



## Dropping Word Education Game Through Female Students' Vocabulary: An Experimental Study

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### Abstract

*Dropping words is a game that is used to make it easier for someone to learn vocabulary, this game is also used by all levels and ages because this game of dropping words is quite easy to play. The discussion of this research focuses on how much the increase in female students understanding by using dropping words education games in learning English vocabulary and to determine the effectiveness of dropping word education games on female students' mastery of English vocabulary at SMP Ibrahimy 2 Sukorejo. This research is a quantitative research using a quasi-experimental method. The sampling technique in this study used purposive sampling. The number of samples used as many as 25 respondents. The data in this study used a pre-test and post-test as well as a questionnaire which was analyzed using SPSS version 19. Based on the results of the study, it can be concluded that first, the level of understanding of female students in the use of dropping word education games in learning English vocabulary can be seen from the final score (post-test) for the experimental group of 80.50 while the post-test of the control group is 67.17. Has a difference in the value of 13.33. Second, there is effectiveness in teaching vocabulary using dropping word education games to female students. This can be seen from the value of the t-test Pair 1 and Pair 2 obtained the value of Sig. of  $0.000 < 0.05$ .*

**Keywords:** Teaching vocabulary, vocabulary, education game, dropping a word.

### 1. INTRODUCTION

The nation could be said to be advanced seen from the level of education of the nation, therefore it is a barometer of progress and civilization. It is one of the main problems in the progress of society and the state, thus a developed country is a quality country and all its citizens are highly educated. The higher education of citizens, there will be significant changes to the progress of the country, (Baiter, 2006). It is not surprising then that a country regulates and makes education one of the important issues that must be addressed as well as possible. Education is a great engine of personal

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development, it is through education that the daughter of a farmer can become a doctor, the son of a miner can become a mine head, a son of a farm laborer can become the president of a great nation.

Education is one of the most important parts of life as well as distinguishing humans from other living things. Anwar (2014) states that the classical view of education is generally said to be an institution that can carry out three functions at once. First, it prepares the younger generation to play certain roles in the future. Second, transfers knowledge according to the expected role. Third, transferring values to maintain the integrity and unity of society is a prerequisite for the survival of society and civilization.

In this globalization era, education is one of the important aspects in uniting the world. The massive exchanges of information between countries through various media is one of the characteristics of globalization and foreign languages are an important part of this information exchange, (Havifah, 2018). Many countries in the world use English as their first foreign language. However, it is different from Indonesia, which makes English a foreign language or an international language.

As a foreign language, some students in Indonesia run into difficulties in learning and practicing English. According to Muliana (2021) a Linguistic Community Service Journal declared that teaching English is still quite difficult for students, especially for students at the junior high school level. This is because students must have several skills which must be mastered such as mastery of words, pronunciation, writing, and also vocabulary according to English itself which is much different from Indonesian patterns. In addition, teaching difficulties are also based on teaching motivation, English intakes, infrastructure, teaching materials, and teaching environment.

Vocabulary is a basic competency that must be achieved by students to get other competencies. It is difficult to master other competencies without mastering and understanding vocabulary. Vocabulary is also one of the most important aspects of teaching a foreign language. Thornbury (2021) states that without grammar very little can be conveyed but without vocabulary, nothing can be conveyed. It could be concluded that vocabulary has a very important role in teaching a language.

According to Rahayu (2018) education games are games that are not only entertaining but also contain the knowledge and on average students are more interested and faster in memorizing new vocabulary by teaching accompanied by playing games in class. Education games for English subjects are a medium that needs to be developed at SMP Ibrahimy 2 Sukorejo. With the design of interactive educational games to attract students' interest in teaching English, it is hoped that students can learn English more easily.

These education games have a fairly important role in carrying out English language teaching, especially in vocabulary, because when the researchers carried out field experience practice and based on the observations made, the students at SMP Ibrahimy 2 Sukorejo were quite active and enthusiastic when teaching English with games. But the problem is that they don't know much English vocabulary, so sometimes they have a hard time. The existence of this educational game is expected to facilitate the teaching process and increase vocabulary for students at SMP Ibrahimy 2 Sukorejo.

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The review of literature has the purpose to review of related literature. Those are about teaching vocabulary, vocabulary, education games, and dropping words.

### 1.1. Teaching Vocabulary

Teaching is an activity to convey some information or knowledge. Teaching is an activity where there are teachers and students in the classroom. Basically teaching is an activity, strategy, mechanism, invitation, stimulus, and rhetorical tactics designed to help students learn and become better learners. According to Brown (2000), teaching is guiding and facilitating teaching, enabling students to learn, and setting conditions for teaching. Teaching is not only a process of imparting knowledge from the teacher to students but also creating an enabling and supportive situation for the teaching process.

Teaching is an important part of the learning process. Good teaching will have a big impact on student learning success. Many students are bored while in class because the learning is not even interesting. Thus, teaching is very important to motivate students to acquire what they learn in class. Teaching cannot be separated from learning because a good teaching process will determine students' teaching motivation. Teaching can show people how to do something so that they will be able to do it and encourage them to accept something as a fact or principle.

According to Brown (2000), teaching is a complex and controversial profession, and the educational literature is full of teaching models that present various conceptualizations of the nature of teaching. In other words, teaching consists of activities that are directly related to the delivery of instruction. Thus, teaching should be viewed as a process of systematizing situations, assignment materials to students, and opportunities to help students acquire and construct new knowledge.

The principles of teaching vocabulary consist of the choice of content, format, presentation, and evaluation, (Nation, 2001). Based on this explanation, it can be interpreted that teaching vocabulary is an activity where the teacher provides knowledge to students about vocabulary and how to use it in everyday life. Teaching vocabulary is mostly round-the-clock, limited to presenting new items as they appear in reading texts or sometimes listening.

Currently, it is globally accepted that teaching vocabulary should be a part of the syllabus, and be taught in a planned and regular manner. Several ways can help a teacher to improve student mastery in increasing vocabulary knowledge productively, such as; retelling of the written input from a different focus, distributing the information based on the target of vocabulary given, requiring students to reconstruct what is in a text rather than repeat it. It can be known the English teacher should teach as much English vocabulary as possible so that students can realize some or all of these points with the targeted vocabulary. Furthermore, these points allow English teachers to cover language skills and language components, such as speaking, writing, grammar, pronunciation, and spelling.

#### A. Vocabulary

##### a. *Definition of Vocabulary*

Vocabulary is the basic material of teaching English. It is an essential material in reading, writing, listening, and speaking. According to McCarthy (2010), vocabulary is all about words and is an essential and fundamental part of all language use. When

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students find and learn new vocabulary, they must know the meaning of the vocabulary because it can make it easier for them when teaching a language, especially a foreign language. This proves that vocabulary has a very important role in getting a good taste of a language.

Vocabulary teaching is the most important part of foreign language teaching because the meaning of new words is very important for both oral and written communication (Jennifer et al, 2008). It is also a language teaching center and very important for language learners. In short, vocabulary is the center of English teaching that can be used to communicate and express one's intentions because without vocabulary one does not understand other people or cannot express ideas.

According to Nation vocabulary knowledge emphasizes spoken words that can be known or can be recognized and understood. Readers need to know about 97% of the vocabulary in a text for an adequate understanding. Afriani (2014) also states without knowledge of vocabulary in a text, students will have difficulty understanding the message. Vocabulary is not just words. When talking about vocabulary, it doesn't mean talking about words. There are different ways to think about vocabularies such as meaning, pronunciation, collocation, expressions, synonyms, antonyms, and homonyms.

#### *b. Types of Vocabulary*

In general, vocabulary is knowledge of the meaning of words (Hiebert et al, 2005). What complicates this definition is the fact that words come in at least two forms namely spoken and printed. Knowledge of words also comes at least in a receptive and productive form. Receptive is that we can understand or recognize while productive is the vocabulary that we use when we write or speak.

Oral vocabulary is a collection of words that we know the meaning of when we speak or read orally. Printed vocabulary consists of words whose meaning is known when we write or read silently. Productive vocabulary is a collection of words that a person can use when writing or speaking. In contrast, receptive or vocabulary recognition is a collection of words that can be given meaning by a person when listening or reading. According to Montgomery (2007), there are four types of vocabulary, there are reading vocabulary, listening vocabulary, writing vocabulary, and speaking vocabulary.

Reading vocabulary means a person's reading vocabulary is all words that can be recognized when reading and this is the largest type of vocabulary. The listening vocabulary of a person is all the words that he can recognize in speech. This vocabulary is aided in size by context and tone of voice. People's written vocabulary is all the words that he can recognize when hiring in writing. Words are used in various written forms to form formal essays to social media feeds. A person's language vocabulary is all the words that he can use in speech because it is spontaneous from speaking vocabulary. It is often misused even though it is slight and unintentional perhaps compensated by facial expressions, tone of voice, or hand gestures.

#### *c. Kinds of Vocabulary*

Nation-state term vocabulary has two parts, those are receptive and productive vocabulary. Receptive vocabulary is words that students recognize and understand when they use them in a context but cannot be produced correctly. In addition, receptive or

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vocabulary recognition is a collection of words that can be given meaning by someone when listening or reading. Productive vocabulary is words that students can pronounce correctly and use constructively in speaking and writing. In another definition states that productive vocabulary is a collection of words that individuals can use when writing or speaking

#### d. *The Benefits of Vocabulary Mastery*

When someone learns a language, vocabulary mastery has a very important role because vocabulary mastery can affect a person's language skills, (Nunan, 1991). The richer the vocabulary a person has, the greater the possibility of being skilled in the language. Likewise, Rivers stated that vocabulary is one of the most important things to be able to use a second language.

Based on the information above, it can be known that vocabulary is one of the most important components in language teaching from all the basic aspects of a foreign language that must be mastered by students in the teaching process.

### 1.2 Education Game

Education Game is one type of media that is used to provide teaching and increase the knowledge of its users through unique and interesting media, this type is usually intended for children. In addition, educational games are games designed or created to stimulate thinking power, including to increase concentration and solve problems.

Education games are games designed to help someone learn something, develop concepts, enrich stand a culture or historical event, or help someone learn a skill while the game is being played. Educational games are games that have educational elements that are obtained from something that exists and is attached to being part of the game itself.

According to Ismail (2006) there are several important functions of education games, including the following: providing knowledge to children through the process of teaching to play while teaching, Stimulates the development of thinking power, creativity, language so that it can foster good attitudes, mental and morals, creating an interesting play environment provides a sense of security and is fun, and improving the quality of children's teaching.

### 1.3 Dropping Word

Dropping word is a game that is used to make it easier for someone to learn vocabulary, this game is also used by all levels and all ages from children to adults because the way to play this dropping word game can be said to be quite easy to play. These games are very often used in teaching foreign language vocabulary, especially to improve memory vocabulary that has been taught previously to students. Dropping wordgames be done at the beginning before the material in class begins so that students are actively involved in the class. This game is suitable for testing any vocabulary that students already know (Kholison et al, 2018).

The purpose of this game is to increase vocabulary mastery, increase vocabulary, recall subject matter, and make students more familiar with each other and

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there is no special preparation in this game, teachers or researchers only need to provide a blackboard and markers.

How to play this game is also quite easy, the first designated student says a sentence containing a word such as grapes then the second designated student must say a sentence from the last letter containing the letter “s” or the letter starting with the letter “s” like strawberries and so on.

In addition, this game can also be played using other alternatives, such as showing 10 students to come forward and form a circle while the other students are behind each student and then start the game by determining what vocabulary will be played in the dropping word game. The student who is first appointed must say the vocabulary and write it on the board and continue with the second student who is appointed to continue the vocabulary that has the ending vocabulary written by the first student on the board and is given 10 seconds. If within 10 seconds the student mentions a vocabulary other than the one specified or cannot answer then the student will be out of line and will be immediately replaced by the student lining up behind him.

Vocabulary given to students in playing this game can be thematic (this can be done if students feel they have mastered some thematic vocabulary), such as vocabulary related to animal names, fruit names, names of objects around the school, around the house, transportation, stationery, and others.

## 2. METHODS

In this study, researchers used a quantitative approach using the Quasi-Experimental Design method. This method has a control group but cannot function fully to control external variables that affect the implementation of the experiment.

This type of quasi-experimental method is a type of research that has groups and does not occur randomly. The group where the action is taken on the variable is called the experimental group (Experimental Group), while the group that is not subjected to any action or treatment is called the control group (Control Group).

The subject of this research are female students at SMP Ibrahimy 2 Sukorejo and used two groups, the first group was the experimental group which received special treatment by applying the dropping word education games method, while the second group is the control group by applying the conventional teaching model.

*Tabel 1. Formula of Experimental Study*

| Group     | Pretest        | Treatment      | Posttest       |
|-----------|----------------|----------------|----------------|
| Experimet | O <sub>1</sub> | X <sub>1</sub> | O <sub>2</sub> |
| Control   | O <sub>1</sub> | 6              | O <sub>2</sub> |

As can be seen from the table above, there are two groups in this design. One group is an experimental group that gets treatment (X<sub>1</sub>), namely the education games dropping word. While the second group is the control group who did not receive any treatment. Here, both groups received a pre-test (O<sub>1</sub>) to obtain the first data. Finally, both groups were given a post-test (O<sub>2</sub>) to obtain the second data.

According to Creswell (2012) a group of individuals who have the same characteristics is called a population. Another definition states that the population is all

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subjects or objects that exist in an area and meet certain requirements related to the research problem. The population in this study were all VIII grade female students at SMP Ibrahimy 2 Sukorejo, with a total of 25 female students. This is because the current situation and conditions that still use online classes make students not conducive, especially the male section. So, the researcher examine the female student by conducting this online research.

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2018). The sample of this research use slovin (Yamane) formula in determining the number of samples.

$$n = \frac{N}{1 + N(e)^2}$$

Description:

$n$  = Sample size

$N$  = Population size

$e$  = Error tolerance limit

So in this study, it can be calculated and known the number of samples to be taken, namely:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{25}{1 + 25(0,05)^2}$$

$$n = \frac{25}{1 + 25 (0,0025)}$$

$$n = \frac{25}{1 + 0,0625}$$

$$n = \frac{25}{1,0625}$$

$$n = 23,5 = 24 \text{ people}$$

So, in this study, the sample used was 24 female students consisting of 2 groups, namely the control group and the experimental group.

### 3. RESULTS

In this case, the researcher took several steps in an effort to collect data relevant to this title, such as: the researcher made observations to SMP Ibrahimy 2 Sukorejo to find out how the situation and conditions at the school were. During the current pandemic, it is not possible for researchers to come to school to make observations.

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So, the researcher contacted the school by telephone to ask for research permission and at the same time asked for information on matters related to the research that the researcher would carry out at SMP Ibrahimy 2 Sukorejo. Then the researcher contacted the head of class VIII to contact his classmates to create a Whatsapp r conducting the research. A rcher made 2 groups, namely the control group and the experimental group. The researcher gave pre-test questions to both groups at the beginning of the lesson to find out the extent of their ability in English vocabulary. Furthermore, the researcher gave treatment to the experimental group in the form of an game dropping word education game by zoom meeting due to the current pandemic situation, this aims to make it easier for female students and more interested in learning, recognizing and memorizing new vocabulary.

This education game was implemented in the following ways: First, the researcher started by giving directions on how to play the dropping word education game. Second, the researcher started the game by appointing one of the female students to continue the vocabulary with the letter endings called by the researcher. Third, the female student who finished answering appointed a friend who would continue the vocabulary by starting with the final letter of the vocabulary that had been mentioned. Meanwhile, in the control group, the researcher did not give treatment in the form of a dropping word education game but used conventional methods. Finally, the researcher gave a post-test to both groups to determine the extent of their ability in learning English vocabulary from the experimental group (using the dropping word education game treatment) and the control group (using conventional methods) in improving students' understanding of vocabulary.

### ***3.1 Data Analysis Pre-test and Post-test***

This data is the value of the experimental group and control group which is carried out online through the google form. Pre-test data was taken before the material was delivered to find out how much female students understood vocabulary. While the post-test data was obtained after implementing the lesson using the dropping word education game treatment specifically for the experimental class and after the conventional method in the control class.

#### *Pre-test and Post-test Experiment*

This data was showed about the result of students' pre-test and post-test through wrapping word game on students' vocabulary on experimental class.

***Tabel 2. Pre-test and Post-test Experimental Class***

| <i>Student</i> | <i>Pretest</i> | <i>Posttest</i> |
|----------------|----------------|-----------------|
| 1              | 67             | 80              |
| 2              | 60             | 67              |
| 3              | 60             | 87              |
| 4              | 67             | 73              |
| 5              | 73             | 93              |
| 6              | 67             | 80              |
| 7              | 80             | 93              |
| 8              | 60             | 73              |
| 9              | 73             | 87              |
| 10             | 67             | 80              |
| 11             | 60             | 73              |

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|         |       |      |
|---------|-------|------|
| 12      | 73    | 80   |
| Total   | 807   | 966  |
| Average | 67,25 | 80,5 |

### *Pre-test and Post-test Control*

This data was showed about the result of students' pre-test and post-test through wrapping word game on students' vocabulary on control class.

**Table 3. Pre-test and Post-test Control Class**

| <i>Student</i> | <i>Pretest</i> | <i>Posttest</i> |
|----------------|----------------|-----------------|
| 1              | 40             | 53              |
| 2              | 53             | 60              |
| 3              | 60             | 60              |
| 4              | 47             | 67              |
| 5              | 53             | 73              |
| 6              | 67             | 73              |
| 7              | 73             | 80              |
| 8              | 40             | 53              |
| 9              | 53             | 67              |
| 10             | 60             | 73              |
| 11             | 73             | 87              |
| 12             | 40             | 60              |
| Total          | 659            | 806             |
| Average        | 54,9           | 67,1            |

### *T-test*

This data was showed about the analysis of data on the students' vocabulary through Wrapping Word Game.

**Table 4. Paired Samples Test of Experimental and Control Class.**

|        |   | Paired differences |                |                 |   |        |        |    |                 |
|--------|---|--------------------|----------------|-----------------|---|--------|--------|----|-----------------|
|        |   | Mean               | Std. Deviation | Std. Error mean | 95% Confidence Interval of the Difference |        | t      | df | Sig. (2-tailed) |
|        |   |                    |                |                 | Lower                                     | Upper  |        |    |                 |
| Pair 1 | Pretest Experiment-<br>Posttest<br>Experiment | -13,250            | 5,770          | 1,666           | -16,916                                   | -9,584 | -7,955 | 11 | ,000            |
| Pair 2 | Pretest Control<br>Posttest Control           | -12,250            | 6,269          | 1,810           | -16,233                                   | -8,267 | -6,769 | 11 | ,000            |

Based on the data above, seen from Pair 1 obtained the value of Sig. of  $0,000 < 0,05$ . So it can be concluded that there is a difference in the average female student teaching outcomes for the pre-test experimental group and post-test experimental group.

Furthermore, based on the data above seen from Pair 2, the Sig value is obtained. of  $0,000 < 0,05$ . So it can be concluded that there is a difference in the average female

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student teaching outcomes for the experimental group pre-test and control group post-test.

From the results of the t-test, it can be seen that this dropping word education game is effective in increase English vocabulary teaching.

So, there is a significant difference in value between the experimental group and the control group. It can be seen from the mean value of the pre-test of the experimental group and the mean value of the post-test of the experimental group starting from the value of 67,25 to 80,50. Meanwhile, in the control group, the mean value of the pre-test and post-test can be seen from the value of 54,92 to 67,17.

From the data above, it can be concluded that the experimental group (the group that received the dropping word education games treatment) had a greater value than the control group (the group that received the conventional way of teaching).

## 5. DISCUSSION (this section may be combined with RESULTS)

Increase female students understanding of the use of dropping word education games in teaching English vocabulary at SMP Ibrahimy 2 Sukorejo.

From the results of the analysis, it is known that there is a significant difference in values between the experimental group and the control group. It can be seen from the mean value of the pre-test of the experimental group and the mean value of the post-test of the experimental group starting from the value of 67,25 to 80,50.

Meanwhile, in the control group, the mean value of the pre-test and post-test can be seen from the value of 54,92 to 67,17. To find out how much the increase in the value of the experimental group compared to the value of the control group can be seen from the final results, the experimental post-test is 80,50 while the control group post-test is 67,17. The difference between the final grades of female students in teaching vocabulary is 13,33. This difference in value can be used as a reference that the dropping word education games can be used as a treatment to increase students' understanding in teaching vocabulary.

From the data above, it is possible to answer the research objective to find out how much the increase in students' understanding by using the dropping word education games in teaching English vocabulary at SMP Ibrahimy 2 Sukorejo.

The game that the researcher uses, namely the word-dropping game, has a function to improve vocabulary mastery, increase vocabulary, recall subject matter, and make students more familiar with one another. This is under the results of the researcher's observations, before using the game-dropping word treatment, female students had difficulties in understanding English teaching materials, especially in the English vocabulary section. After using this treatment, the researcher saw a lot of progress from the female students, they seemed happier and more aware of the material presented by the researcher and they also found it easier and faster to learn new vocabulary.

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## 6. CONCLUSION

Based on the discussion of this research, the researcher can conclude that the level of understanding of female students in the use of dropping word education games in teaching English vocabulary at SMP Ibrahimy 2 Sukorejo can be seen from the final score (post-test) for the experimental group of 80,50 while the post-test of the control group is 67,17. There is effectiveness in teaching vocabulary by using dropping words education games to female students at SMP Ibrahimy 2 Sukorejo.

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