

THE EFFECTIVENESS OF SPELLING BEE GAME IN TEACHING VOCABULARY MASTERY FOR STUDENTS OF TEACHER EDUCATION STUDY PROGRAM (PGSD) UNIVERSITAS AUDI INDONESIA IN ACADEMIC YEAR 2020/2021

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ABSTRACT

The Effectiveness of Using Spelling be Game in Teaching Vocabulary Mastery for students's Teacher education study program (PGSD) Universitas Audi Indonesia in the Academic Year 2020/2021. In this script the researcher used observes 64 students' of seventh grade of SMP Dwi Tunggal Tanjung Morawa as the sample. The researcher used pre-test and post-test to find out wheter using game (spelling bee game) is effective or not to improve students' vocabulary mastery students's of teacher education study program Universitas Audi Indonesia in the academic year 2020/2021. The students often get difficulties in memorizing the words. The difficulties are on spelling, remembering, and the meaning. This research conduted by using quantitative and qualitative research in processing the data and getting the result. The researcher uses test as the instrument (post-test and post-test). The data from pre-test and post-test were analyzed. The result shows that the mean score of the post-test experimental group is higher than the mean score of post-test control group (81.3>76.9). It can be concluded that "spelling be game is effective in teaching vocabulary at teacher education study program (PGSD) Universitas Audi Indonesia in academic year 2020/2021. By using the game, teaching and learning process is more interesting.

Key word: *vocabulary, vocabulary mastery, spelling bee game*

INTRODUCTION

Background of the study

Vocabulary is the part of every language in the world. In English language, Vocabulary knowledge is often vieresearcherd as a tool for second language learners because a limited vocabulary in a second language impedes successful communication.

There are four skills in English language : Speaking, Listening, Writing, and Reading. These four skills are often divided into two types, productive skills and receptive skills. Productive skills is a term for speaking and writing. Receptive skills is a term used for reading and listening, skills where meaning is extracted from discourse.

Richards (2001) in his book says that Vocabulary is a core component of language proficiency and provides much of the basis for how researcher learn speak, listen, read, and write. He added:

"Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them

such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television.

Mastering vocabulary means that researcher know all the words in the language which researcher use. Rivers in David Nunan (1991) have argued that the acquisition of an adequate vocabulary is essential for the successful the language learner, without an extensive vocabulary they will be unable to use the language communicatively.

Based on the fact above, it is the teachers' duty to find another way to teaching English. Teachers objective beside to deliver the material, is to make teaching English, especially teaching vocabulary, in class is more interesting and effective to help students learning it. But, it is not easy to make English teaching effective and interesting, because it is very depend on the technique that teachers' uses in class. Memorizing technique or maybe speech technique is not effective anymore in teaching vocabulary, because it cannot stimulate the student to build up or increase their vocabulary dictionary.

Therefore, it is very important to solve the problem when teachers teaching English especially teaching vocabulary. That's why the researcher wants use game as a medium for teaching English, especially vocabulary in the class.

From the reason above, the researcher used game as a media to increase students' vocabulary in learning English and to make class enjoyable place to learn English. Therefore, the researcher conducted a study on the title "The Effectiveness of Game in Teaching Vocabulary Mastery for seventh Grade Students' at SMP Dwi Tunggal Tanjung Morawa in Academic Year 2020/2021".

Problem of Study

Based on the background of the study, the researcher formulated the research question :

1. Is spelling bee game effective in teaching vocabulary Mastery for for students's Teacher education study program (PGSD) Universitas Audi Indonesia Acadedmic Year 2020/2021?
2. How is result spelling bee game as a media in teaching vocabulary mastery for for students's Teacher education study program (PGSD) Universitas Audi Indonesia Acadedmic Year 2020/2021?

REVIEW OF RELATE LITERATURE

Vocabulary

Bauer (2001) says in his books that vocabulary is about words with origin, alteration, and relationship to other words that people used in language in the world. In other worlds, vocabulary is a collection of the words that used by person to express something. Jack C. Richards and Willy A Renandya (2001) stated that vocabulary is a core component of language proficiency and provides much of the basis for how researcherll learners speak, listen, and write.

According to Sahar (2013) in his journal, that young learners need to pay attention to some elements of the English language, such as pronunciation, spelling, structure, and vocabulary. To master English skills, students must know the vocabulary of the language, i.e. a list of words with their meaning because it

supports their skills' improvement¹. Beside that, a lot of people, including teachers still busy to teach grammar in class. They still focus on how students can make simple sentences using present tense, past, or continuous tense, without thinking the other aspect that student need more. That is vocabulary.

According to Dellar H and Hocking, D in Thornburry (2006) says that if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. From Dellar and Hocking statement, researcher can underline that vocabulary is the most important part in learning English. Because, from vocabulary many people get lot words to express their feelings to other persons directly.

Types of Vocabulary

Gairns and Redman (2000) define vocabulary into two parts, receptive and productive vocabulary.

1. Receptive vocabulary is the language items which can be recognized and comprehended in the context of reading and listening material.
2. Productive vocabulary is language items which the learner can recall using appropriately in speech and writing.

The other important aspect in vocabulary is the meaning of the words. It means that one word have relationship with the others. Penny categorized the meaning of the words such as follow :

1. Synonyms : the word that nearly same with another words.
 - i. e.g : *beautiful = pretty.*
2. Antonym : the word that mean the opposite
 - i. e.g: *Rich X Poor*
3. Hyponyms : the word that has specific examples with another item.
 - i. e.g: *rose, lily, and jasmine* are hyponym of *floresearcherrs*
4. Cohyponyms: the words that the same kind with other things

- i. e.g: *red, yellow, blue*
5. Superordinate: the idea that cover the specific item.
 - i. e.g: *plant* is subordinate of *rose, lily, and jasmine*
6. Translation: the words of learners' mother tongue that have meaning to other words that be taught.

It can be concluded that even the classification from some experts are different in the part of the vocabulary, but same in the point because they classify it based on a different aspect.

Vocabulary Mastery

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. It is supported by Thornbury (1999) he states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed. It can be concluded that vocabulary has big contribution for supporting the success of learning English and it is crucial component because it provides learners how well they speak, listen, read, and write.

Vocabulary should be mastered in language learning especially in teaching and learning English as a foreign language, vocabulary can be presenting or explaining in all kind of activities. According to Kridalaksana vocabulary represents: (1) language component claiming all information about the meaning and word usage (2) vocabulary mastery of the speaker or writer of a language. Vocabulary mastery becomes one of the requirements for people to speak or write a language.

From some definitions above, the researcher concludes that vocabulary mastery is the students ability to use words of language that they have learned in certain situation which they have experienced in their lives, it becomes one of the requirements for them to understand vocabulary well.

Game

Games help the teacher to create contexts in which the language is useful and meaningful. Even though games are often associated with fun, we should not lose sight of their pedagogical value, particularly in foreign language teaching and learning. Games are

effective as they create motivation, lower students' stress, and give language learners the opportunity for real communication.

According to J. Haldfield (1996), "a game is an activity with rules, a goal and an element of fun.... Games should be regarded as an integral part of the language syllabus". This definition highly evaluates the importance of games in teaching. It shows that games serve not only as an „amusing activity“, but also as a technique to carry out many pedagogical tasks. Games can be the alternative activity for learning vocabulary.

Based on Oxford Advanced Learner's Dictionary, a game is an activity which involves people or teams compete against each other. Wright, Betteridge, and Buckby (2006) defined game as "an activity which is entertaining and engaging often challenging and an activity in which the learners play and usually interact with others." Wright, Betteridge, and Buckby (2006) also stated some reason why games are used in teaching-learning process.

First, language learning is a hard work. In language learning, learners have to understand the foreign language that is being learned and they have to do some efforts to use the language in conversation or in written composition, so they get new understandings about the language. In this case, games help and encourage many learners to sustain their interest and work.. Students must speak or write to express their thought or give information. Games help student to experience language rather than study it merely. In this case the kind of game that used to improve student's vocabulary is spelling be game.

Spelling Bee Game

Spelling Bee is a competition in which contestants are asked to spell a broad selection of words, usually with varying degree of difficulty (Floyd, 2014). The concept of Spelling Bee is thought to have originated in the United States, and Spelling Bee events, along with variants, are now also held in some other countries around the world.

Rahayu (2009), as the previous researcher who conducted the research on Spelling Bee game, found that Spelling Bee game was a complete package that can train students' spelling and vocabulary.

According to Merriam Webster (2011), the purpose of Spelling Bee game is to help the students improve their spelling, increase their vocabulary, learn concepts, and develop correct English usage. Spelling Bee game is one of alternative techniques that can be applied to the students. This is one of the cooperative learning techniques that can be applied in the classroom. In order to overcome the difficulties with the spelling of the students' written works, it is necessary to improve the students' spelling ability as well as their vocabulary mastery.

Spelling Bee method for learning English is very good for our precision and accuracy in identifying word - a word of English. Which English language writing and pronunciation is very different. This is confusing not only for learners of English as a foreign language, but also the case for a native English speaker.

The Use of Spelling Bee Game in The Classroom

Uranga (2003) states that spelling is a very important part of education. It is often part of class work and homework as a subject. Organizing Spelling Bee in the classroom is a fun way to get the children to brush up on their spelling skills and get everyone involved in the fun learning.

The game can then be demonstrated in front of the class so that everyone understands how to play. Furthermore, establish rules for playing the game and let the students realize the rules.

The researcher tried to provide a simple fun game to help students ready for a Spelling Bee. The only supplies we will need are the chalkboard and chalk (or whiteboard and marker) we can play this game anytime throughout the year, with any list of spelling words. There are some procedures of Spelling Bee game:

1. Students are divided into two groups named group A and group B
2. Next, give the students collection of words on paper by any themes, for example "Kinds of Animal", distribute it for each students and gave them time to understand and remember the words. In order to make sure if the students will not do misspelling of the words, the teacher or instructor spell the words first and followed together by the students.

3. After ensuring that students are ready to play the game, the students are asked to stand up and make a line like "queue". The game is begun from group A to group B, one student who stand in front of the line will get first turn to spell the word which is given by the tester, if she/he can spell the word correctly the group will get 100 scores and 0 for incorrect spelling. This way is followed by the next group and each students who had done the spelling turned to the back line.
4. At the end of playing game, the team with the most points is the winner.

Concept of Teaching Vocabulary

Teaching vocabulary plays important role in acquisition foreign language. For this reason, teacher should pay more attention to the teaching and learning English vocabulary to children as the learners. The teacher has a responsibility to make students successful. The teacher must be able to know what kinds of techniques in teaching vocabulary. English teacher cannot only give the students a list of the word but related them to the context of words in motivating the students. The teacher is a guide who help the students in discovering the meaning of word.

In teaching vocabulary in the class need some implication. Here is the implication of these finding for the teaching:

1. Learners need tasks and strategies to help them organize their mental lexicon by building networks of association-the more the better. Teachers need to accept that the learning of new words involves a period of "initial fuzziness".
2. Learners need to wean themselves of a reliance in direct translation from their mother tongue.
3. Words need to be presented in their typical contexts so that, learners can get a feel for their meaning, their register, their collocation, and their syntactic environments.
4. Teaching should direct attention to the sound of new words, particularly the way they are stressed.
5. Learners should aim to build a threshold vocabulary as quickly as possible.
6. Learners need to be actively involved in the learning words.

7. Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
8. Learners need to make multiple decisions about words.
9. Memory of new words can be reinforced if they are used to express personally relevant meanings.

From the explanation above, the researcher concludes that teaching vocabulary is essential especially for understanding English in the class. It is an activity which transferring knowledge from the teacher to the students or to give somebody knowledge by using some creative ways in transferring the knowledge and the process of the students to acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. In addition, according to Thornbury there are some techniques that can be used in teaching vocabulary, they are:

1. Learner training
2. Mnemonics (keyword technique)
3. Words card (game)
4. Guessing from the text
5. Using dictionaries (thesaurus)
6. Spelling rules
7. Keeping records
8. Motivation

As the result, it shows that there are many techniques that can be used in teaching vocabulary. Experts point out that teaching spelling systematically dispels the myth that spelling is unpredictable and confusing. That English is too chaotic to make sense is a myth. Sure, spelling is not simple, but when people understand its structure, it can be decoded. It can be concluded that the spelling rules are important.

Teaching Vocabulary Using Spelling Bee Game

Halliwell (1991) argued that due to the creative language skill young learners bring into the classroom, teachers have to provide them with a communicative atmosphere where they could express themselves. Also, because the language used in any activity is unpredictable, teachers have to encourage them to actively construct language for themselves. That is why game are important and useful. Not only they are fun, but also they

create the desire to communicate and create predictability.

Using game when teaching vocabulary to young learners require trained teachers who involve children in playing and mastered the linguistic part of the language. Rixon (1981) stated that understanding game will help teachers in finding and creating game that make their students learn while they play.

RESEARCH METHODOLOGY

Research design

This research was applied quantitative and qualitative research. Quantitative research is an approach to the empirical study to gather, analyze, and display data in numerical form rather than narrative Robert Donmoyer in Given, (2008: 713).. A Quantitative approach is a means for testing objective theories by examining the relationships among variables. These variables, can be measured, typically with instruments,

The process of this research includes pre-test, experimental treatment, and post-test. The researcher was taught the students in the experimental class by using Game strategy. For the control class, the researcher was taught by spelling be game as media in teaching vocabulary. Pre-test is given before the treatment to measure their vocabulary understanding. For the post-test was gave after researcher gave a treatment to the experimental class. The result of pre-test from both classes were compared to the result of post-test.

Table 1 Design of the research

Group	Pre-Test	Treatment	Post-Test
Experiment (E)	O ₁	X	O ₂
Control (C)	O ₃	-	O ₄

E = Experimental Group

C = Control Group

O₁ = Pre-test Experimental Group

O₃ = Pre-test Control Group

O₂ = Post-test Experimental Group

O₄ = Post-test Control Group

Population and sample

Population is the whole subject. The population or universe is the sum total of the units or individuals whose characteristics are to be examined. If someone wants to examine all elements that exist within the researcher are, the research also called population studies.

According to Ary, at all (1997 : 129) "Introduction to research in Education", Population is defined as all members of any well-defined class of people, events, or objects.

The population of this research was took from the seventh grade for students's Teacher education study program (PGSD) Universitas Audi Indonesia, the population of students consists of 32 students.

Sugiyono (2013:118) defined sample as a part of number or characteristic had by the population. Further, Bobbie Latham (2007:9) states in his journal, purposive sampling is selecting a sample "on the basis of your own knowledge of the population, its elements, and the nature of your research aims". That is the population non randomly selected based on a particular characteristic.

Considering those theories, the researcher was determined students as the sample. As the reason, the class consist of students who more competence in English. The sample divided into two groups' namely experimental group and control group.

Procedure of Data Collection

Arikunto said that test is a number of statement or question were used to measure skill, knowledge, intelligence or talent belonged to individual and group. Based on the definition above, in collecting data, the researcher was used the following techniques: such as interviews, observations, tests, questionnaires, and documentation. The instruments used in this research study was in the forms of interview guidelines, observation sheets and checklists, speaking rubrics, and questionnaires. The researcher also was took photo document.

- Interview
- Observation
- Test

Based on the definition above in collecting data, the researcher was used the following techniques:

1. **Trying out the instrument.** The researcher was gave try out the instrument to for students's Teacher education study program (PGSD) Universitas Audi Indonesia. Try out to the students in order to find out whether test items good or not in validity and reliability.
2. **The final test of the instrument.** In this phase, the researcher was dropped the

instruments that not significance based on the result of the tryout.

3. **Conducting Pre-test.** It was used to know the students' vocabulary mastery before treatments. The researcher was used the type of the test, multiple choice questions.
4. **Conducting the treatments.** The treatment did in 3 meetings. in the experimental class taught by game
5. **Conducting post-test.** It was used to know the students' vocabulary mastery after they are taught by using game and to know whether there is significant influence of using game to improve students' vocabulary mastery or not.

Variable of the Research

There are two variables in this study: an independent and a dependent variable. Hatch and Farhady (2001) define an independent variable as the major variable which is selected and measured by the researcher.

Instrument of the Research

Brown (2003:3), test is method of measuring of person ability knowledge or performance in a given domain. Test is any series of question or exercise or other to measure the skill, knowledge, intelligence, capacity or attitude of an individual. In this research, the researcher uses pre-test and post-test to getting the data.

In this research, the researcher used pre-test and post-test in getting the data. Pre-test which is given before the treatment, and post-test is given test writing after treatment. The test was in the forms of multiple choice 30 items. After getting the data, the reseracher can evaluate the assessments that are given to the students. The researcher accumulated the result of pretest and post-test. From this, the researcher abserved whether spelling bee game is appropriate or not as technique to develop the students' vocabulary mastery and by calculating the score from both tests the writer can know how far the effectiveness of spelling bee game.

Technique of Analyzing the Data

Descriptive analysis

The descriptive analysis is used to describe the variable of this research. The descriptive analysis includes the measurement

of central tendency (mean, median, and mode), and the measurement of group variance (range, variance, and standard deviation). The researcher discusses the variable under study based on the mean and standard deviation. In addition, mean, mode, median, standard deviation, the highest, and lowest scores are also used to analyze the data. The discussion of mean and standard deviation will be explained as follows:

a. Central Tendency

1. Mean

Sugiyono (2012:49) states that mean is the average score obtained by the subject of the study. Actually, there is a difference between mean in central tendency and mean in group data. The researcher uses the following formula to determine the mean:

$$M = \frac{\sum xi}{N}$$

In which:

M : Mean (average)

$\sum xi$: Total of scores observed

N : Population (Sugiyono, 2012:49)

2. Median

Median is got by organizing the data beginning from the lowest score to the highest score in a group of data and then to find the score in the middle of data.

3. Mode

The researcher uses the formula of mode to find the group data. The formula is written as follows:

$$Mo = b + p \left(\frac{bi}{b1 + b2} \right)$$

In which:

Mo : Mode

B : Low limit in mode

P : Interval

b1 : Frequency above the interval of mode

b : Frequency under the interval of mode.

(Sugiyono, 2012:52)

b. Dispersion

1. Range

Range is a way to talk about the spread of distribution of scores. The range formula is as follows:

$$R = X_t - X_r$$

In which :

R : Range

Xt : The highest data on the group

Xr : The lowest data on the group

2. Variance

The formula is as follows:

$$S^2 = \frac{\sum (x - \bar{x})^2}{N - 1}$$

In which:

S² : Sample variance

N : Number of variance

(Sugiyono, 2012:57)

3. Standard Deviation

The standard deviation is the way of showing spread of the score. In other words, it shows how all scores than the range, which simply describe the gap between the highest and the lowest scores and ignore the information provided by all the remaining scores (Sugiyono, 2012:56-57). The formula to calculate Standard Deviation is as follows:

$$SD = \frac{\sum (x - \bar{x})^2}{N - 1}$$

In which:

SD : The square of deviation standard

$\sum (x - \bar{x})^2$: The square of each score subtracted by mean

N : Number of variance

(Sugiyono, 2012:56-57)

Hypothesis Testing

The hypothesis testing was used to see that the hypothesis in this research is accepted or not and were analyzed students' vocabulary mastery by using game. The hypothesis was analyzed at the significant level of 0.05 in which the hypothesis is approved if significant two tail (p) < α and the probability of error in the hypothesis is 5%.

The hypothesis are:

Ha : There is any significant improve of students' vocabulary mastery of after being teach by using game.

Ho : There is no significant improve of students' vocabulary mastery of after being teach by using game.

The criteria for accepting the hypothesis are as follows:

1. If the t-ratio is lower than t-table: Ho is accepted if there is no difference of the students' vocabulary mastery after being teach by using game.

2. If the t-ratio is higher than t-table: Ha is accepted if there is any difference of the

students' vocabulary mastery after being taught by using game.

DISCUSSION AND RESULT

Discussion and Result of the Research

In this section, the researcher is going to describe the interpretation of research result about descriptive analysis. The following are the details.

1. The Vocabulary Mastery of Experiment Group

The highest score of the students of experimental group of the teacher education study program (PGSD) Universitas Audi Indonesia in academic 2020/2021 is 95 and the lowest one is 65. The mean of experimental group is 81.3 and the standard deviation of it is 12.323. It means that the students of experimental group of teacher education study program (PGSD) Universitas Audi Indonesia have a good result on their vocabulary mastery.

2. The Vocabulary Mastery of Control Group

The highest score of the students of control group of the teacher education study program (PGSD) Universitas Audi Indonesia is the highest is 90 and the lowest is 60. The mean of control group is 76.9 and the standard deviation of it is 9.801. It means that the students of control group of teacher education study program (PGSD) Universitas Audi Indonesia have a sufficient result on their vocabulary mastery.

3. The Effectiveness of Spelling bee game

In this research, the researcher used Spelling bee game to teach vocabulary mastery in experimental group. Based on the mean score of both groups, the mean score experimental group after the researcher gave the treatments by Spelling bee game is 81.3, and the mean score of experimental group before gave treatment is 66.1. Meanwhile, the mean score of control group after the researcher gave the treatment without using Spelling bee game is 76.9 and the mean score of control group before gave treatment is 66.7. Therefore, the researcher concludes that the use of Spelling bee games is effective for teaching vocabulary of the teacher education study program (PGSD) Universitas Audi Indonesia in the academic year 2020/2021.

Based on the analysis, it shows that with the number of samples ($n_1=32$ and $n_2=32$) and

the level of significance is 5%. It means that using Spelling bee game is effective for teaching vocabulary of the teacher education study program (PGSD) Universitas Audi Indonesia in the academic year 2020/2021.

CONCLUSION AND SUGGESTION

Conclusion

Based on the analysis of the data, the testing hypothesis and the discussion the previous chapter,

1. The conclusion can be drawn that spelling bee game is effective in teaching vocabulary at the teacher education study program (PGSD) Universitas Audi Indonesia in the academic year of 2020/2021.
2. It can be seen from the result of the mean score of post-test experimental group was higher than mean of post-test control group ($81.3 > 76.9$). It can be concluded that the use of spelling bee game in teaching vocabulary is effective to increase their vocabulary mastery. So, the hypothesis was accepted.

Suggestion

The researcher hopes that this research can be useful for the teachers, the students and the others researcher. Here, the researcher want to give some suggestion:

For the Teachers

1. The teacher should be creative in using methods, technique, or media on teaching learning process.
2. The teacher should be flexible and understand student's need, so the teaching learning process can be fun, enjoyable and interesting.
3. The teacher can apply spelling bee game as a technique on teaching not only to teach vocabulary but also all subject.

For the Students

1. The students should be active on teaching learning process.
2. The students should participate in all activities that done on teaching learning process.

For other Researchers

It is recommended to be able to conduct research using the factors that influence learning English in the similar topic. Hopefully, with more researcher, the result

will be more useful to improve the English learning process.

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