, 2006:255)

FINDING AND DISCUSSION

Research Findings

The finding of this research deal with the result of the students' vocabulary improvement in the treatment class. The data were collected through vocabulary test that was intended to know the students' score of the pre-test and the post-test.

This section presents the data related to the research question put forward in the first chapter, *"Does the use of classroom simulation game significantly increase the vocabulary mastery of the second year students of SMP Negeri 6 Labakkang Labscool UNM?.* In order to answer this research question, the researcher employed two kinds of instruments, namely worksheet and Descriptif text.

The researcher conducted the research on 15th April 2019, and then distributed worksheet to the seventh grade students. The seventh students consisted of 19 students and the researcher took VII B as sample.

1. The Findings on the Pre-test and the Post-test

a. Frequency and Rate Percentage of the Pre-test and the Post-test

The students' scores of the pre-test and the post-test were classified into some criteria. They are presented in the table below:

Table 4.1 Frequency and Percentage of the Pre-test and the Post-test Scores

No.	Classification	Range	The pre-test		The post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Very Good	86-100	_	_	3	15.8%

2.	Good	71-85	1	5.3%	9	47.4%
3.	Fair	56-70	5	26.3%	5	26.3%
4.	Very Poor	<41-55	13	68.4%	2	10.5%
	Total		19	100%	19	100%

Table.4.1 shows that before giving treatment, in the pre-test there was no student got a very good score, 1 out of 19 (5.3 %) students got good scores, 5(26.3%) students got fair scores, 13 (68.4%) student got a very poor score.

After the treatment was given there was an improvement of the students' vocabulary scores. The table shows that there were 3 out of 19 (15.8%) students got very good scores, 9 (47.4%) students got good scores, 5 (26.3%) students got fair scores and 2 (10.5%) students got very poor scores. The researcher concluded that after the post-test had been given; the vocabulary score of the students are in good level.

b. Mean and Standard Deviation

The mean scores and standard deviation are presented in the table below:

Table.4.2. Mean Score and Standard Deviation of Students' in the Pre-test and the Post-test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean

Pair 1	Pre Test	49,0789	19	14,12274	3,23998
	Post Test	74,3158	19	11,61920	2,66563

(SPSS 24 Version)

Table.4.2 shows the difference of mean score and standard deviation between the pre-test and the post-test. From the table above, the researcher found that the mean score of the students' the pre-test was 49.07 and the standard deviation of it was 14.122 while in the post-test, the mean score increased to 74.32 and the standard deviation of it was 11.619.

c. Test of Significance

Table 4.3 Test of Significance

Variable	Probability value	Level of significance (a)
The Posttest-The Pretest	0.00	0.05

Table.4.3 describes that the probability value (0.00) was smaller than level of significance (0.05). So, it can be interpreted that there is a significant difference between the students' vocabulary mastery in the pre-test and the post-test.

Table 4.3 above shows the result of the T- test of the students' score of the pre-test and the post-test. We can see that the probability value (0,00) was smaller than the level of significance (0,05). Therefore, it can be interpreted that there is a

significant difference between the students' scores of the pre-test and the post-test. So, it can be concluded that null hypothesis (Ho) was rejected.

Based on the data above, the alternative hypothesis of this research (H₁) is accepted. It indicates that there is an improvement in the students' vocabulary by using classroom simulation game.

2. The Students' Vocabulary Mastery in Terms of Meaning, Spelling, Word Class, Pronunciation, and Usage of Words.

The use of classroom simulation game significantly increase the vocabulary mastery of the second year students of SMP Negeri 6 Labakkang Labscool UNM. It was proved by (1) the frequency and percentage of students' score in the pre-test and the post-test; (2) mean score and standard deviation of students' scores in the pre-test and the post-test, and (3) significant differences of the students' scores in the pre-test and the post-test. The results of the data analysis were describes in the following table:

a. Meaning

1) Frequency and Rate Percentage of the Pre-test and the Post-test

The result of the students' vocabulary score in the pre-test and the post-test can be seen as a follows:

Table 4.4 Frequency and Percentage of the Pre-test and the Post-test Scores in Term of Meaning

No.	Classificatio	Range	The pre-test	The post-test

	n		Frequency	Percentage	Frequency	Percentage
1.	Very Good	86-100	7	36.8%	10	52.6%
2.	Good	71-85	7	36.8%	6	31.6%
3.	Fair	56-70	1	5.4%	2	10.5%
4.	Very Poor	<41-55	4	21.1%	1	5.3%
Total			19	100%	19	100%

Table 4.4 above shows the frequency and percentage of the students' score obtained forms a vocabulary score in the pre-test and the post-test. In the pre-test, 7 out of 19 (36,8%) students got very good scores, 7 (36,8%) students got good scores, 1 (5,3%) students got fair scores, and 4 (21.1%) students got very poor scores.

In the post-test, there were 10 out of 19 (42.6%) students got very good scores, 6 (31,6%) students got good scores, 2 (10,5%) students got fair scores, and 1 (5,3%) students got a very poor score. It can be concluded that the students did the improvement in the post-test.

2) Mean Score and Standard Deviation

Mean score and standard deviation are presented in the table below:

Table 4.5 Mean Score and Standard Deviation

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	78,4211	19	22,42597	5,14487
	Post Test	86,8421	19	16,34783	3,75045

Table 4.5 shows the mean score and standard deviation of the students' vocabulary through classroom simulation game Strategy obtained from the pre-test and the post-test. It could be seen that the mean score of the students' the pre-test was 78.42 while the mean score of the student the post- test was 86.84. It indicated that the mean score of the students' the post-test was higher than the students' the pre-test. In the table above, it could be seen that the standard deviation of the students' increased from 22.425 to 16.347

3) Test of Significance

Table 4.6 Test of Significance

Variable	Probability Value	Level of Significance (ά)
The posttest-The pre-test	0.04	0.05

Table 4.6 describes that the probability Value (0,04) was smaller than the level of significance (0,05). So, it can be interpreted that there is a significant difference between the students' vocabulary mastery in the pre-test and the post-test in terms of meaning.

b. Spelling

1) Frequency and Rate Percentage of the Pre-test and the Post-test

The result of the students' vocabulary score in the pre-test and the post-test can be seen as follows:

Table 4.7 Frequency and Percentage of the Pre-test and the Post-test Scores in Term of Spelling

No.	Classification	Range	The pre-test		The post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Very Good	86-100	_	_	3	15.8%

2.	Good	71-85	1	5.3%	4	21.1%
3.	Fair	56-70	2	10.5%	10	52.6%
4.	Very Poor	<41-55	16	84.2%	2	10.5%
Total			19	100%	19	100%

Table 4.7 above shows the frequency and percentage of the students' score obtained from vocabulary test in the pre-test and the post-test. In the pre-test, no student got a very good score, 1 out of 19 (5.3%) students got a good score, 2 (10.5%) students got fair scores, and 16 (84.2%) students got very poor scores.

In the post-test, there were 3 out of 19 (15.8%) students got very good scores, 4 (21.1%) students got good scores, 10 (52.6%) students got fair scores, and 2 (10.5%) students got a very poor score. It can be concluded that the students did the improvement in the post-test.

2) Mean Score and Standard Deviation

The mean score and standard deviation are presented in the table below:

Table 4.8 Mean Score and Standard Deviation

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	43,1579	19	14,54977	3,33795
	Post Test	72,6316	19	12,40166	2,84514

Table 4.8 shows the differences between mean score and standard deviation of the students' vocabulary through classroom simulation game Strategy obtained from the pre-test and the post-test. It could be seen that the mean score of the students' the pre-test was 43.15 while the mean score of the students' the post- test was 72.63. It indicated that the mean score of the students' the post-test was higher than the students' the pre-test. In the table 4.9 above, it could be seen that the standard deviation of the students' increased from 14.549 to 12.401

3) Test of Significance

Table 4.9 Test of Significance

Variable	Probability Value	Level of Significance (ǻ)
The post-test and the pre-test	0.00	0.05

Table 4.9 describes that the probability value (0, 00) was smaller than the level of significance (0,05). So, it can be interpreted that there is a significant difference between the students' vocabulary mastery in the pre-test and the post-test in terms of spelling.

c. Word Class

1) Frequency and Rate Percentage of the Pre-test and the Post-test

The result of the students' vocabulary score in the pre-test and the post-test can be seen as follows:

Table 4.10 Frequency and Percentage of the Pre-test and the Post-test Scores in Term of Word Class

No	Classification	Range	The pre-test		The post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Very Good	86-100	_	_	4	21.1%
2.	Good	71-85	2	10.5%	5	26.3%
3.	Fair	56-70	_	_	8	42.1%
4.	Very Poor	<41-55	17	89.5%	2	10.5%
	Total		19	100%	19	100%

Table 4.10 shows the frequency and percentage of the students' score obtained from vocabulary test in the pre-test and the post-test. In the pre-test, no student got a very good, 2 out of 19 (10.5%) students got good scores, no students got fair, and 17 (89.5%) students got very poor scores.

In the post-test, there were 4 out of 19 (21.1%) students got very good scores, 5 (26.3%) students got good scores, 8 (42.1%) students got fair scores, and 2 (10.5%) students got a very poor score. It can be concluded that the students did the improvement in the post-test.

2) Mean Score and Standard Deviation

The mean score and standard deviation are presented in the table below:

Table 4.11 Mean Score and Standard Deviation

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	35,2632	19	17,75400	4,07305
	Post Test	72,6316	19	14,07997	3,23017

le 4.11 shows the differences between mean score and standard deviation of the students' vocabulary through classroom simulation game Strategy obtained from the pre-test and the post-test. It could be seen that the mean score of the students' the pre-test was 35.26, while the mean score of the students' post- test was 72.63. It indicated that the mean score of the students' the post-test was higher than the students' the pre-test. In the *table 4.11* above, it could be seen that the standard deviation of the students' increased from 17.754 to 14.079.

3) Test of Significance

Table 4.12 Test of Significance

Variable	Probability Value	Level of Significance (ά)
The posttest-the pretest	0.00	0.05

Table 4.12 describes that the probability value (0,00) was smaller than the level of significance (0,05). So, it can be interpreted that there is a significant difference between the students' vocabulary mastery in the pre-test and the post-test in terms of classifying the words.

d. Pronouncing and Usage of words

1) Frequency and Rate Percentage of the Pre-test and the Post-test

The result of the students' vocabulary score in the pre-test and the post-test can be seen as follows:

Table 4.13 Frequency and Percentage of the Pre-test and the Post-test Scores in Term of Pronouncing and Usage of words

No.	Classification	Range	The pre-test		The post-test	
			Frequency	Percentage	Frequency	Percentage
1.	Very Good	86-100	1	5.3%	_	_
2.	Good	71-85	1	5.3%	3	15.8%
3.	Fair	56-70	3	15.8%	11	57.9%
4.	Very Poor	<41-55	14	73.6%	5	26.3%
Total			19	100%	19	100%

Table 4.13 shows the frequency and percentage of the students' score obtained from vocabulary test in the pre-test and the post-test. In the pre-test, 1 out of 19 (5.3%) students got a very good, 1 (5.3%) students got a good score, 3 (15.8%) students got a fair score and 14 (73.6%) students got very poor scores.

In the post-test, there were no students got a very good score, 3 out of 19 (15.8%) student got a good score, 11 (57.9%) students got fair scores, and 5

(26.3%) students got very poor scores. It can be concluded that the students did the enhancement in the post-test.

2) Mean Score and Standard Deviation

The mean score and standard deviation are presented in the table below:

Table 4.14 Mean Score and Standard Deviation

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	40,0000	19	22,60777	5,18658
	Post Test	64,7368	19	10,73334	2,46240

Table 4.14 shows the differences between mean score and standard deviation of the students' vocabulary through Vocabulary Self-collection Strategy obtained from the pre-test and the post-test. It could be seen that the mean score of the students' the pre-test was 40.00 while the mean score of the student the post- test was 64.73. It indicated that the mean score of the students' the post-test was higher than the students' the pre-test. In the table 4.14 above, it could be seen that the standard deviation of the students' increased from 22.607 to 10.733.

3) Test of Significance

Table 4.15 Test of Significance

Variable	Probability Value	Level of Significance (ά)
The posttest-the pretest	0.00	0.05

Table 4.15 describes that the probability value (0,00) was smaller than the level of significance (0,05). So, it can be interpreted that there is a significant difference between the students' vocabulary mastery in the pre-test and the post-test in terms of pronounce the words and making a sentence.

A. Discussion

This section deals with the interpretation of the research, which were collected through descriptif text and worksheet. According to previous related research findings which use classroom simulation game Strategy as reference for the researcher, those researches showed that students have been high motivation does not always have influence to students' vocabulary mastery. In this research the researcher wants to find out whether the use of classroom simulation game Strategy improve students' vocabulary mastery in junior high school.

In the first meeting, the researcher gave a pre test. The test took 60 minutes. After calculating the students' scores, the researcher found that the result was categorized into very good, good, average, and poor score

(see table 4.1). None of the students got very good score and many students got poor score for the test.

Based on the result of pretest, the researcher gave the treatment for five times. The first meeting, the researcher explained about classroom simulation game and the material that wiil be learned. Then, the researcher showed the example of the descriptif text about people (My Grandma). From the descriptive text, the reseacher simulated the classroom simulation game itself. For the second until fifth treatment the researcher did the same actifity but with the different descriptif text.

From the result of data analysis above, it can be interpreted that there is a significant difference between the pre-test (O1) and the post-test (O2). From the hypothesis testing with SPSS 24 version above, the researcher got the result from the pre-test and the post-test that the students' the post-test had higher score than the pre-test, in which the mean score of the post-test was (74.31), while in the pre-test only (49.07). So, the score from hypothesis testing was smaller than 0.05 which was 0.00<0.05. It means the null hypothesis (Ho) was rejected and the alternative hypothesis (H_1) of this research is accepted because classroom simulation game Strategy improves students' vocabulary. It can be seen in table 3.1.

On the previous chapter, the researcher classified the students' vocabulary mastery in several terms, they are: Meaning, Spelling, Word Class, Pronunciation, and Usage of Words. Based on the analysis, the

students' vocabulary masteri in terms of meaning was very high than the other terms, the percentage of students' pretest score: 7 out of 19 (36,8%) students got very good scores, 7 (36,8%) students got good scores, 1 (5,3%) students got fair scores, and 4 (21.1%) students got very poor scores. In the post-test, there were 10 out of 19 (42.6%) students got very good scores, 6 (31,6%) students got good scores, 2 (10,5%) students got fair scores, and 1 (5,3%) students got a very poor score. It can be concluded that the students' vocabulary mastery in terms of meaning was very good. Also all of the terms had a significant difference between the pre-test and the pos-test score, the students' score was improved after giving the treatment.

Therefore, the researcher concludes that the classroom simulation game increased the vocabulary mastery of the students because it can reduce monotonous situation, make students enjoy and enthusiastic the learning. As Nasrah. S. (2010) on his research conclude that teaching English vocabulary mastery using classroom simulation game to the second year students of SMP Negeri 16 Makassar in academic year 2009/2010 was significant different between the students taught using classroom simulation game and those using verbal explanation. Chartier (1973) stated that simulation games or well known as classroom simulation game become an effective method to increase the students experience in the classroom. According to Chilcott (1996), The simulation, designed to replicate a real-life situation as closely as desired,

has students assume roles as they analyze data, make decisions and solve the problems inherent in the situation, This method does not use a monotonous activity. fun for students, involves friendly competition and keeps students interested, serves students to know, pronunce, and spelling the words, and the students are more active than teacher.

CLOSING

The use of classroom simulation game can increase the students' vocabulary mastery. Based on the data analysis and discussion, there was a significant difference between pre-test and post-test. According to the data analysis on the previous chapter, the researcher concludes that alternative hypothesis is accepted and null hypothesis is rejected. It means that there is significant difference between the students' score in the pre-test and the post-test after the treatment had been given.. It can be concluded that the use of classroom simulation game increase the English vocabulary mastery to the first year students of SMP Negeri 2 Labakkang Labschool UNM. In other words, the classroom simulation game is an effective way in teaching students' English vocabulary mastery.

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