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The Effectiveness of Hangman Game Towards Students' English Vocabulary Mastery At 7th Grade of Mts Muhammadiyah Wagon, Banyumas

Asri Nurlaeli Mardikawati, Windharyati Dyah Kusumawanti

UIN Prof. K.H. Saifuddin Zuhri, Purwokerto

windharyati@uinsaizu.ac.id

Abstract

One of the problems to majority students of MTs Muhammadiyah Wagon, Banyumas is vocabulary mastery. Therefore, this research was aim to find out the impact of hangman game at 7th grade students' vocabulary mastery of MTs Muhammadiyah Wagon, Banyumas. This research used quantitative approach with quasi-experimental method, employing the test as the research instrument. The 7th grade of MTs Muhammadiyah Wagon, Banyumas were the participants in this research, with 7B as the experimental class and 7A as the control class. 40 students of 7A and 7B, which consists of 17 and 23 students were participated in answering the pre-test and post-test. To analyze the data, the N-Gain was used by calculated the pre-test and post-test score of each class. From the calculation, it was found that the mean score before implemented the hangman game was 80.87 and after implemented the hangman game, the mean score was increased to 90.66. Moreover, the calculation of N-Gain was obtained average score of 0.61 with quite effective category.

Keywords: *Hangman Game, vocabulary mastery.*

A. Introduction

Vocabulary is seen as the foundation connecting the four language abilities together, obtaining an adequate vocabulary encourages understandable communication (Purnama, 2023). Moreover, Today's biggest challenge is how to teach students vocabulary (Rahayu et al., 2022). Semiun et al. (2014) also argue that knowing that nowadays, English is promoted as a global language. Thus, to build good English, vocabulary is crucial, because it can support every sentence that is spoken and written. Without vocabulary, students cannot construct a sentence in speaking or writing. With limit vocabulary, students will have trouble understanding what they read, hear, and also speak. This occurs because the majority of students find it challenging to comprehend the subject that the teacher teaches in English class and one of the reasons for this is that they have a limited vocabulary. Having a large vocabulary makes it simple for learners to improve their English competence (Nada, 2021). Students must therefore acquire a substantial vocabulary as well as knowledge of word meanings and forms. "Although very little can be communicated without grammar, nothing can be said without vocabulary" (Wilkins, 1972).

The researcher discovered that students of MTs Muhammadiyah Wangon, particularly those in 7th grade, their vocabulary was limited. Lack of self-confidence, low learning motivation in students, poor grammar proficiency, and inadequate vocabulary comprehension are the elements that affect these issues. Also, the very first difficulty recognized in teaching words is the matter of whether to teach form first then meaning or meaning first then form later (Suardi & Juwita, 2019). The first thing to learn English is self-motivation. In line with this, Dwinalida & Setiaji (2022) stated that one of the components to achieve goal is motivation. When the students have high motivation, they will pay more attention to the teacher's explanation. Another issue that faced to the students in this school is self-

confident. This is related to the motivation to learn English, as well as the lack of direct daily practice. Sulasri et al., (2021) also argue that to have little experience speaking English, they also seemed too lethargic to speak and engage in different types of English discourse. It was caused the students in this school feel more less confident, especially when they try to speak in English.

When conducted the preliminary research on December 15th, 2023, the English teacher, Mr. E, claimed that the students' mastery of English vocabulary in relation to their mastery of verbs in 7th grade at the school is satisfactory, unfortunately their vocabulary mastery of adjectives, nouns, and adverbs still needs to be improved.

According to Susanto (2017) stated that instead of using just one strategy while presenting a single planned vocabulary item, teachers typically mixed many strategies to teach English vocabulary. Even though the teacher has attempted to use technology-based learning tools like Kahoot, Word-Wall, and PowerPoint to educate those students who are generally deemed to have low vocabulary proficiency in English, the teacher also employed a traditional approach, known as teacher-centered. Typically, the teacher would ask the students to respond to questions after providing an explanation. As a result, they paid no attention to the teaching and learning process and found the English topic to be monotonous.

Based on those issue, it can be concluded that selecting and using appropriate learning media can influence students' learning success. Apart of the educational system is media that is intended to aid students in learning because they typically have different types of sensing, including: visual types, who learn best by listening to oral or written explanations; motorist types, who learn best by fully understanding motion and activities performed; tactic types, who learn best by observing rather than by fully understanding (Pasaribu, 2015). Also, As Sabiq & Sukirno (2020) stated that

using appropriate media will make teaching English easier to understand and more successful.

In this research, the researcher has one way to teach vocabulary that is by playing game for engaging students in vocabulary development and a positive learning environment. Use of games is one method for teaching English. The use of game to teach vocabulary is appropriate for junior high school students. A game is an activity that consists of rules, a goal, and some fun (Hadfield, 1998). Games can make learning activities more enjoyable while being taught. Additionally, students will be motivated to learn the subject matter. Students will also have little trouble understanding the subject matter.

In addition, based on previous research conducted by Mimu (2015) separated a popular game for vocabulary learning among students into three categories in previous research. Hangman Game is one of them. In this instance, the researcher chose to employ the Hangman Game since it encourages students to learn vocabulary (Evi et al., 2017). The Hangman Game can be used to improve spelling, vocabulary acquisition, and focus on students (Munikasari et al., 2021). Hangman Game is a game that consists of two players. The guesser player will try to guess the alphabet according to the specified word. While, another player will draw the part of hanged man if the alphabet guessed incorrectly.

In another research also explained that a series of dashes is used to represent words in the Hangman Game (Srimaharani et al., 2019). Unknown words and the hints were included in the dashes. A line is drawn in stages, one for each erroneous response. This game aids teachers in maintaining classroom discipline. The teacher keeps an eye on the students' language development as they play the Hangman Game in class. Teacher can encourage their students to learn and pay attention to the content they are teaching by employing the Hangman Game. Additionally, it can prevent

students from feeling bored (Hidayat & Nadrun, 2015). Through the Hangman Game, students will consider the letter that makes up the word. They will also consider the appropriate word. This implies that students can learn the alphabet and vocabulary by playing the Hangman Game (Manan, 2016). However, the hangman game also has disadvantages. According to Srimaharani et al. (2019) said that the hangman game can be found that it is unable to gauge students' true aptitude.

There are previous researchers who conducted research using Hangman Game. The first, (Haris, 2021) was gave significant effect with weak level. The second, (Munikasari et al., 2021) was gave strong effect. The third, (Srimaharani et al., 2019) said that the hangman game was suitable to be used and increased the students' vocabulary achievement. The fourth, (Nenden & Syahrizal, 2017) said that the hangman game gave positive response to the students. The fifth, (Mimu, 2015) said that the hangman game in the research gave significant effect.

From some considerations above, it can be concluded that it is important to improve the students' vocabulary mastery. Hence, in the purpose to help students' vocabulary knowledge, Hangman Game are used in this research to teach vocabulary. Based on the problem and the potentials of Hangman Game in helping students' vocabulary knowledge, the researcher would conduct the research entitled "The Effectiveness of Hangman Game Towards Students' English Vocabulary Mastery at 7th Grade of MTs Muhammadiyah Wangon, Banyumas"

B. Method

A quantitative approach with quasi-experimental method was employed in this research. Quasi-experimental is research design that has a control group, but does not fully influence external variables that influence the

experiment. In fact, quasi-experimental used because it is difficult to get the control class that used in the research (Sugiyono, 2022).

$$\begin{array}{ccc} O_1 & \times & O_2 \\ \hline O_3 & & O_4 \end{array}$$

Where: O1 : experimental class's pre-test
 O2 : experimental class's post-test
 X : the experimental treatment
 O3 : control class's pre-test
 O4 : control class's post-test

This research was conducted at MTs Muhammadiyah Wangon, Banyumas. This school is located at Jl. Astana No. 915 RT.02 RW.06 Wangon, Kecamatan Wangon, Kabupaten Banyumas, Jawa Tengah. The reason for choosing this location was because of the problems faced by teachers at the school, namely regarding learning methods that were not used effectively and unsatisfactory, student learning outcomes were influenced by a lack of understanding of vocabulary.

The researcher also divided the research schedule between the experimental and control class to carried out research into 7 meetings. The first, was to did the pre-test in the experimental and control class. The second until the sixth meeting in the experimental class was for the treatments used hangman game, meanwhile in the control class for the learning process without hangman game. The seventh meeting was doing the post-test in the experimental and control class.

Furthermore, the population of this research is the 7th grade students of MTs Muhammadiyah Wangon, Banyumas in the academic year 2023/2024, which also as the participants sample of the research. Population is a cluster that is the target of the validity of the research conclusions (Sukmadinata, 2017). There are only two classes of the 7th grade that to be monitored. The

7A students which consists of 17 students as the control class. Meanwhile, 23 students of 7B were to be the experimental class. They were given a pre-test, treatment, and post-test during the research. Meanwhile, 7A as a control class was taught without hangman game. The sampling technique used in this research was purposive sampling. Purposive sampling is sampling technique with certain considerations (Sugiyono, 2022). The reasons or considerations for using purposive sampling are:

1. Adjustment to school regulation.
2. Consideration by the English teacher.

Moreover, the variable of this research was consisting of two variables, that is independent variable and dependent variable. Anything that can be measured or observed about a person or an organization and varies between the subjects of the research is referred to as variable (Creswell, 2009). When variable vary, it implies that depending on the kind of variable being assessed, scores will take on various values. The following is two variables in this research:

1. Independent Variable

Independent variable is those that affect, cause, or otherwise contribute to the development of the dependent variable (Sugiyono, 2016). The independent variable of this research is the use of hangman game.

2. Dependent Variable

Dependent variable is outcome variable that is impacted by or arises from the independent variable (Sugiyono, 2016). The dependent variable of this research is students' English vocabulary mastery.

This research used test as the technique to collect the data, including the pre-test and post-test.

1. Pre-test

The researcher gave the students a pre-test to gauge their vocabulary proficiency in English. The test is administered for 30 minutes. The students were given a number of questions. Those questions were multiple choice. The students' vocabulary test questions are based on the material being taught in the school. Each question consists of noun, verb, adjective, and adverb.

2. Treatment

The researcher treated the students after administered the pre-test. The researcher provided the students with some vocabulary materials along with a Hangman Game that had a predetermined number of dashes. The vocabulary that treated was also based on the learning material being taught in class.

At the beginning, students were divided into a pair. After that, they analyzed any vocabulary related to the material. After getting some vocabulary, one representative from the group was made a "hangman", which is made up of multiple dashes rows that correspond to the number of letters in a word. While guessing the word in question, the hangman maker drew one by one the "hangman" parts if the letter is guessed incorrectly.

3. Post-test

Following the student's treatment, the researcher administered a post-test. The students were given the same kind of questions as were on the pre-test. The test is administered for 30 minutes. The aim of the test was to know the participant knowledge after the treatment. The post-test given has different questions from the pre-test questions, but each post-test question

still has the same vocabulary that are to noun, verb, adjective, and adverb related to the learning material.

However, the researcher did the validity and reliability test to the higher grade, which 8th grade to validated the instruments before spread out the pre-test and post-test in 7th grade. The validity test is whether the data gathered and the data actually occurs on the things under research are comparable (Sugiyono, 2022). The researcher employed the Pearson Product Moment formula to examine each question item, which is written as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

The reliability test also carried out to assess a question item is reliable. the researcher decided to applied the Split Half technique along with the Spearman Brown formula. One way to write the formula as follows:

$$r_i = \frac{2 \cdot r_h}{1 + r_h}$$

After validated the 40 instruments, it can be resulted 30 questions that given to the students in 7th grade. Those questions were multiple choice. Moreover, to obtain the result score, the researcher analysed the students' score of each class to perform an assessment of vocabulary mastery, by using the following formula:

$$\text{Score} = \frac{\text{Correct answer}}{3} \times 10$$

Furthermore, the researcher also gave score classifications of the students' answer which was adapted from Depdikbud (2005) cited in Syaputri & Yustita (2021). The students' score can be classified into 7 categories, as follows:

Table 1. Classification of Students' Score

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
0-35	Very Poor

The N-Gain was also used in this research to evaluate the hangman game efficacy. In line with this, the N-Gain test aims to determine the average increase in students' conceptual understanding before and after being given treatment (Vicka et al., 2018). The data used were pre-test and post-test data from the experimental and the control class as a whole. To calculate N-Gain, the formula was written as follows:

$$\text{N-Gain} = \frac{\text{Post test score} - \text{Pre-test score}}{\text{Ideal Score} - \text{Pre-test score}}$$

Meanwhile, the ideal score is the highest score that can be obtained. It can be classified as follows:

Table 2. Category of N-Gain

Limitation	Category
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g > 0.3$	Low

According to Nawir et al. (2019) argue that to answer the research question, the category of N-Gain effectiveness can be used, as follows:

Table 3. Interpretation of N-Gain Category

The N-Gain Effectiveness Interpretation Category	
Percentage (%)	Interpretation
< 40	Not Effective
40 – 55	Less Effective

56 – 75	Quite Effective
> 76	Effective

Findings

a. The Data of Students’ Pre-Test and Post-Test Score in the Experimental Class

The score results related to the initial score of vocabulary mastery of students before and after applied the hangman game are presented as follows:

Table 4. Students' Pre-Test and Post-Test Score

NO.	NAME	Score	
		PRE-TEST	POST-TEST
1.	ANA	50	63
2.	AKA	77	90
3.	ANS	83	93
4.	AHM	83	93
5.	ASR	70	90
6.	ER	90	97
7.	FNF	70	83
8.	FTA	63	70
9.	FA	87	100
10.	KLQAP	83	93
11.	LAA	97	100
12.	NEFL	90	100
13.	NA	87	90
14.	RI	76	93
15.	SM	80	97
16.	SW	80	93
17.	SA	93	100
18.	SDK	87	93
19.	SAR	87	100
20.	SNMK	73	77

21.	TMR	77	80
22.	ZAN	90	97
23.	ZN	87	93
TOTAL		1.860	2.085
MAXIMUM		97	100
MINIMUM		50	63
MEAN		80.87	90.65

From the table 4 above, it can be seen that the highest score in pre-test was 97, while in post-test was 100. After calculated the total of each test, the mean results were found 80,87 in pre-test and 90,66 in post-test. It means that there was increase after implemented the hangman game.

b. The Data of Students' Pre-Test and Post-Test Score in the Control Class

The score outcome related to the initial score of vocabulary mastery of students without applied the Hangman game are presented in the following table:

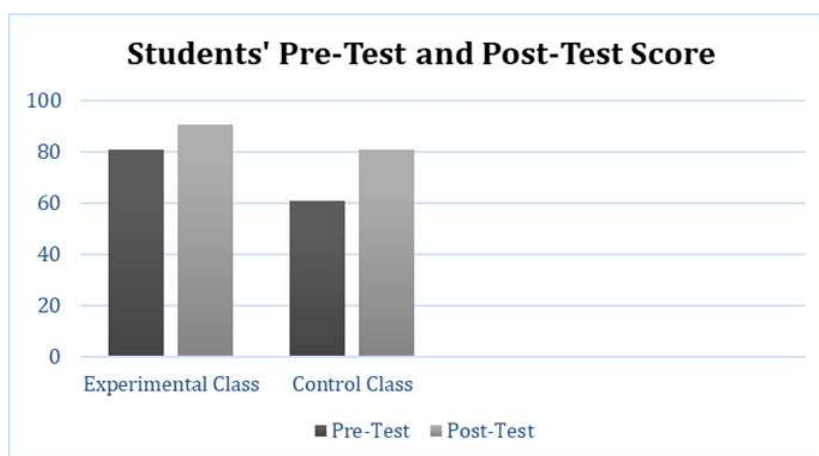
As can be seen from the table 2 above, the highest pre-test score was 93, while the highest post-test score was 97. Additionally, the mean scores for the pre-test and post-test were 61 and 81. Which means there was increase result, even though this class was not used the hangman game.

Table 5. Students' Pre-Test and Post-Test Score

NO.	NAME	Score	
		PRE-TEST	POST-TEST
1.	ATI	90	97
2.	ADS	30	70
3.	AAR	17	83
4.	CDP	67	73
5.	DAF	80	97
6.	DP	73	93
7.	FHR	93	97
8.	HP	17	60
9.	ISF	50	73

10.	IASP	70	90
11.	KFR	80	80
12.	MFP	50	67
13.	PPS	57	77
14.	RS	87	90
15.	SLA	30	70
16.	SAD	73	77
17.	ZIA	83	83
TOTAL		1063	1377
MAXIMUM		93	97
MINIMUM		17	67
MEAN		61.00	81.00

As can be seen from the table 5 above, the highest pre-test score was 93, while the highest post-test score was 97. Additionally, the mean scores for the pre-test and post-test were 61 and 81. Which means there was increase result, even though this class was not used the hangman game.



Graphic 1. Pre-Test and Post-Test Graphic

Based on the graphic 1 above, showed that the difference result between a class that used Hangman game with the class used conventional method. In experimental class, the score increased between pre-test and post-test was not too significant, that was 9.79. Meanwhile, in control class there

was significant increase score between pre-test and post-test, that was 20. Nevertheless, the experimental and control class showed an enhancement in each test.

c. Analysis N-Gain Score in the Experimental and Control Class

The experimental class's N-Gain score increased following the implementation of the Hangman Game. Meanwhile, the N-Gain score in the control class without implemented the Hangman game was lower than the N-Gain score in the experimental class.

Table 6. Statistical Data of N-Gain Score

Vocabulary Mastery N-Gain Score	The Number of Students	The Highest Score	The Lowest Score	Average
Experimental Class	23	1,00	0,13	0,61
Control Class	17	0,85	0,00	0,47

After calculating the data of pre-test and post-test in two classes, the next was calculated for N-Gain results by comparing among pre-test and post-test result, also the ideal score in each tests result. It can be seen on the table above that the N-Gain score result in the experimental class was greater than the score in control class. From the calculation, the experimental class obtained the score of 0.61 in the category quite effective. It means that the use of hangman game is quite effective for the students to master vocabulary. Meanwhile, in the control class obtained score of 0.47 in the classification of less effective without used hangman game.

C. Discussion

This research was purposed to evaluate the impact of the hangman game on students' vocabulary. 23 students from the experimental class and 17 students from the control class. Therefore, there were 40 sample students used in this research. This research used quasi-experimental research

method. The purpose of this research is to determine the cause and effect as well as the potential impact on the experimental class. The researcher used the Hangman game of teaching as an alternative form of treatment in the experimental class. While, the hangman game was not given to the control class as the treatment. The meetings were divided into 7 meetings, which 1 meeting for pre-test, 5 meetings for treatment and/or control, and 1 meeting for post-test.

This research used N-Gain formula to calculate score result in experimental and control class. In line with this, the Normalized Gain test aims to determine the average increase in students' conceptual understanding before and after being given treatment. The data used were pre-test and post-test data from the experimental class and the control class as a whole. However, the students' mastery of vocabulary after implementing the hangman game to research with N-Gain showed that this class became into the medium category with an average score of 0.61. On the other hand, it was known that the control class also had the medium category N-Gain with an average score of 0.47. Overall, based on the N-Gain result of experimental class, it can be said that the used of hangman game was quite effective.

By looking the previous related research which has been discussed in the chapter II, if the researcher compared them with result of this research. The first, the research by Haris Ahmad Saputra (2021) studied about "The Effect of Using Hangman Game on Students' Vocabulary Mastery" was gave significant effect with weak level in score of 0.05 effect size. The second, the research by Munikasari et al. (2021) which studied about "The Effectiveness of Using Hangman Game to Strengthen Young Learners' Vocabulary" was gave strong effect with the score of size effect of 1.8, which this research obtained the mean score of pre-test was 41.5 and 59.34 was mean score of post-test.

The third, research by Srimaharani Tanjung and Habib Rahmansyah (2019) about “The Effect of Hangman Game on Students’ Vocabulary Mastery” which the pre- test is 53.24 categorized bad and the post-test was 76 categorized good. This research said that the hangman game was suitable to be used and increased the students’ vocabulary achievement. The fourth, research by Nenden and Syahrizal (2017) about “The Effectiveness of Hangman Game in Improving Students’ Vocabulary Mastery at Seventh Grade Students” which obtained the mean score before implemented the hangman game was 50, while the mean post-test after implemented hangman game was 75. Therefore, it can be said that the hangman game gave positive response to the students. The last, research by Imelda Mimu (2015) about “The Effect of Hangman Game on Students’ Vocabulary at SMPN 19 Makassar”, which the average score before the implementation of hangman game was 91 and the students’ average score after implemented the hangman game was 96. Therefore, the hangman game in the research gave significant effect. By compared with their research, this research was obtained the mean score before applied the hangman game was 80.87, while 90.66 of mean score after the implementation of hangman game. Furthermore, in this research, the use of hangman game gave positive effect with quite effective category.

D. Conclusion

According to the statistical calculation which was analyzed in chapter IV, a conclusion can be taken by the researcher that Hangman Game gave a significant effect on students’ vocabulary mastery. By comparing the mean score of the students in the experimental class with the control class, the research's outcome can be observed. The mean score of pre-test in the experimental class was 80.87 and post-test was 90.66. Meanwhile, the mean score of pre-test in the control class was 61.00 and post-test was 81.00.

Moreover, the conclusion according to the N-Gain result can be said that the use of hangman game is quite effective in the range score of 0.61. In other words, there was significant effect on students' vocabulary mastery after the students experienced the hangman game in learning process.

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