

Boosting Smp Students' Vocabulary Mastery Using Guessing Game

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ABSTRACT

This research was about the use of guessing game to improve vocabulary mastery for the eight grade students of SMP Kristen Kefamenanu in the School Year 2022/2023. The problem statement of this thesis is: is guessing game effective to improve the vocabulary mastery of the eight grade students of SMP Kristen Kefamenanu?. The objective of the research is to know how guessing game improve the vocabulary mastery of the eight grade students of SMP Kristen Kefamenanu. This research employed Pre-Experimental Research. This population of this research was the eight grade of SMP Kristen Kefamenanu. Total population of class VIII was 44 students. The sample were VIII/B and consist of 25 students. The sampling technique is one important aspects of research, and the sampling technique in this research was purposive sampling. The instruments of the research were vocabulary test. The writer gave pre-test and post-test to the students. The result showed that the students' mean score of post-test is higher than the mean score of pre-test ($90.08 > 82.64$).

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1. Introduction

Vocabulary is one of the language components and plays an important role because as a bridge that can express ideas from both the speaker and the listener and from the writer and the reader (P. Nation, 2019). A person without a large vocabulary will find it difficult to communicate with others (Furnas et al., 1987). According to Siahaan and Shinoda (2008), the amount of vocabulary that the teacher has mastered is one of some indicators that can influence students to master a language (Ika, 2019). In learning vocabulary, the teacher must be able to improve students' vocabulary with the appropriate strategy to motivate the students' learning based on the situation in the classroom by creating an activity that students can involve themselves in, and efficient because it relates to the amount of time students in the class.

In teaching and learning English, vocabulary as an element of language is consider as the most important factor in improving the mastery of four language skills (Leong & Ahmadi, 2017). The students cannot clearly express their communicative needs (ideas, emotions, desires and thought) to someone if they have limited vocabulary (McCarten, 2007). The students cannot read, speak, listen, and write without understanding the meaning of words (Stahl & Nagy, 2007). The acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, it is difficult to use structures and functions learned for comprehensible communication (Laufer & Nation, 2013). The teacher of English, as a second language should know very well how important vocabulary is (I. S. P. Nation & Nation, 2001). The fact is while language without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, the English teacher needs to teach vocabulary efficiently and effectively to establish a condition that makes learning vocabulary occur within a reasonable period of time (Nagy, 1988).

There are many games in teaching technique to improve students' vocabulary. Guessing game is one of some games in teaching technique (Bakhsh, 2016). Guessing game is a game in which a person knows something, while others identify or guess the answer. This game can be applied in the classroom in the limited time (Chou et al., 2009). Teacher only needs some words that relate to the material, and then the teacher makes several groups of the students (Biggs, 1999). After that the leader of each group takes the word and describes it to his or her group, and let the members of group guess the words (Duhigg, 2016). There are some reasons why the writer chooses guessing game as a method to improve students' vocabulary (Bakhsh, 2016). First, guessing game can be used as one of the interesting activities to review students' vocabulary during the lesson. It can attract the students' attention and their involvement in the teaching and learning process (Boekaerts & Corno, 2005). Second, students can learn how to work and cooperate as a group and also how to appreciate each other (Johnson & Johnson, 1999). Third, the topic and the material of vocabulary that is used can be varied to the material such as body parts, animal, transportation, and others (Buzea et al., 2007). From the explanation above the writer is interested to do research under the following research questions: Is guessing game effective to improve the vocabulary mastery of the eight grade students of SMP Kristen Kefamenanu? and What problems faced by the students in using guessing game to improve vocabulary mastery?

2. Method

Previous Studies

Febriansyah (2016) showed that vocabulary mastery of most students improved after Bingo game was used in the teaching and learning process. It was showed by students' enthusiasm during the game (Noviyanti et al., 2019). They tried to be the first winner and raised their competitiveness among them. In addition, the implementation of Bingo game and the complementary actions were successful to help the students memorize and understand new words easily (Febriyansyah, 2016). In conclusion, the students' vocabulary mastery was improved through the implementation of Bingo Game.

Oktafiya (2014) revealed there is an improvement of the students' vocabulary mastery using Pictionary game (Fatmawan, 2018). It can be seen from t-test calculating in cycle I is 6,8 and cycle II is 8,07; t-table with $n = 22$ is 2,08. This indicates that by applying Pictionary game, the students' vocabulary mastery can be improved. Both of the research mentions above are different from the writer's research. The teaching method used in both of the research were Bingo game and Pictionary game to improve student's vocabulary, while in this research the writer will use the guessing game as a method to improve students vocabulary.

Another research has been conducted by Purnata (2013) entitled "*Teaching Vocabulary by Using Guessing Game to the Seventh Grade Students of SMPN 4 Pupuan*". The research focused on an analysis the teaching of vocabulary for junior high school students through guessing game (Hwang & Wang, 2016). This research used Classroom Action Research with two cycles of action research in which each cycle consists of four steps; planning, acting, observing, and reflecting. The grand mean score for cycle 1 and cycle 2 showed the figure of 62.3 and 81.1. There was difference mean figure of 18.8. These findings clearly showed the extent of improvement of seventh grade students of SMP N 4 Papuan in studying and teaching vocabulary by using guessing game was effective enough in helping seventh grade students especially class VII C of SMP N 4 Papuan to increase their vocabulary mastery.

From the researchers' findings above, the researcher used guessing game to improve students' vocabulary. The researcher combined some guessing game in improving students' vocabulary (Huyen & Nga, 2003). It was different with the researcher above that have mentioned (Breslow et al., 1980). The combination some guessing game could increase students' interaction (Virvou et al., 2005). It made condition in teaching and learning process

was alive (Lave, 1996). The students were active to learn. The students were happy, interested, easy to remember and enjoyable to learn vocabulary. In improving students' vocabulary should be taught the pronunciation of the vocabulary because most students sometimes difficult pronounce the vocabulary. Therefore, necessary guidance and repetition to students accustomed and easy to said it.

Definition of Vocabulary

Vocabulary is one of the language components which support the speaker in communication (Gardner, 2013). In other words, vocabulary plays a very important role in developing four language skills (listening, speaking, reading, and writing). As stated by Hiebert (2005), vocabulary is the knowledge of meanings of words. We must master vocabulary to be able using the language. In learning vocabulary, we have to know the meaning of words itself and can use it in sentences.

Furthermore, Thornbury (2002) stated, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." It means that the first thing that has to be mastered by language learners in learning language is vocabulary. In listening, students' vocabulary influences their understanding toward teacher's speech, class discussion, and other speeches. The words that they choose in speaking effect how well they deliver a message (Matsuda, 2018). In reading, students' vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students' vocabulary also influences how clear they convey their thought to the reader.

From the explanation above, vocabulary can be defined as one of the language components has a big role in communication and must be taught to the students because vocabulary has an important role in all language skills.

Kinds of Vocabulary

Scrivener (2012) says that there are two kinds of vocabulary. They are active vocabulary and passive vocabulary. Active vocabulary (productive vocabulary) is the word which the students understand and can pronounce correctly. This type is often used in speaking or writing skills and also called as productive vocabulary. Passive vocabulary (receptive vocabulary) is the word that the students understand but they cannot pronounce correctly by themselves. It refers to language items that can be recognized and understood in the context of reading or listening skills and also called as receptive vocabulary.

Definition of Games

Huyen and Nga (2003) said that games are seen as a time-filling activity in most English classrooms. They believed that games are just for fun and they have effect in teaching and learning. The students' interest and motivation can be improved under teaching vocabulary with a game. They will be enthusiastic in memorizing new words. Game is mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Game is an activity that has fun and enjoyment value inside of that. Game can motivate the students learn the new vocabulary, because only use the new vocabulary they can win the game. Game is an activity to acquire a particular skill in a way encouraging. If the skills acquired in the game in the form of specific language skills, game is called language games. Learning to play is an integrated activity between learning and playing integrated in a subject matter. These acts are undertakings of creating a fun learning activities, with the ultimate goal of achieving a healthy learning and obtaining optimum quality.

Playing game in teaching vocabulary is very important because teaching through game can create a fun situation and of course can increase students' motivation. Game not only helps the students to encourage them in learning but also can help the other teacher to create useful and meaningful context (Domínguez et al., 2013). Definition of game is a structured activity, usually under for enjoyment and sometimes used as an educational tool. Definition of game theory: a set of concept aimed at decision making in situation of competition and conflict as

well as cooperation and this paper proposes. Games maybe classified according to whether they emphasize skill, chance, reality, or fantasy, as well as according to whether they are strategic or show down games. In games or skill the outcome depends on the capabilities of the players, as inches, tennis, or some types of business. Games of skills reward achievement, encourage individual responsibility and initiative, and discourage laziness. However, games of skill have the possible educational disadvantage of discouraging slow learners, dramatizing student inequalities and feeding the conceit of the skillful.

In games of chance the outcome is independent of player capabilities, as indices, roulette, and pure financial speculation. Games of chance have the educational advantages of dramatizing the limitations of effort and skill, humbling the overachievers and encouraging the underachievers. On the other effort, and skill, and may encourage magical thinking and passivity. Games of reality are essentially models or simulations of no play, real world operations, as in theater, fiction, military maneuvers and such games as monopoly and diplomacy. They offer the greatest educational potential for student comprehension of structural relationships. Finally, games of fantasy which many persons would not call games at all, while admitting that they do involve play, release the player from conventional perceptions and inhibitions, as in dancing and skiing is emotional refreshment simulation of the imagination.

Guessing Games

Guessing game is one of some game in teaching technique. Guessing game is a game in which a person guess some kind of information, such as a word, a phrase or a title. According to Hadfield (2008) stated guessing game is a familiar variant on this principle. The player with the information deliberately withholds it, while others guess what it might be. This game increased the students' active participation and interest in the teaching and learning process. In addition, guessing game make the students feel enjoyable when they learn vocabulary because they will create a comfortable condition for them to learn a new language without being frightened and embarrassed. It means that students can learn new vocabulary freely. Another, Thornbury (2002:148) stated, "Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom."

The following are some examples of guessing games. First, guess the Animal. Give students an animal flashcard or have them take one from a bag. They must give their classmates clues as to what animal it is: This animal lives in the jungle. It eats bananas. It's brown.

Second, guess Who? This guessing game is very similar to the classic game Guess Who? Use the real board game if you've got it or print copies of this sheet to hand out to teams of two students. Separately print out strips of paper with the names. Student A draws a name from the bag. Student B has to guess who they are by asking questions: Do you have brown hair? Do you have blue eyes? Third, celebrity Guess Who? This game is very similar to the above. Simply use celebrity photos instead. Fourth, guess my Job. Print out a sheet of clues like this one. If students guess the profession after the first clue they get three points, if they guess after the second they get two points and after the last clue they get one point. You may be using language your young learners may not use themselves, but they are capable of understanding a lot more than you think. In any case, you may adapt the clues to suit their level, and even use this point-giving strategy for any type of guessing game.

Fifth, listen up – and Guess! A fun spin on the guessing game is playing short audio files and having students guess what it is. FreeSFX has hundreds of sound files to choose from. Can your class tell the difference between a mouse squeaking and a bird chirping? How about a bear's growl and a lion's roar? Find out!

Sixth, guess the Mystery Object. This is a classic in my young learner's classroom and one of my personal favorites. Take a big cloth bag and place one item in it. Students put their

hands inside the bag and feel the object to guess what it is. You can do this with classroom objects, animals, toys or any piece of realia.

Seventh, language Hangman. Who hasn't played this classic whiteboard game? But try this variation to help students review any expressions they've recently learned. Draw enough number of blanks to represent each letter of the words contained in the expression. For example, for "thank you" you'd draw blanks. You may choose to add the first letter or the last one to get them started, or a random letter in the middle. Students have to not only guess the correct expression or phrase, but also use it with a partner. And eighth, guess What I Bought! Another great way to review vocabulary. Tell your class you went shopping yesterday and that they must guess what you bought. Describe each object in terms they can understand: It's warm. It's brown. You put it on your head (it's a hat). If they guess correctly show them a flashcard or magazine cutout of the item.

Research Method

This study applies pre-experimental design. An experimental design was aimed to test the effects of treatments. According to Woodrow (2014), there were some forms of pre-experimental design, they are one-group pre-test-post-test. The measurement technique was held twice. The first was a pre-test to collect the data in order to know the students' abilities before the treatment. The second was the post-test to collect the data after the treatment.

In the pre-test and post-test treatment groups, it was carried out twice, before being given the treatment it was called the pre-test and after being given the treatment it was called the post-test. In this study, the researcher only placed one group and used the pre-test and post-test to see the results of the treatment.

The populations of this research are the eight grade students of SMP Kristen Kefamenanu. The population consists of two classes: VIII/A consisted of 22 students and VIII/B consisted of 22 students. The total of the population are 44 students. Sample is a representative of the population that has selected for the object of research. This research uses purposive sampling, According to Arikunto (2006), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. The samples of this research use one class with 22 students. Why I uses purposive sampling because in my point of view it will be easier to apply the method that I will use namely, guessing games.

The instrument of this research is a Test. The tests that are used in this study are pre-test and post-test. The pre-test is intended to find out the total numbers of vocabulary that has been already known by the students, while the post-test is designed to measure the students' achievement based on the material that has been learned. The first instrument the researcher asked the types of work that are common to students. The researcher will start the research by conducting the pre-test, the researcher explained about the game that will be played and then asks two students to come forward, one will read the directions behind the card and the other will practice what type of work is being demonstrated and the rest of the students will start to guess and it is done randomly by different students. It aims to know the vocabulary ability of students before the treatment. After the pre-test, the writer gives treatment. Then after two meetings of treatments the writer gives post-test for students – to know the difference between pre-test and post-test.

In collecting the data, the writer followed some steps such as follow: First, he reads many written materials such as books, journals, thesis, and article which have relation to the researcher' research. It is necessary to conduct a library research in order to gather theories and some information to support the analysis. And second, Field Research. Besides reading texts in finding information, the researcher also of course conducted field research to find proves to subject matter. In doing this, he will follow the steps as below: **Pre-Test**. The researcher gave a pre-test to the class. In doing a pre-test, the students are not allowed to find

out the words meaning in their dictionary. They have to do what they know. The pre-test aims to get the students' prior knowledge before the treatment. The test consists of 25 items of multiple choices.

- **Treatment:** The treatment was given after the researcher gives the pre-test. In giving treatment, the researcher conducted two meetings to teach the students how to improve vocabulary through guessing game.
- **Post-Test:** After the treatment, the post-test was given to the student. In doing post-test, the students will be given the same test in the pre-test and they are not allowed to open their dictionary. This aims to compare their achievement based on the materials that have been learned. The result of the post-test will score to know the increase of the students' vocabulary.
- **Questionnaire:** At the end of this research, the researcher distributed the questionnaire to the students in order to figure out the students' perceptions and responses toward the method. Likert scale is used in the questionnaire, the answer for each question has gradation from very positive to very negative. There are four options for the answer (strongly agree, agree, strongly disagree, disagree).

To analyze the data, the researcher coded the samples as S1, S2, S3...until S22. This code was made in order to keep the students' privacy. He also checked the correct answer and gave the students' scores, through the following formula:

$$\text{Score} = \frac{\text{Student's Answer}}{\text{Total Item Of Numer}} \times 100$$

Finally, he classified the students' score using a five-level scale.

Range of Score	Classification
100-90	Excellent: Complete knowledge of vocabulary. Excellent at identifying word meaning. No spelling problems.
89-80	Very Good: Good vocabulary knowledge. Good at identifying word meaning. No problems with spelling.
79-70	Good: General vocabulary knowledge. Able to identify word meaning. Some spelling problems without interfering with understanding.
69-60	Fair: Still acceptable vocabulary knowledge. Still able to identify word meaning. Some spelling problems without fully interfering with understanding.
59-0	Fail: Lack of vocabulary knowledge. Misspelled words. Unable to identify word meaning.

(Adapted from Gay L.R: 2012)

Table 1. Range and classification of score

The researcher calculated the mean score of the students before comparing the results of the pre-test and post-test.

$$M = \frac{\sum(x)}{N}$$

M: Mean Score

$\sum(X)$: The sum of total score

N: Number of students

3. Results and Discussion

In procuring data, the researcher used test namely pretest and posttest. The results were displayed in the following table.

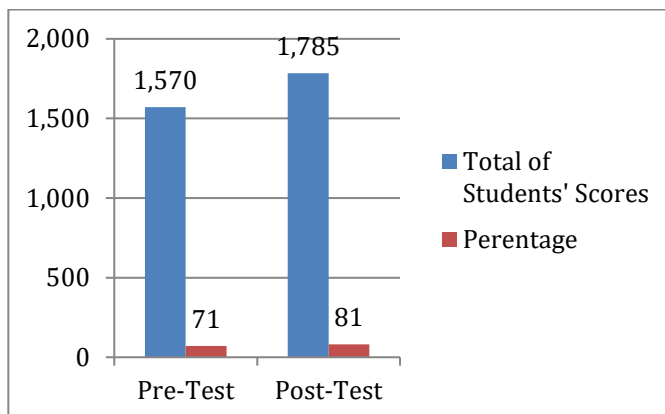


Figure 1. The Score of Students' Pre-test and Post-test

Based on Figure 4.1 above, the researcher concluded that the lowest score and the highest score from 22 students in the pre-test and post-test. In the pre-test the lowest score was 60 and the highest score was 85. Then the lowest score in the post-test was 60 and the highest score was 95.

From the table below revealed the frequency and percentage of students' from the pre-test and the post-test scores:

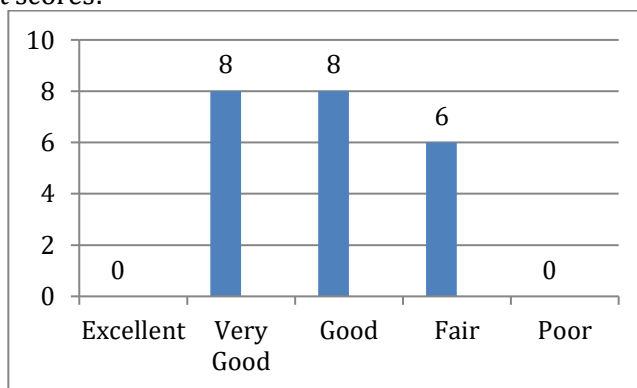


Figure 2. Frequency and Percentage of Students' Pre-test and Post-test

There were 8 students (36%) classified as very good, 8 students (36%) classified as good, 6 students (28%) classified as fair. While the data in the post-test revealed 3 students (14%) classified as excellent, 14 students (64%) classified as very good, 4 students (18%) classified as good, and 1 student classified (4%) Fair.

From the table below revealed the mean score of the students' from the pre-test and the post-test:

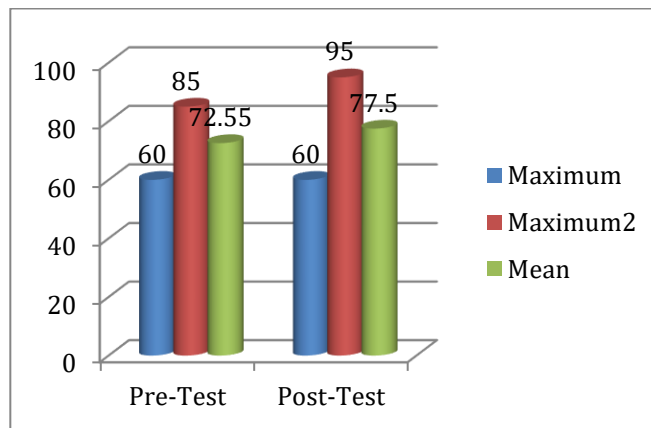


Figure 3. The Mean Score of Students' Pre-test and Post-test

Figure 4.3 revealed the mean score of pre-test and post-test. The mean score of the pre-test was 72.55 and the post-test was 77.50. This shows that there has been an increase in student scores as evidenced by an average value of 6.05.

From the research results, it revealed that the difficulties of the students by using guessing games is the lack of vocabulary and making it difficult for the students to guess the answers.

Discussion

This research is pre-experimental. This study applied a guessing game to improve the students' vocabulary in learning English of SMP Kristen Kefamenanu. The result of the research that has been carried out that guessing game can improve the students' vocabulary at the VIII/B class. The success of this research is shown by the improvement of the learning outcomes of students who are the subject of the research. Based on the analysis from the students' evaluation at the pre-test, the highest score got by the student was 85 scores and the lowest score was 60. While in the post-test the highest score got by the student was 95 and the lowest score was 60.

Based on observations there are some weaknesses of students among others, students are not disciplined, students feel confused about how to learn by used guessing game, students do not master English vocabulary, and some students are still not ready when lessons would be begun. The result was that most students find it difficult to answer questions because there are some unfamiliar words for them. Students could not answer the word correctly, but after treatment, there was significant progress of the students' grades, because most students can guess my job game correctly.

After giving treatment, the result showed that the students' mean in teaching vocabulary before taught by using guessing game (pretest) of the class is 72.55 and while the students' mean in teaching vocabulary after they taught by using guessing game (posttest) of the class is 77.50. It means that using guessing game can motivate the students more memorize vocabulary well. Meanwhile, after the data was calculated and also compared to the result of the posttest, it was found that there were differences between pretest and posttest scores.

Based on the results of data analysis, the writer concludes that guessing game are quite recommended as a strategy to improve students' vocabulary because teaching vocabulary using guessing game has great benefits that can serve various learning goals. Through guessing game, students can add new knowledge and new vocabulary after researchers provide material a guessing game for the students where students can find and classify them into parts of the vocabulary.

This present research is in line with the study of Febriansyah (2016) which states that vocabulary mastery of most students improved after Bingo game was used in the teaching and learning process. It was showed by students' enthusiasm during the game. They tried to be the first winner and raised their competitiveness among them. In addition, the implementation of Bingo game and the complementary actions were successful to help the students memorize and understand new words easily. In conclusion, the students' vocabulary mastery was improved through the implementation of Bingo Game.

4. Conclusion

Based on the findings, data analysis and discussion in the previous chapter, the researcher concluded that using guessing game improve significantly students' vocabulary at the eight grade of SMP Kristen Kefamenanu. The guessing game was significant to be used in the learning and teaching process because it made the students active in learning. It could be proven by the students' scores that they have got. In the pre-test, the result of the mean score was 72,55. Then The post-test, the mean score was 77.50. Based on the result of the data analysis and

conclusion, the writer would like to give some suggestion to be considered by the English teacher as follow: For teacher. The teacher should be able to use an appropriate method, techniques or media, so they can change the students' minds that learning English is boring. The teacher should be flexible and understand the students' needs, so the teaching- learning process can be fun, enjoyable, and interesting. For Students. The students should try contributing ideas and becoming an active participant in the learning process in the class. Then, students can be more interested in English and should pay attention to the teacher's explanation. Therefore, they could catch the material given by the teacher. The student should also have high motivation to learn English especially vocabulary because vocabulary is the basic and most important part of the language. For Another Researcher. Hopefully, it will be an improvement for the next research. It is possible to optimize many sectors of teaching vocabulary. They can make this study as a reference to conduct another researcher in the same field.

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