

Implementation of English Vocabulary Learning Develop Through Association Word Games at Junior High School

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Article history: received January 11, 2024; revised January 19, 2024; accepted January 24, 2024

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Abstract. Basically, language is a means of oral and written communication. People use language to express their ideas and desires to others such as when they ask for help from others. According to Danzalan (2016), language allows people to recognize and express their emotions and thoughts. Language is used by humans to recognize and understand each other. As we know, God created humans in various conditions and personalities, so they must interact with each other. As Nursyamsi (2006) states that one way to communicate is through speaking.

Keyword : Language, People, Vocabulary

I. INTRODUCTION

Basically, language is a means of oral and written communication. People use language to express their ideas and desires to others such as when they ask for help from others. According to Danzalan (2016), language allows people to recognize and express their emotions and thoughts. Language is used by humans to recognize and understand each other. As we know, God created humans in various conditions and personalities, so they must interact with each other. As Nursyamsi (2006) states that one way to communicate is through speaking.

Haris, as mentioned by Isjoni, state that In language learning, there are four essential skills to acquire, which can be categorized into encoding and decoding processes. Speaking and writing fall under the encoding processes, where we convey our ideas, thoughts, or feelings using language forms. On the other hand, listening and reading are considered decoding processes, as they involve receiving spoken or written messages. To achieve fluency in English, students must master all four of these skills (Isjoni, 2009:22).

Speaking ability is the most important aspect of English because we can communicate only when others recognize our ability in English. This ability is a process of changing the form of thoughts, feelings or ideas into a meaningful form of language sounds. And speaking is one of the skills or abilities in English to express opinions, comment, and reject other people's opinions if they disagree with our opinions, as well as the ability to ask and answer questions. Speaking is referred to as the activity of saying something from word to word until it becomes a sentence/paragraph that contains expressions, opinions, suggestions, or other needs that will be heard by others.

According to Chaney (1998:13) speaking is "the process of sharing meaning in different contexts using verbal and non-verbal symbols". According to Harmer (2001:271) Speaking is one

of the important skills that students must learn so that they can communicate fluently and clearly in English. So, Speaking in English involves many aspects that students need to master in order to do it well.

There are several indicators in mastering a language, such as: are grammar, comprehension, fluency, pronunciation, and also vocabulary (Brown 2004:171). This indicator also use by other researcher to speaking assessment indicator. According this state, we know that vocabulary is one of the indicators of speaking ability and how importance vocabulary as a basic to speaking learning.

In a nutshell, vocabulary is important because it's the basis of all language. It's the raw building blocks that we can use to express our thoughts and ideas, share information, understand others and grow personal relationships. Even if we barely know a language and have zero grasp of grammar, we can still communicate (Textinspector.com, June 24th 2022).

Al-Qahtani (2015:31) said "Lexical knowledge is central to communicative competence and to the acquisition of a second/foreign language and a lack of vocabulary knowledge is an obstacle to learning.

Bakti (2017:42) staid "In language learning, mastery of vocabulary is crucial. However, in Indonesia, where English is taught as a foreign language, vocabulary is often taught incidentally and given little priority. Due to the importance of vocabulary, a comprehensive language learning strategy is needed".

Since, vocabulary is importance as a basic to English proficiency, Yayasan Pendidikan Amalia Medan (Yaspen Amalia) trying to implement vocabulary learning in their curriculum. But the result is not like the claim by previous researcher. Researcher thought this fenomena could be happened because, maybe there are several mistake in persuasive to student when this learning begin or the method/medias that using for implemented vocabulary learning is feel so bored and couldn't made studenst felt interested.

As a teacher, we need to have a thorough understanding of teaching models in order to effectively enhance learning outcomes. In their application, these teaching models should be tailored to students' needs, as each teaching model comes with distinct objectives, principles, and primary emphases (Isjoni, 2010:49).

There are hundred maybe thousand of "playing games" learning method that applied in schools already, but the sense of a teacher is needed to choose which one that could be match according to the learning goals. Guskey, T. R. stated that "teaching methods that are not regularly evaluated and adapted to students' needs tend to be less successful. Evaluation and adjustment of teaching methods are essential components of continuous improvement (Guskey, T.R:2020).

One of learning method that could be implement in student learning process is "Playing games" method. By the games, student could feel happy and enjoy when the learning process begin and it doesn't make any kind of pressure to student when learning about something (Trianto, 2007:43).

Puspitasari (2019:18) said that "A game is an activity that involves elements of rules, objectives, and enjoyment. There are two types of games that can be played: competitive games, where the game or team competes to be the first to achieve the goal, and cooperative games, where players and teams work together to achieve the goal. Jill Hadfield (1984:5) states that a game is an activity with rules, a goal, and an element of fun. One of the most important reasons for using games is simply that they are immensely enjoyable for both teacher and student".

Shiritori (association word games) is a Japanese word game played by many people. One person starts the game by saying a randomly chosen word, and the next person must think of a word that begins with the last syllable of the previous word. Usually, only nouns are allowed when playing shiritori. If someone says a word that ends with *ん* (n) or cannot think of any word, then that person loses (Azzahrani, R.N at:2021).

Meliana, dkk (2022:34) said that "There is a significant effect on the level of mastery of Japanese vocabulary using the shiritori game method. So, it can be concluded that the shiritori game is effective in increasing the Japanese vocabulary skills of eighth grade students of SMP Persada Bhakti Bekasi.

According to this claim, research assumes by a little modification of Shiritori (association word games) game rules, this game could be adapted to increase the students' vocabulary ability in English language.

Based on the data presented above, the researcher intends to. Therefore, the researcher has decided to conduct a study with the title "*Implementation of English Vocabulary Learning Develop Through Association Word Games at Junior High School*".

Vocabulary Learning

Bakti (2017:42) state that "Vocabulary is considered to be one of the most important elements in comprehending lesson materials, especially when learning a foreign language". The significance of vocabulary in language cannot be overstated (Saputri, 2017). It serves as the foundational cornerstone for students aiming to achieve proficiency in English. Moreover, an adequate vocabulary is fundamental in comprehending others' intentions and articulating one's own ideas, as without it, learners may encounter challenges in effective communication (Putri, 2019).

Various linguists have put forth definitions of vocabulary. Evelyn and Cheryl (1995: 1) defined it as a compilation of words specific to a language or those utilized by individual speakers. Additionally, vocabulary encompasses the entirety of words within a language or those recognized and employed by an individual within a specific context, as detailed by Hornby (1995: 1331). Ur (1998: 60) portrays vocabulary as the lexicon taught in a foreign language, emphasizing that it represents the written or spoken units symbolizing ideas in a non-native language for learners.

The passive behavior of students in English classes often stems from a deficiency in vocabulary, significantly impacting their learning approach. Fan (2003) highlights that in Asian language learning contexts, vocabulary tends to be overlooked, receiving minimal emphasis and often being acquired incidentally. This neglect of vocabulary ultimately affects students' engagement and proficiency in learning English. An essential aspect of acquiring a foreign language is vocabulary, notably in English, which is a mandatory foreign language in the Indonesian curriculum for junior and senior high schools. However, it's not mandatory in primary schools (Zein, 2017; Chodijah, 2008)

In a nutshell, vocabulary is important because it's the basis of all language. It's the raw building blocks that we can use to express our thoughts and ideas, share information, understand others and grow personal relationships. Even if we barely know a language and have zero grasp of grammar, we can still communicate (Textinspector.com, June 24th 2022).

Shiritori (Association Word) Games

Hanifa (2016:311) explained the characteristics of good language games as follows: a. They can strengthen and enhance language proficiency, such as reading, writing, listening, and speaking. Additionally, they can also improve the use of language elements. b. They can stimulate students' language abilities according to their language proficiency levels. c. They provide space for students to actively interact with classmates, teachers, and learning materials in language education. d. They can evoke students' desire to engage in positive activities that pique their interest. e. Game rules should be clear and adhered to. f. Proficient students are asked by the teacher to read out the game rules. g. Games should have specific objectives to achieve. h. Teaching equipment should ideally be provided by the teacher. In game activities, there are principles to be observed so that students can comprehend the material presented without feeling coerced.

Rahmawati (2007:73) explained that Shiritori is a word game where the first letter of the word originates from the last letter of the previous word spoken. The last word then becomes the beginning of a new word, continuing in sequence. Shiritori is also known as the word chain game. This game is highly practical as it doesn't require many tools.

Hayaka (2014) said that "In Japan, Word Chain Game well-known as Shiritori game. The Japanese give the definition to Shiritori game as a Japanese Word Chain Game. Shiritori game is

kind of word game that played by making a chain of words 20 each of players must say a word which is starting with the last syllable by the previous player”.

Shiritori game is like a typical word chain game. It involves players stringing together words in a group setting. Players take the last syllable of the previously mentioned word and continue the chain with a new word, and so on (Meliana, 2022:36).

Correlation of Vocabulary and Association Games

Salamun (2023:55) state that “Teaching vocabulary by word chain game is effective. Because, there is any significance difference in the achievement of the students’ score before and after taught by using word chain game. The result of statically computation using t-test shown that the result of pre-test and post-test was 7, 77. The t-table with significant level 5% and df 27 was 2, 06. So, was greater than (7, 77 > 2, 06)”.

Arwandi, dkk (2020:183) also claim that After implementing word game in teaching, the score of the students’ is increased into 68.6. Then, the score in average is increased into 81.7 in the second cycle. Based on these data, the average scores of students are getting improved after they were taught by using word games. Based on the scores obtained, it indicates that the achievement of the students’ vocabulary mastery is getting better. It can be concluded that word games can be used to improve the vocabulary mastery. Moreover, word games is also able to attract students’ interest and motivation. Thus, by using Word Games as a medium for learning English for sixth grade can also foster confidence.

Another research that follows by Huri (2020) show that “The results showed that there were positive answers from the students on the implementation of WCG in the teaching and learning process. In addition, this technique is considered suitable in increasing students’ vocabulary mastery and feasible to implement in education levels”.

Previous Research

Research about vocabulary learning already happened. There are several research that talked about how important vocabulary as a basic to mastered language. To support and prove the originality of this research plan, the researcher uses several previous studies that are relevant to her research plan on teaching speaking with vocabulary learning. There are several previous studies related to this research Some of that research was:

- Research by Wahyuni, Sri and Handayani Yulaida (2014:47), in their article that has titled “*FLASHCARDS AS A MEANS TO IMPROVE EFL LEARNERS’ VOCABULARY MASTERY* “. Their speaking about how flash card could improve the students vocabulary mastery. The result of their study was flash card could be concluded that the implementation of flashcards is successful in improving the students’ vocabulary mastery.
- Research by Ismiyati, and Tiyas (2020:120) that has titled “*Using Word Wall to Improve English Vocabulary Mastery: Systematic Review*”. This research purposed to describe the word wall can be the effective media to improve English vocabulary and to collect some information relating to the use of word wall in teaching and learning English. Result of the study showed that the word wall can be applied in all levels of education, especially in Junior High School.
- Research by Meliana, dkk (2022:34) that has titled “*The Effectiveness of Improving Japanese Vocabulary Memory Using The Shiritori Game*”. The purpose of this study was to determine the increase in student learning scores using the shiritori game. Result of this study showed that *the shiritori game is effective in increasing the Japanese vocabulary skills of eighth grade students of SMP Persada Bhakti Bekasi* by The average pretest score is 43 while the posttest score is 78.7

Framework of Thinking

According to Chaney (1998:13) speaking is "the process of sharing meaning in different

contexts using verbal and non-verbal symbols". Harmer (2001:271) said that "*Speaking is one of the important skills that students must learn so that they can communicate fluently and clearly in English. So, Speaking in English involves many aspects that students need to master in order to do it well*".

There are several indicators in mastering a language, such as: are grammar, comprehension, fluency, pronunciation, and also vocabulary (Brown 2004:171). This indicator also use by other researcher to speaking assessment indicator. According this state, we know that vocabulary is one of the indicators of speaking ability and how importance vocabulary as a basic to speaking learning.

When we talking about speaking learning, Al-Qahtani (2015:31) said "Lexical knowledge is central to communicative competence and to the acquisition of a second/foreign language and a lack of vocabulary knowledge is an obstacle to learning". In a nutshell, vocabulary is important because it's the basis of all language. It's the raw building blocks that we can use to express our thoughts and ideas, share information, understand others and grow personal relationships. Even if we barely know a language and have zero grasp of grammar, we can still communicate (Textinspector.com, June 24th 2022).

In speaking learning process specially, teacher must be deliver the information/knowledge with fun and enjoy ways, because when somebody learning about foreign language could be felt bored and decided to stop even the learning process doesn't start.

A learning model is essentially a structured teaching plan that outlines a particular pattern of learning. This pattern encompasses the activities of both the teacher and the students, as well as the learning resources employed to create conducive learning conditions within the learning environment. Within the framework of a learning model, there exists a distinct sequence of teacher and student activities during the learning event, referred to as syntax, which aligns with four key characteristics of the learning model associated with the curriculum. (Mirdad, J., 2020:14). The instructor must have knowledge to choose the right learning model/method to reach the purpose of the studies and make the process of knowledge delivery goes smoothly according to the expectation of the instructor. One of the learning methods that could increase vocabulary knowledge, is games method.

Sutikno (2019:40) The games method, popularly known as ice breaker, literally means 'ice breaker.' So, the meaning of warming up in the learning process is to break the ice situation of the participants' minds or bodies. Games are also intended to create a dynamic, spirited, and enthusiastic learning atmosphere. The characteristics of games are to create a pleasant yet serious but relaxed learning environment. Games are used to transition the learning atmosphere from passive to active, from stiffness to movement, and from boredom to enthusiasm. The selection of game methods is directed towards achieving learning objectives efficiently and effectively in a joyful atmosphere, even when discussing difficult or heavy topics. It is advisable to use games as part of the learning process, not just to fill empty time or as mere entertainment.

Shiritori (association word games) is a Japanese word game played by many people. One person starts the game by saying a randomly chosen word, and the next person must think of a word that begins with the last syllable of the previous word. Usually, only nouns are allowed when playing *shiritori*. If someone says a word that ends with *ん* (n) or cannot think of any word, then that person loses (Azzahrani, R.N: 2021).

This *Shiritori* games has been applied in Indonesia even though the purpose was to increase Japanese vocabulary in Japanese language learning, but the result showed that this method has significant effect on the level of mastery of Japanese vocabulary using the *shiritori* game method. So, it can be concluded that the *shiritori* game is effective in increasing the Japanese vocabulary skills of eighth grade students of SMPPersada Bhakti Bekasi (Meliana, dkk 2022:34).

Hypothesis

The hypothesis of this research is:

H₀ : Association word games is not effective to increase student's English vocabulary knowledge

H₁ : The outcomes obtained in this cycle will serve as a foundation for the researcher to fill in

the reflection sheet, which will subsequently form the basis for creating the next cycle

II. RESEARCH METHOD

Research Models

Classroom Action Research (CAR), alternatively termed Penelitian Tindakan Kelas (PTK), constitutes a scholarly pursuit undertaken by educational professionals (lecturers/teachers/instructors). Its primary goal is to afford these professionals a structured framework to meticulously and methodically tackle a spectrum of classroom challenges encompassing both educational and non-educational aspects. This method hinges on well-established scholarly principles to effectively address various challenges encountered in teaching practices (Agung, 2012:63).

Research Location and Time

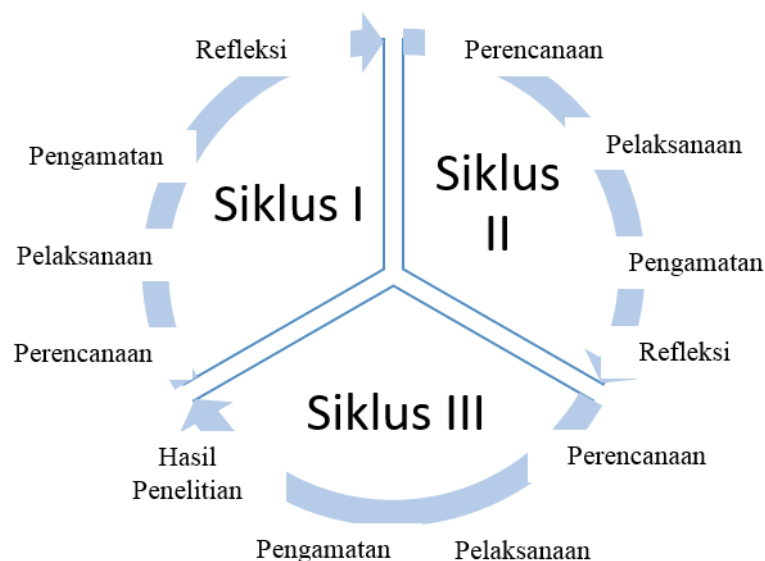
This research was conducted at SMPS Amalia, Medan that located at Jl. Raya Menteng Gg. Benteng No. 71 Medan, BINJAI, Kec Medan Denai, Kota Medan, Sumatera Utara Province. The research took place from January to March 2024 during the odd semester of the 2023/2024 academic year.

Population and Sample

Population of this research is 8th grade Students of SMPS Amalia Medan that stay in class 8A and 8B. Sample of this research is the class between 8A and 8B that have lower vocabulary score after pre-test.

Research Design

This research will be conducted in four steps that consist of three cycles, aiming to enhance Student's English vocabulary mastery. The learning will involve both individual and group-based approaches, while assessments will remain individualized. Below is the diagram depicting the research cycles to be conducted by the researcher.



Picture 1 Learning Cycle Plan

Pre-Cycle

To conduct Classroom Action Research (PTK), the researcher first initiates the pre-cycle of learning. This serves as an initial survey to identify the issues within the teaching process, forming the basis for designing the implementation procedure for improving the teaching in Cycle I.

During this pre-cycle phase, the researcher initially designs the teaching process by creating a daily activity plan (RKH) aligned with the intended learning objectives. Following the pre-cycle implementation, evaluations are conducted, assessing both the progress in student development and the quality of teaching delivered by the teacher. Subsequently, a reflective process takes place. Here, the researcher, collaborator, and peers engage in discussions to identify problems encountered during teaching and find solutions.

Cycle 1

This cycle consists of evaluation result by the pre-cycle and the lesson strategies that could be applied at cycle 1. In this cycle, the researcher focuses on the correction of the weakness found by the pre-cycle result. All of the suggestions found at the pre-cycle test will be adapted and changed into the learning plan to begin the cycle 1 learning process. The outcomes obtained in this cycle will serve as a foundation for the researcher to fill in the reflection sheet, which will subsequently form the basis for creating the next cycle.

Cycle 2

This cycle consists of evaluation result by the cycle 1 and the lesson strategies that could be applied at cycle 2. In this cycle, the researcher focuses on the correction of the weakness found by the cycle 1 result. All of the suggestions found at the cycle 1 test will be adapted and changed into the learning plan to begin the cycle 2 learning process. The outcomes obtained in this cycle will serve as a foundation for the researcher to fill in the reflection sheet, which will subsequently form the basis for creating the next cycle.

Cycle 3

This cycle consists of evaluation result by the cycle 2 and the lesson strategies that could be applied at cycle 3. In this cycle, the researcher focuses on the correction of the weakness found by the cycle 2 result. All of the suggestions found at the cycle 2 test will be adapted and changed into the learning plan to begin the cycle 3 learning process.

The outcomes obtained in this cycle will serve as a foundation for the researcher to fill in the reflection sheet, which will subsequently form the basis for analyzing the effect of implementing Shiritori (association word) games to students' English vocabulary mastery.

Research Instrument Development

The instruments of this research are:

Observation sheet of students' vocabulary knowledge

This instrument is made to know how much the student's mastery of English vocabulary.

Pre-test and Post-test Rubric Assessment

This instrument is made to know the grade of student vocabulary knowledge.

Students' rubric assessment guideline

This instrument is made to evaluate the student's vocabulary knowledge.

Teacher assessment guideline

This instrument is made to evaluate the teacher during the learning process.

Reflection sheet of learning activity

This sheet is consist the strength and weakness of the previous cycle and suggestion to improve learning process next.

Weekly learning plan (RKM) for each cycle of learning process.

This paper is made to be guideline the teacher or instructor, and as an evaluation of the reflection that happen at previous cycle. This paper is consistthe weekly planning of vocabulary learning.

Data Collection Techniques

The data collection techniques in this research are as follows:

Observation This activity is conducted by the researcher to assess whether students' English Vocabulary knowledge are categorized as good or not. It also aims to evaluate whether the *shiritori* (association word) games method applied at SMPS Amalia Medan is appropriate or not. (Observation sheets canbe found in the appendix).

The Interview Method: involves posing questions to teachers, such as inquiring about the efforts they have made so far to enhance students' English Vocabulary knowledge, whether they have been using the other method.

Test (Pre-test and Post-test): This sheet contains assessments of students' English Vocabulary knowledge. The assessment criteria on this rubric can be found in the appendix.

III. RESEARCH AND DISSCUSION

There are three types of analyses that will be conducted by the researcher in thisstudy, namely:

Analysis of Instrument

Analysis of Validity

According to Arikunto (2010:211) stated validity is a measurement that indicates the level of validity instrument. In this reseach, the researcher used content validity. To test the content validity, the researcher used Pearson Moment Products with the formula adopted from Arikunto (2010) as followed:

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

Note:

r_{xy} = The product of the total amount variable X and Y
N = The number of data pairs X and Y

$\sum X$ = The total of variable X
 $\sum Y$ = The total of variable Y

$\sum X^2$ = The squared total amount of variable X
 $\sum Y^2$ = The squared total amount of variable Y

Analysis of Reliability

Reliability refers to extend to which the test is consistent in its score and gives us an indication of how accurate the test score are

(Hatch and Farhady, 1982: 244). The concept of reliability comes fromthe ideas that no measurements is perfect even if we use the same scale, there will always be differences.

Inter-rater reliability was applied in this study in order to ensure the reliability of the score and to avoid the subjectively of the researcher. To achieve the reliability in assessing the students' speaking performance, the researcher uses a speaking criteria based onHarris (1974), where the

focus of speaking skills assessed are; pronunciation, grammar, vocabulary, fluency, and comprehension. Thesecond rater is the English teacher who has experience in assessing students' speaking, with the aim of getting a consistent and fair assessment.

After finding the inter-rater coefficient, the researcher will then analyze the coefficient of reliability with the standard of reliability according to Slameto (1998: 147) in Hayanti (2010: 38) as follow:

A very low reliability (range from 0.00 – 0.19)A low reliability
(range from 0.20 – 0.39)

An average reliability (range from 0.40 – 0.59)A high
reliability (range from 0.60 – 0.79)

A very high reliability (range from 0.80 –0.100)

Analysis of Hypothesis

The researcher used Statistical Package for the Social Science (SPSS) for analyzing the data. Alan Bryan and Duncan Cramer (2005:21) stated SPSS is a manipulating, analyzing, and presenting data program which used in the social and behavior science. After the data was collected from the pre-test and post-test, the researcher analyzed the data with the T-test formulation.

IV. CONCLUSION

Speaking ability is the most important aspect of English because we can communicate only when others recognize our ability in English. This ability is a process of changing the form of thoughts, feelings or ideas into a meaningful form of language sounds. And speaking is one of the skills or abilities in English to express opinions, comment, and reject other people's opinions if they disagree with our opinions, as well as the ability to ask and answer questions. Speaking is referred to as the activity of saying something from word to word until it becomes a sentence/paragraph that contains expressions, opinions, suggestions, or other needs that will be heard by others.

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