THE IMPLEMENTATION OF GUESSING GAME TO INCREASE VOCABULARY OF THE GRADE EIGHT STUDENTS AT SMP NEGERI 1 SOJOL UTARA

*Sri Wahyuni Sari[1], **Syahrul Munir[2]**, **Maf'ulah[3]**

[1,2,3]English Education Study Program, Faculty of Teacher Training and Education Tadulako University, Palu

unimilyas18@gmail.com

ABSTRACT

The aim of this research is to find out whether the implementation of guessing game increases the vocabulary of the grade eight students at SMP Negeri 1 Sojol Utara or not. The research design was quantitative research. The researcher used total sampling techniques to select 36 students as samples for this research. The data were analyzed by using t-test. Based on the data analysis tests, the mean score in the experimental group's pre-test was 52.86 and the control group's mean score is 65.11. After doing the treatment, the students' mean score of experimental group's post-test was 85.56, greater than the control group's means score which is 80.44. The comparison of the test of scale describes that t-counted value= 4.35> t-table value= 2.01. Therefore, Ha is confirmed and Ho is rejected. It can be concluded that the implementation of guessing game increases the vocabulary of the grade eight students at SMP Negeri 1 Sojol Utara.

Key words: *Guessing Game; Increase; Vocabulary*

INTRODUCTION

Vocabulary is one of the language components. It plays an important role to support four language skills; listening, speaking, reading, and writing. It is important to be learned in order to enable people to express their opinions and ideas in communication. Vocabulary is a fundamental component of language, encompassing the set of words and phrases that individuals understand and use in a particular language. It plays a crucial role in communication, enabling individuals to express ideas, thoughts, and emotions effectively. The concept of vocabulary goes beyond simple word recognition, as it involves understanding word meanings, usage, and context in various language settings (Cameron, 2001).

Vocabulary is one of the important factors in language learning and develops language skills. The learners feel it is difficult to progress in language learning if they lack vocabulary. Meanwhile, vocabulary development is an important aspect of language development. Vocabulary is central to teaching English because without sufficient vocabulary students cannot understand others or express their own ideas. Alemi and Tayebi (2011) argue that vocabulary forms the fundamental component of language proficiency, serving as the cornerstone for learners' performance across various skills like speaking, reading, listening, and writing. Furthermore, Stahl and Fairbanks, as cited in Bromley (2007), suggest that students with strong vocabulary skills tend to exhibit better reading comprehension and achieve higher scores on assessments compared to those with limited vocabulary. In summary, the significance of vocabulary cannot be overstated as it plays a crucial role in mastering the four language skills of speaking, reading, listening, and writing, and it also facilitates effective communication between individuals.

Vocabulary learning is crucial in both first and second language acquisition within foreign language education. As defined by Kamil and Heibert in Ahmadi et al (2005: 187), vocabulary pertains to the understanding of word meanings. Furthermore, Ling et al (2012: 55) suggest a gradual introduction of vocabulary from simple to complex terms, encouraging authors to create texts where students can infer meanings without relying on a dictionary. This approach facilitates ongoing vocabulary acquisition during the learning process. According to Chen and Hao (2008), vocabulary must be taught as one of the important aspects of the English component, which will determine the success of the four language skills: listening, reading, writing, and speaking.

In relation to the importance of vocabulary above, the government set basic competence in Curriculum 2013 for the eighth-grade students in Junior High School. In curriculum 2013, the government set necessary competencies for eighth-grade students in Junior High School that the students are able to apply social functions, structures, text and language features from oral and written texts which involves giving and asking information regarding the existence of people, objects, animal according to the context of their use.

However, it is not easy to expand the vocabulary. The students are requested to use their words in daily life things such as conversation and writing diary, reading books, etc. In terms of learning English as a foreign language, many students are confused about using vocabulary for

their English. To address this issue, educators and researchers have explored various strategies to engage students actively in learning new words. One such approach that has gained attention is the use of gamification in education. Gamification leverages the principles of game design to make learning more enjoyable, interactive, and effective.

The guessing game presents an exciting opportunity to leverage gamification in vocabulary enhancement by incorporating elements of competition, exploration, and problem-solving. The game can captivate students' interest and motivate them to learn new words in a fun and engaging manner. A guessing game is an interactive activity involving individuals or groups working towards specific objectives (Harmer, 2001). Thirumalai (2002) elaborates that these games are beneficial for teaching speaking skills. By engaging in guessing games, students collaborate with their peers, exchanging ideas, and working together. It can be inferred that guessing games do not only impact cognitive development but also have emotional benefits as they enhance students' social skills and make them more sociable.

Through this research, the researchers aim to explore the effectiveness of the guessing game in expanding the vocabulary of grade eight students. By implementing this approach and comparing the results with traditional methods, the researchers hope to shed light on its potential as a valuable tool in language education. Therefore, the researchers are interested in carrying out the research entitled: **"The Implementation of Guessing Game to Increase Vocabulary of The Grade Eight Students at SMP Negeri 1 Sojol Utara".**

METHOD

This research used a quasi-experimental design by conducting a pre-test and post-test. There were two groups; experimental and control groups. In this research, the pre-test was given before the treatment. Then, the researcher gave treatment to students using flashcards for the experimental group while the control group did not. After the treatment, the researcher gave a post-test. The design of this research is proposed by Arikunto (2006:87) as follows:

E	O1	X	O2
C	O3		O4

Where:

E	:	Experimental group
C	:	Control group
O1, O3	:	Pre-Test
O2, O4	:	Post-Test
X	:	Treatment

This research was conducted offline in SMP Negeri 1 Sojol Utara, Ogoamas 2 at Jl. Tadulako, Central Sulawesi. The population in this research comprises 239 students enrolled in

the English education study program for the 2023/2024 academic year at Tadulako University. A population is any group of individuals that have one or more characteristics in common that are of interest to the research (Sugiyono, 2017). The population of the research was the grade eight students of SMP Negeri 1 Sojol Utara. The classes consisted of two classes, each class consisted of 21 and 15 students. So, the total population was 36 students. The sample is part of the number and characteristics possessed by the population (Sugiyono, 2017). In selecting the sample of this research, the researcher used the total sampling technique. The researcher divided students into two groups, namely the experimental and control groups, where VIII A was the experimental group, while VIII B was the control group because both classes lacked vocabulary.

This research consisted of two variables. The independent variable was implementing guessing games for vocabulary enhancement. The dependent variables were teaching vocabulary retention, student engagement, and motivation. The control variables were previous vocabulary knowledge, learning styles, and prior experience with gamified learning. This was aimed at increasing the vocabulary of the grade eight students of SMP Negeri 1 Sojol Utara.

In collecting the data, the researcher used a test as the tool. It means that the researcher applied one of the data collection techniques called paper and pencil method that consisted of pre-test and post-test. The pre-test and the post-test consisted of multiple-choice questions, matching words, and spelling words. The test consisted of 30 items, and each correct answer earned 1 point, making the total score 30. The number of test and scores can be seen in the following table :

Table 1. Distribution of the test

No	Kind of test	Number of item	Score of each items	Total score
1.	Multiple choice	15	1	15
2.	Matching test	10	1	10
3.	Jumble word	5	1	5
	Total	**30**		**30**

Sources: (Nugroho, 2011; Ansar, 2019)

The scoring system took 0-100 score, where the total score are obtained by the students. The scoring is as follows:

$$Students'Score = \frac{Achieved\ Score}{Maximum\ Score}\ x\ 100$$

After collecting the data, the results of students' scores on the pre-test and post-test were analyzed statistically. The researcher calculated students' scores using the formula proposed using Arikunto's formula (2006: 240) as follows:

$$\Sigma = \frac{X}{N}\ x\ 100$$

Where:

Σ : Standard score

X : Raw score

N : maximum score

The researcher then applied a formula proposed by Arikunto (2006:313) to find the mean score of pre-test and post-test as follows:

$$M = \frac{\Sigma \quad X}{N}$$

Where:

Σ : The mean score

X : Sum of score in a distribution

N : The number of students

Next, the researcher calculated the squared deviation by using the proposed formula by Arikunto (2006:312) as follows:

1. The formula for experimental class:

$$\Sigma x^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

2. The formula for control class

$$\Sigma y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N}$$

Where:

Σx : Deviation score of experimental group
Σy : Deviation score of control group
N : The number of students

In order to find out whether the students' pre-test and post-test have significant difference, the researcher used the formula proposed by Arikunto (2006:311) as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

Mx: mean score of experimental class

My: mean score of control class

Σx^2: the total square of experimental class

∑y²: the total square of control class

Nx: number of students in experimental class

Ny: number of students in control class

FINDING AND DISCUSSION

FINDINGS

a.   Pre-Test

The researchers gave test (pre-test and post-test) as the instruments in collecting data. The researchers used the tests to assess the students' prior knowledge. The researchers gave pre-test and post-test to find out the increase in their vocabulary through Guessing game. Calculation of the result score pretest can be seen in the following table.

Table 2. The Result of pre-test in Experimental Group

No	Initial Name	Multiple Choice	Matching word	Jumbled word	Obtained Score	Maximum score	standard score
1	And	5	7	3	15	30	50.0
2	Ald	7	9	5	21	30	70.0
3	Agu	3	6	5	14	30	46.7
4	Bai	3	10	0	13	30	43.3
5	Cit	5	10	1	16	30	53.3
6	Dan	5	7	1	13	30	43.3
7	Dar	15	10	5	30	30	100.0
8	Fat	9	8	5	22	30	73.3
9	Mel	5	9	5	19	30	63.3
10	Kei	5	9	2	16	30	53.3
11	Rhe	5	10	0	15	30	50.0
12	Adi	2	7	2	11	30	36.7
13	Nah	3	9	0	12	30	40.0
14	Lis	2	4	2	8	30	26.7
15	Ris	7	10	4	21	30	70.0
16	Dia	3	10	0	13	30	43.3
17	Wil	2	9	0	11	30	36.7
18	Rum	3	10	4	17	30	56.7
19	Wil	4	8	4	16	30	53.3
20	Far	4	4	0	8	30	26.7
21	Muh	7	10	5	22	30	73.3
Total							**1110.0**

Based on Table 2, the pre-test scores in the Experimental Group varied widely, ranging from 26.7 to 100. The mean pre-test score for the group was 52.86. This suggests that the eighth-grade students at SMP Negeri 1 Sojol Utara had low vocabulary proficiency before receiving treatment.

Table 3. The Result of pretest in Control Group

No	Initial Name	Multiple Choice	Matching word	Jumbled word	Obtained Score	Maximum score	Standard score
1	Als	10	10	0	20	30	66.7
2	Asm	11	10	0	21	30	70.0
3	Dir	2	8	2	12	30	40.0
4	Del	10	7	0	17	30	56.7
5	Din	14	6	4	24	30	80.0
6	Fit	15	9	3	27	30	90.0
7	Ril	2	10	5	17	30	56.7
8	Afr	4	10	0	14	30	46.7
9	Rez	6	9	3	18	30	60.0
10	Nur	10	10	5	25	30	83.3
11	Ris	7	10	5	22	30	73.3
12	Sal	7	10	5	22	30	73.3
13	Ndi	4	10	3	17	30	56.7
14	Yus	6	8	2	16	30	53.3
15	Avr	10	9	2	21	30	70.0
			Total				976.7

Based on Table 3, the Control Group's pre-test scores varied widely from 40 to 90. The highest score of 90 indicated strong vocabulary proficiency in one student without intervention, while the lowest score of 40 reflected diversity in initial vocabulary levels. The group's mean pre-test score was 65.11, highlighting significant vocabulary challenges among eighth-grade students at SMP Negeri 1 Sojol Utara. From both calculations, the researcher found that the pretest results of both class were same because they had problem in vocabulary before getting the treatment.

b.   Post-test

Posttest was given to the students after having the treatment in order to know the students' improvement in vocabulary. The researcher had the same formula to calculate students score on post-test of experimental and control group after having treatment.

Table 4. The Result of Post-test in Experimental Group

No	Initial Name	Multiple Choice	Matching word	Jumbled word	Obtained score	Maximum score	Standard score
1	And	12	8	3	23	30	76.7
2	Ald	12	10	5	27	30	90.0
3	Agu	10	10	5	25	30	83.3
4	Bai	13	8	4	25	30	83.3
5	Cit	11	10	5	26	30	86.7
6	Dan	11	7	5	23	30	76.7
7	Dar	14	7	5	26	30	86.7
8	Fat	14	10	5	29	30	96.7
9	Mel	12	9	3	24	30	80.0
10	Kei	14	9	5	28	30	93.3
11	Rhe	10	10	5	25	30	83.3
12	Adi	13	8	4	25	30	83.3
13	Nah	13	9	4	26	30	86.7
14	Lis	12	9	4	25	30	83.3
15	Ris	12	10	5	27	30	90.0
16	Dia	11	9	4	24	30	80.0
17	Wil	12	8	3	23	30	76.7
18	Rum	15	9	5	29	30	96.7
19	Wil	14	10	5	29	30	96.7
20	Far	11	9	5	25	30	83.3
21	Muh	11	10	4	25	30	83.3
				Total			**1797.7**

Based on Table 4, the highest post-test standard score in the Experimental Group was 96.7, indicating notable vocabulary proficiency improvement after implementing the guessing game. Conversely, the lowest score of 76.7 suggests the lowest level of vocabulary proficiency observed post-test. Despite being lower than the highest score, it's crucial to assess if there's significant improvement compared to the pre-test scores for the student with the lowest post-test score. The group's mean post-test score was 85.56, indicating a significant increase from the pre-test mean score of 52.86.

Table 5. The Result of Post-test in Control Group

No	Initial Name	Multiple Choice	Matching word	Jumbled word	Obtained score	Maximum score	Standard score
1	Als	11	9	4	24	30	80.0
2	Asm	11	10	4	25	30	83.3

No	Initial Name	Multiple Choice	Matching word	Jumbled word	Obtained score	Maximum score	Standard score
3	Dir	10	9	4	23	30	76.7
4	Del	11	9	5	25	30	83.3
5	Din	14	10	5	29	30	96.7
6	Fit	14	10	5	29	30	96.7
7	Ril	8	10	5	23	30	76.7
8	Afr	10	9	3	22	30	73.3
9	Rez	9	6	4	19	30	63.3
10	Nur	14	9	4	27	30	90.0
11	Ris	8	9	4	21	30	70.0
12	Sal	11	8	3	22	30	73.3
13	Ndi	9	9	4	22	30	73.3
14	Yus	13	9	4	26	30	86.7
15	Avr	10	10	5	25	30	83.3
	Total						1206.7

Based on Table 5, the highest post-test standard score in the Control Group was 96.7, indicating that after the treatment, at least one student achieved a relatively high level of vocabulary mastery. This score showed potential improvement in vocabulary knowledge for this student. Conversely, the lowest post-test score of 63.3 highlights the lowest observed level of vocabulary mastery in the Control Group during the research period. The group's mean post-test score was 80.44, showing an increase from the pre-test mean score of 65.11.

The students score and deviation in pre-test and post-test of experimental and control classes can be seen the following table:

Table 6. The Students Score and Deviation in Pre-test and Post-test of Experimental Group

No	Students Initial	Pre-test (01)	Post-test (02)	Deviation (d) (02-01)	Square Deviation
1	And	50.0	76.7	26.7	711.1
2	Ald	70.0	90.0	20.0	400.0
3	Agu	46.7	83.3	36.7	1344.4
4	Bai	43.3	83.3	40.0	1600.0
5	Cit	53.3	86.7	33.3	1111.1
6	Dan	43.3	76.7	33.3	1111.1
7	Dar	100.0	86.7	13.3	177.8
8	Fat	73.3	96.7	23.3	544.4
9	Mel	63.3	80.0	16.7	277.8

No	Students Initial	Pre-test (01)	Post-test (02)	Deviation (d) (02-01)	Square Deviation
10	Kei	53.3	93.3	40.0	1600.0
11	Rhe	50.0	83.3	33.3	1111.1
12	Adi	36.7	83.3	46.7	2177.8
13	Nah	40.0	86.7	46.7	2177.8
14	Lis	26.7	83.3	56.7	3211.1
15	Ris	70.0	90.0	20.0	400.0
16	Dia	43.3	80.0	36.7	1344.4
17	Wil	36.7	76.7	40.0	1600.0
18	Rum	56.7	96.7	40.0	1600.0
19	Wil	53.3	96.7	43.3	1877.8
20	Far	26.7	83.3	56.7	3211.1
21	Muh	73.3	83.3	10.0	100.0
	Total			713.3	27688.9

Based on table 4.5, it showed that the highest deviation of experimental group was 57 and the lowest one was 10. Then, the highest square deviation was 3211.1 while the lowest square deviation was 100. The mean score of deviation of the pre-test and post-test of the experimental group was 33.97.

Table 7. The Students Score and Deviation in Pre-test and Post-test of Control Group

No	Students Initial	Pre-test (01)	Post-test (02)	Deviation (d) (02-01)	Square Deviation
1	Als	66.7	80.0	13.3	177.8
2	Asm	70.0	83.3	13.3	177.8
3	Dir	40.0	76.7	36.7	1344.4
4	Del	56.7	83.3	26.7	711.1
5	Din	80.0	96.7	16.7	277.8
6	Fit	90.0	96.7	6.7	44.4
7	Ril	56.7	76.7	20.0	400.0
8	Afr	46.7	73.3	26.7	711.1
9	Rez	60.0	63.3	3.3	11.1
10	Nur	83.3	90.0	6.7	44.4
11	Ris	73.3	70.0	3.3	11.1
12	Sal	73.3	73.3	0.0	0.0
13	Ndi	56.7	73.3	16.7	277.8
14	Yus	53.3	86.7	33.3	1111.1
15	Avr	70.0	83.3	13.3	177.8
	Total			236.7	5477.78

Based on table 7, it showed that the highest deviation control group was 36,7 and the lowest one was 0. Then, the highest square deviation was 1344,4 while the lowest square deviation was 0. After finding the deviation and square deviation of the both groups, the researchers counted the sum of squared deviation scores in both groups.

Therefore, the sum of square deviations of control group and experimental group from those above calculation was 3458,20 and 1743,70. After getting the square deviation score, the researcher counted whether the result is significant or not by applying the t-test formula by Arikunto (2006). Thus, by having the formula, it can be determined that the t-counted of this research is 4,35. Afterwards, the t-counted was compared to the t-table and testing hypothesis.

In order to know whether the hypothesis is confirmed or rejected, the researcher needed to test it based on the result of data analysis. Researchers intended to reveal whether applying a guessing game improves vocabulary mastery of the eighth grade students at SMP Negeri 1 Sojol Utara. The rule of testing hypothesis is that the t-counted **is** higher than the t-table value. Before deciding whether the hypothesis is acceptable or not, the researcher need to know the critical t_{table} by using 0.05 level of significance and 34 degree of freedom (df) $Nx + Ny - 2 = 36 - 2 = 34$ The computation of interpolation formula was adopted from Best (1981:141)

Therefore, by looking at the value, the researcher asserted that the research hypothesis is confirmed for the reason that the t-counted (4,35) was greater than the t-table (2,01). To conclude, guessing game can increase the vocabulary of the eighth grade students at SMP Negeri 1 Sojol Utara.

DISCUSSION

The primary objective of this research was to evaluate the effectiveness of implementing a guessing game to enhance the vocabulary of eighth-grade students at SMP Negeri 1 Sojol Utara. The research specifically concentrated on teaching vocabulary through games, with a focus on Verbs, Nouns, and Adjectives.

Following the collection of research data, the researcher conducted an analysis using Microsoft Excel. The data provided pertains to 21 students in the experimental class and 15 students in the control class. In the experimental class, the average pre-test score was 52.86, with a range from a minimum of 26.7 to a maximum of 100. After the treatment, the average post-test score increased to 85.56, with scores ranging from 76.7 to 96.7.

Notably, the post-test average score exceeded that of the pre-test, indicating improvement. Similarly, in the control class, the average pre-test score was 65.11, with scores ranging from 40 to 90. Following the intervention, the average post-test score rose to 80.44, with scores varying between 70 and 96.7. By applying a significance level of 0.05 and degrees of freedom (df), the result showed a calculated t-value of 4.35, surpassing the critical t-table value of 2.01.

Based on the results, the researcher concluded that there is a significant improvement in teaching vocabulary through the guessing game. This finding emphasizes the effectiveness of

the guessing game in enhancing vocabulary teaching. It was shown by the students' improvement in achieving vocabulary by using the guessing game that is scored better than the students' who did not have the treatment of the guessing game. In addition, teaching vocabulary by using guessing games showed a positive impact to be implemented for students, especially for eighth-grade students' of SMP Negeri 1 Sojol Utara.

It can be stated that the findings of this research aligned with the findings of previous studies as conducted by Li & Huang (2018) which examined the effectiveness of a mobile-based gamified application for vocabulary learning among high school students. The findings revealed a significant enhancement in students' motivation to master vocabulary, and the gamified approach had a positive influence on their ability to retain learned vocabulary. A similar research conducted by Ranalli (2017). The research underscores the capacity of digital games to captivate learners and improve language acquisition, underscoring the importance of carefully crafted and educationally sound games to achieve meaningful learning outcomes. The research conducted by Miller & Hegelheimer (2006) which Investigated the incorporation of simulation games into the language classroom, revealed that computer simulation games can establish immersive language learning settings that promote interaction and language usage among students. The researcher identified several issues among students that contributed to a lack of vocabulary in English before using a guessing game; these challenges included difficulties in comprehending and memorizing new vocabulary, as well as a lack of motivation in learning English. Following the implementation of the guessing game, the final results demonstrated that using guessing game can improve students' vocabulary mastery.

CONCLUSION

Based on the findings derived from the data analysis, it can be concluded that the incorporation of the guessing game has a significant impact on students' vocabulary mastery. This conclusion is supported by the evident progress in their performance from the pretest to the posttest. Following the utilization of the guessing game, students demonstrated proficiency in accurately articulating words, understanding their meanings, and constructing simple sentences.

Conversely, when compared to the class not exposed to the guessing game, students in that group faced challenges in forming simple sentences and encountered difficulty in both pronunciation and recall of word meanings, resulting in only marginal improvement in their scores from the pretest to the posttest. Consequently, it can be asserted that the group taught with the guessing game exhibited a more substantial enhancement. The acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (H0) suggest that the implementation of the guessing game effectively improves the vocabulary mastery of eighth-grade students at SMP Negeri 1 Sojol Utara.

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