# USING THE SWIVEL WHEEL GAME MEDIA TO INCREASE STUDENTS' VOCABULARY AT THE SECOND GRADE OF SMA YP PGRI 2 MAKASSAR

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**ABSTRAK**

*The purpose of this study was to find out whether using the Swivel Wheel Game Media to Improve the Vocabulary for Students in Class II SMA YP PGRI 2 Makassar. This study used a pre-experimental method. The population of this research is the 2nd-grade students of SMA YP PGRI 2 Makassar in the academic year 2022/2023. The research sample is class XI, which consists of 20 students and uses a total sampling technique method. The instrument of this research used the media of the Swivel Wheel game. The results showed that there was a significant difference in the students' mean scores on the pre-test and post-test, where the average score on the post-test was higher than the pre-test score (87.4 > 49.8) and the T-test value was greater than the t-table value (24,375 > 1,729). Based on the results of data analysis, it can be said that the use of the Swivel Wheel game media can increase students' vocabulary.*

***Keywords:*** *Swivel Wheel Game Media, Students’ Vocabulary*

**INTRODUCTION**

English was one of the most important languages in the world because it was an international language and a global language that is learned by many people in this world. It has an important position in today's world of communication. This position made English the most widely spoken language worldwide in all aspects of human life. In learning a language, there were four skills that should be mastered by students, such as listening, speaking, reading, and writing. These four skills should be involved by teachers in the process of teaching and learning in a classroom. Speaking and writing refer to productive skills, while reading and listening refer to receptive skills. (Harmer, 2003)

Therefore, many strategies and approaches were offered to solve the vocabulary problems of Vocabulary was seen easy to be mastered, but it was actually quite hard even though it can be taught by some interesting techniques or strategies. Many factors were affecting the students' difficulty in mastering the vocabulary. According to the observation in SMA YP PGRI 2 Makassar, there were some issues that the researcher discovered: First, the difficulties of students in understanding and remembering vocabulary. Any students have difficulty when speaking because of the restrictiveness of their vocabulary. Second, learning English was stilted or serious, which makes students depressed or afraid to develop their ability in vocabulary. Third, was the lack of control memorizes students’ vocabulary. They were easy to forget vocabulary has been taught or learnedstudents.

One of them is the strategy was the Swivel Wheel game media. According to Arsyad (2014), the advantages of the swivel wheel if implemented in learning, include fun, entertainment, and interest in did. The swivel wheel allows for the active participation of students to learn.

The Swivel Wheel game was one of the media used to teach students who have unclear ideas. Joyce (2009: 193) four groupings in learning consist of data handling sources, secret sources, social connection sources, and changing at the surface level as a source. The four student meetings that were most closely related to the Swivel Wheel game were changes in surface-level behavior as a source.

# METHOD

In this research, the researcher will be used a pre-experimental method with a one-group pre-test and post-test design to solve the vocabulary problem of students by using Swivel Wheel Game Media, where (01) Pre-test, (X) Treatment, (02)Post-test, There were two kinds of variables in this research. The variables were as Independent Variable (X) Swivel Wheel Game and Dependent Variable (Y) Students’ vocabulary.

The population of this research is second-grade students of SMA YP PGRI 2 Makassar in the 2022/2023 academic year. The population consists of one class. The total population of this research is 20 students. The researcher used the total sampling technique. The researcher took the students of the second grade in SMA YP PGRI 2 Makassar as the sample. The sample consists of 20 students.

To get the data, the researcher used a vocabulary test. This test was administered in the post-test and pre-test. The test was multiple choice and the total number of questions. The pre-test had given before the treatment to find out students’ ability in Improving vocabulary. Post-test had given after the treatment to check their vocabulary.

The data collected in pre-test and post-test was analyzed based on the following producer:

1. Scoring the students’ correct answer of pre-test and post-test

score= Total number of correct answer X 100

Total number of test

1. Classifying the score of the students pre-test and post-test.

**Table 3.1 Score Classification**

|  |  |  |
| --- | --- | --- |
| No | Classification | Score |
| 1. | Very Good | 86-100 |
| 2. | Good | 76-85 |
| 3. | Fairly Good | 66-75 |
| 4. | Fairy | 56-75 |
| 5. | Poor | 36-55 |
| 6. | Very Poor | 35 |

1. To calculate the percentage of the students “score, the formula used as follows:

P = X 100

Notes : P = Rate Percentage

F = Frequency of the Correct Answer

N = the Total Number of Students

(Sudjana,1996)

1. Calculating the mean score by applying the formula:

X=

Where: X = mean score

∑x= the raw score

N = the total number of students

1. Calculating the result of the test

To find out the significant difference between the score of pre-test and post-test the researcher will calculate the value of the best test by using the following formula:

t =

D =

Where: t = Test of significant

D = Score difference

∑D = the sum of total score of difference

N= Total number of sample

**RESULT AND DISCUSSION**

Based on the problem statement of this research to know use of the Swivel Wheel Game Media increase students’ vocabulary at the second grade of SMA YP PGRI 2 Makassar.

* + - 1. **The Result of Pre-test**

The pre-test was given to students before being given treatment. The pre-test consists of 25 questions. The question is about vocabulary, namely verbs and nouns. This test lasts 60 minutes. After collecting the pre-test results that have been given, the students' scores on the pre-test are shown in the table below.

**Table 4.1** Raw Score in Pre-Test (X1)

|  |  |  |  |
| --- | --- | --- | --- |
| **NO.** | **Students’** | **Score Pre-Test (X1)** | |
| 1. | NAD | 52 | |
|  | IG | 52 | |
|  | SB | 48 | |
|  | EL | 56 | |
|  | BDJ | 48 | |
|  | MFR | 44 | |
|  | MRY | 52 | |
|  | ST | 40 | |
|  | MFS | 52 | |
|  | SMN | 44 | |
|  | IR | 56 |
|  | EFL | 52 |
|  | ASR | 40 |
|  | EP | 52 |
|  | MSGI | 52 |
|  | ANS | 60 |
|  | YLP | 52 |
|  | DE | 40 |
|  | JE | 48 |
|  | MUS | 56 |
| **Total** | | **996** | |

The information in table 4.1 the result of students’ pre-test shows one student got 60, three students achieve 56, eight obtain 52, two students’ gain 48, and two students found 44, there were three students achieve 40. One student categories fairly and 19 students were classified as poor. The results of the data students’ of pre-test above indicate that quite a lot of students still lack vocabulary.

1. The Scoring Classification of Students’

The scoring classification of students’ pre-test could be explained as follows:

**Table 4.2** Scoring Classification of Students’

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Classification** | **Score** | **Pre-test** |
| 1. | Very Good | 86-100 | 0 |
| 2. | Good | 76-85 | 0 |
| 3. | Fairly Good | 66-75 | 0 |
| 4. | Fair | 56-75 | 4 |
| 5. | Poor | 36-55 | 16 |
| 6. | Very Poor | 35 | 0 |
| Total | | | 20 |

The table scoring classification shows that there were no students who got excellent scores on the pre-test; no students who achieve the pre-test scores were generally very good. There were four students who obtain fair scores on the pre-test. Sixteen students gain poor scores on the pre-test, there were no students who achieve good scores on the pre-test. The student's score has no increased before doing the treatment using the Swivel Wheel game media.

**Chart 4.1** Scoring Classification of Pre-test

The chart above, shows that there were no students who achieved good scores on the pre-test, in each of them there were four students who obtained the category of fairly scores on the pre-test, sixteen students gain the category of poor scores on the pre-test, by looking at the information above shown in the outline above, it was known that out of 20 students none got a very good score category on the pre-test.

1. **The Result of Post-test**

After doing treatment using Swivel Wheel game media, the researcher gave a post-test, the researcher gave a worksheet to be answered in large numbers and after that the researcher collected the worksheets and checked them one by one. Their vocabulary works differently from the previous pre-test. The result of post-test was improved. The result of students’ post-test can be seen in the table below:

**Table 4.4** Raw score in Post-test (x2)

|  |  |  |
| --- | --- | --- |
| **NO.** | **NAME** | **POST-TEST**  **X2** |
|  | N A D | 92 |
|  | I G | 92 |
|  | S B | 92 |
|  | EL | 88 |
|  | B D J | 80 |
|  | M F R | 84 |
|  | M R Y | 88 |
|  | ST | 80 |
|  | MFS | 88 |
|  | SMN | 84 |
|  | IR | 88 |
|  | EFL | 80 |
|  | ASR | 92 |
|  | EP | 96 |
|  | MSGI | 80 |
|  | ANS | 96 |
|  | YLP | 92 |
|  | DE | 88 |
|  | JE | 84 |
|  | MUS | 84 |
| **Total** | | **1.748** |

The information in table 4.4 of the students’ post-test shows that two students got 96, five students achieved 92, five students obtained 88, four students gained 84, and four students found 80, the maximum post-test score was 80 and the most basic score was 35. Post-test was superior to the pre-test effect. This means that there was an increase in students' English vocabulary after being given treatment using the Swivel Wheel game media. This means that students were viewed differently after treatment.

1. The Scoring Classification of Students’

The classification of post-test student assessments can be explained as follows:

**Table 4.5** Scoring Classification of Students

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Classification** | **Score** | **Post-test** |
| 1. | Very Good | 86-100 | 12 |
| 2. | Good | 76-85 | 8 |
| 3. | Fairly Good | 66-75 | 0 |
| 4. | Fair | 56-75 | 0 |
| 5. | Poor | 36-55 | 0 |
| 6. | Very Poor | 35 | 0 |
| Total | | | 20 |

Table 4.5 the scoring classification of students above there were twelve students who got very good scores and eight students who obtain good scores. There were no students who gain a low score category in the post-test. Thus, the student's score has increased after being given treatment using the Swivel Wheel game media. Based on the data above would be applied in the diagram below:

**Chart 4.2** Scoring Classification of Post-test

The chart of the scoring classification students post-test above shows that there were students who are categorized as very good and had good post-test scores. There were twelve students who are classified as very good, and eight students are called good. The higher character on the post-test was fantastic and the minimal classification was very poor. Furthermore, the above grouping can show that students' vocabulary mastery is higher after being given treatment using the Swivel Wheel Game Media.

1. **Total Score Raw of Students’ Pre-Test, Post-Test, Gain and Square of Gain.**

From the table raw of students’ pre-test, post-test, gain and square of gain above, the total score of post-test (ΣX2) = 1.748 from the total students was 20. The researcher tried to compare the result of the post-test and pre-test. In this case, the researcher found that the result of the post-test (ΣX2) was 1.748 which was better than the pre-test (ΣX1) which was 996. The total gain difference between match pairs (ΣD) were 780 and the total square gain (Σ𝐷2) was 31.029. It shows that the gain between pre-test and post-test was higher. The total score was slightly improved. In this case the researcher was success to use Swivel Wheel game media to increase students' vocabulary.

**Table 4.6** Raw score, Gain and Square of Gain of Pre-test and Post-test

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NO.** | **NAME** | **PRE-TEST**  **X1** | **POST-TEST**  **X2** | **GAIN**  **(D)**  **X2 – X1** | **SQUARE OF GAIN**  **(D2)** |
|  | N A D | 52 | 92 | 40 | 1.600 |
|  | I G | 52 | 92 | 40 | 1.600 |
|  | S B | 48 | 92 | 44 | 1.936 |
|  | EL | 56 | 88 | 32 | 1.024 |
|  | B D J | 48 | 80 | 32 | 1.024 |
|  | M F R | 44 | 84 | 40 | 1.600 |
|  | M R Y | 52 | 88 | 36 | 1.296 |
|  | ST | 40 | 80 | 40 | 1.600 |
|  | MFS | 52 | 88 | 36 | 1.296 |
|  | SMN | 44 | 84 | 40 | 1.600 |
|  | IR | 56 | 88 | 32 | 1.024 |
|  | EFL | 52 | 80 | 44 | 1.936 |
|  | ASR | 40 | 92 | 52 | 2.704 |
|  | EP | 52 | 96 | 44 | 1.936 |
|  | MSGI | 52 | 80 | 44 | 1.936 |
|  | ANS | 60 | 96 | 36 | 1.296 |
|  | YLP | 52 | 92 | 40 | 1.600 |
|  | DE | 40 | 88 | 44 | 1.936 |
|  | JE | 48 | 84 | 36 | 1.296 |
|  | MUS | 56 | 84 | 28 | 784 |
| **N=20** | | **∑X1= 996** | **∑X2=1.748** | **∑D=780** | **∑D2= 31.029** |

Where:

∑X1 : The score result of students pre-test

∑X2 : The score result of students post-test

∑D : Total gain (x2-x1)

∑D2 : Total Square of gain

1. **The Comparison Between Pre-test and Post-test Scoring Classification**

The comparison between pre-test and post-test student assessments can be explained as follows:

The table of the comparison scoring classification of students shows that there were no students who achieved the pre-test scores were generally very good, while in the post-test there were ten students. There were four students who got fair scores on the pre-test and on the post-test there were no students who were fair scores. Sixteen students obtained very poor scores on the pre-test, while on the post-test there were none and there were no students who gained good scores on the pre-test, while in the post-test there were eight students. The correlation between pre-test and post-test scores was completely different. The student's score has increased after doing the treatment using the Swivel Wheel game media.

**Table 4.7** Comparison Scoring Classification of Students’ Pre-test and Post-test Results

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Classification** | **Score** | **Pre-test** | **Post-test** |
| 1. | Very Good | 86-100 | 0 | 12 |
| 2. | Good | 76-85 | 0 | 8 |
| 3. | Fairly Good | 66-75 | 0 | 0 |
| 4. | Fair | 56-75 | 4 | 0 |
| 6. | Poor | 36-55 | 16 | 0 |
| 7. | Very Poor | 35 | 0 | 0 |
| Total | | | 20 | 20 |

We can see that the comparison scoring classification of students’ pretest and post-test in the chart 4.5 shows, that there were no students who got the pre-test scores were generally very good, while in the post-test there were twelve students. There were four students who achieved fair scores on the pre-test and on the post-test there were no students who were poor. Sixteen students scored poor on the pre-test, while on the post-test there were no students, and there were no students who obtained good scores on the pre-test, while in the post-test there were eight students.

**Chart 4.3 Comparison Scoring Classification of Students’ Pre-test and Post-test Results**

1. **The Comparison Between Students’ Rate Percentage Score in Pre-test and Post-test**

In the table 4.9 brought, the comparison between students’ rate percentage in pre-test and post-test, it can be seen that there was a relationship between the pre-test and post-test levels. There were no students out of 20 students who were declared very poor and fair on the post-test. In the pre-test, there were 80% were declared poor while in the post-test there were no students who were declared poor categories. In fair order, there were 20% in the pre-test, while in the post-test there were no students who got the scores. So, in general, no students passed the pre-test, while half of the students passed the post-test. In the large order, there was no pre-test while in the post-test there was 40%. Students, in general, did not achieve very good scores in the pre-test while in the post-test there was 60%. It can be concluded that the post-test score was higher than the pre-test scores.

**Table 4.8** Comparison Scoring Classification Rate Percentage of Students’ Pre-test and Post-test Result

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Classification** | **Score** | **Percentage** | |
| **Pretest** | **Post-test** |
| 1. | Very Good | 86-95 | 0 | 60% |
| 2. | Good | 76-85 | 0 | 40% |
| 3. | Fairly Good | 66-75 | 0 | 0 |
| 4. | Fair | 56-75 | 20% | 0 |
| 5. | Poor | 36-55 | 80% | 0 |
| 6. | Very Poor | 35 | 0 | 0 |
| Total | | | 100% | 100% |

The correlation between students' pre-test and post-test was presented in the following:

**Chart 4.4** Comparison of the Students’ Rate Percentage of Pre-test and Post-test Results

From the information in chart 4.6 the comparison of students’ rate percentage above shows the examination of students' pre-test and post-test rate percentage. There was a huge distinction between the pre-test and post-test in the wake of being given treatment using the Swivel Wheel game media. It tends to be seen that the majority of the students’ were delegated poor in the pre-test while in the post-test the score part of the students' was named generally very good scores. The researcher can conclude that the second-grade students' of SMA YP PGRI 2 Makassar can increase students’ vocabulary by using the Swivel Wheel game media.

1. **Calculating the Students’ Mean Score of Pre-test and Post-test and the Score of Gain**

Calculating the students mean score of pre-test and post-test and gain, the researcher calculated the mean score of the research. The mean score and gain were presented in following table below:

**Table 4.9** The mean students’ score of pre-test, post-test and gain

|  |  |  |
| --- | --- | --- |
| **Test** | **Mean Score** | **Total Score** |
| Pre-test (X1) | 49,8 | 996 |
| Post-test (X2) | 87,4 | 1.748 |
| Gain | 39 | 780 |

The information in the table the mean score of pre-test, post-test, and gain shows that the average score of the pre-test students was 49.8 which was called poor, while the average score of the post-test students was 87.4 which was declared very good which was higher than the average score of the student pre-test. It was intended that by used the media game Swivel Wheel can build student vocabulary with this method students have an increase in their vocabulary compared to the previous pre-test, however, during the pre-test students at some point basically answered because they did not really understand the importance of each word and after implementing the media strategy of the Swivel Wheel game, the post-test was delegated to develop, from second-grade SMA YP PGRI 2 Makassar.

1. **Mean Score**
2. The mean score of pre-test where:

∑X1= 996

N= 20

X1=

X1=

X1= 49,8

The mean score of students pre-test (X1) was 49,8.

1. The mean score of post-test where:

∑X2=1.748

N= 20

X2=

X2=

X2=87,4

The mean score of students post-test (X2) was 87,4.

1. The mean score of gain

∑D=780

N=20

D=

D=39

The mean score of students pre-test and post-test (D) was 39.

**Table 4.10** The Mean Score of the Students’ Pre-test and Post-test

|  |  |
| --- | --- |
| **The mean score of pre-test** | **The mean score of post-test** |
| 49,8 | 87,4 |

In the table 4.11 display that the students mean score of pre-test and post-test, the average score of the student's pre-test was 49.8 which can be classified as a sequence of unfavorable scores, while the average score of the student's post-test is 87.4 which were called the general score of very good scores. So, the researcher reasoned that the mean score of the post-test was higher than the score of the pre-test. This means that using the media game Swivel Wheel can further increase students of English vocabulary of second-grade students of SMA YP PGRI 2 Makassar.

**Chart 4.5** The Comparison between Students’ Mean Score

In view of the chart comparison between students’ mean score , the mean score of the students’ pre-test was 49,8 which could be delegated an unfortunate score order, while the mean score of the students’ post-test was 87,4 which was named a generally very good score characteristic.

1. T-test Value

So the researcher reasoned that the mean score of the post-test was higher than the score of the pre-test. This means that the use of the Swivel Wheel game media can increase the English vocabulary of second-grade students of SMA YP PGRI 2 Makassar.

*t*= =

D =

D=

D=39

*t*= =

Where: t = test of significant

D = score difference

∑D= these sum of total score of difference

N= total number of sample

*t*= =

*t*= 24,375

After calculating the researcher found that the t-test value = 24,375 and the degree of freedom (DF) = N-1 = 20-1=19. The result of t-test presented in following table:

**Table 4.11** The Value of T-test and T-table

|  |  |  |
| --- | --- | --- |
| **Variable** | **T-test Value** | **T-table Value** |
| X1-X2 | 24.375 | 1.729 |

The table of value t-test and t-table shows that the T-table score was lower than the students' English vocabulary T-test score where the T-test score was 24,375 and the table score was 1.729. In addition, T-test scores were more important than T-table scores. This means that the use of Media Swivel Wheel Game can fundamentally increase the English vocabulary of second-grade students at SMA YP PGRI 2 Makassar. Therefore, this study supports (H1), that there was a striking difference between students' vocabulary learning outcomes when displayed using Swivel Wheel game media. Judging from the consequences of the post-test scores, this means that there will be very large test results when the researcher displays vocabulary through the Swivel Wheel game media. The difference in the mean scores of the pre-test and post-test was caused by the treatment. In the end, the use of Swivel Wheel game media can increase students' English vocabulary.

1. **Hypothesis Testing**

To find out degree of freedom (df), the researcher used the following.

Formula:

df = N-1

df = 20-1

df = 19

**Table 4.12** Table of Significant

|  |  |  |  |
| --- | --- | --- | --- |
| **Df** | **Level of Significant (P)** | **T-test Value** | **T-table Value** |
| 19 | 0,05 | 24.375 | 1.729 |

From the significant table (P) 0.05, and degrees of freedom (df) = 19, the T-test value was 24,375. As a result, the T-test value was higher than the T-table 1.729). It is true that there was a big difference between the pre-test and post-test of students in adding vocabulary after using the media game of Swivel Wheel game. So it can be concluded that the null hypothesis (H0) of this study is rejected and the alternative hypothesis (H1) was accepted because there is a significant difference between the results of the pre-test and post-test using the Swivel Wheel game media to increase students' vocabulary.

**DISCUSSION**

The discussion relates to the translation of the findings that can be obtained from the investigation of the information. A clarification of the examination of information collected through tests, for example, in the field of assertions shows that students' English vocabulary was expanded. This was supported by the consequences of repetition and the level of pre-test and post-test Student vocabulary can increase. By using the Swivel Wheel game media students' scores can change due to the use of the Swivel Wheel game media.

**CONCLUSION**

Based on these findings and conversations, the researcher proposes the following objectives. The Swivel Wheel media game was one of the strategies to increase students' English vocabulary at SMA YP PGRI 2 Makassar in the 2022/2023 academic year. This can be seen from the scores from the pre-test and post-test. The students' post-test scores were higher than the students' pre-test scores. Students SMA YP PGRI 2 in class XI was classified as “poor” on the pre-test and their average score was 49.8. Second graders at SMA YP PGRI 2 Makassar were in the "very good" grade on the post-test and their typical score was 87.4. This explains that the use of the Swivel Wheel game media in learning English vocabulary can increase students' vocabulary, so the use of this strategy was related.

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