

Improving Students' Vocabulary By Using Anagram Game

Husna Mariyani¹, Ajah Saputra², Rini Kinanti³

¹²³Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Sampit

Article Info

Article history:

Accepted: 24 Oktober 2024

Publish: 29 Oktober 2024

Keywords:

Vocabulary;

Anagram game;

Students' vocabulary score

Abstract

Vocabulary is important especially for ability to speak, listen, write, and read. In teaching and learning process, students less interest and monotonous method, causes students' low vocabulary. In other words, anagram game can be used to solve the problem. The objective of the research is to find out the difference mean score of the students who are tough through anagram game and students who are tough without anagram game. This research applied quasi-experimental. The sample of the research were the students of 7-5 as experimental class and 7-3 as control class at SMP Negeri 3 Sampit. The data collection was used try-out, pre-test, treatment, and post-test. Based on the data gained, the students' mean score of pre-test (52.22) in experimental class were lower than the mean score of pre-test (53.00) in control class. Meanwhile, the students' mean score of post test (67.78) in experimental class higher than the mean score of post-test (59.22) in control class. The value of t-test (5.698) was higher than t-table (1.994). Therefore, H_0 was rejected and H_a was accepted. Through a comparative quantitative technique that uses a t-test, the study concluded that there were significant different mean score between students who are tough through anagram game and students who are tough without anagram game.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Husna Mariyani

Universitas Muhammadiyah Sampit

husnamariyani920@gmail.com

1. INTRODUCTION

Language is the most fundamental means of communication, used and needed by human beings (Sipahutar, 2018). Language is always used to communicate and interact in getting what someone needs from others, and although human have many cultures and races in this world but this case will not change anything because each human has way to communicate (Karmila, 2019). Since, we use language to communicate with one another in order to express our personal reactions to situations, to stimulate responses in others, and to convey information.

English is an international language, people all over the world need to learn English. Learning English is important for being prepared and able to keep up with technology in the modern era. The first step to learn English is to master language elements, one of it is vocabulary. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Nurjanah, 2018). It is mean that vocabulary is one of the important basic to mastering English, because without it we cannot improve our reading, listening, speaking, and writing skill.

In vocabulary learning students usually learn a certain number of words. Some students make an effort to memorize the word, but others are less interested and unwilling to learn it. The big problem in learning a language is a lot of difficult words, so that the students do not understand what they read (Wulandari, 2020). They think that learning vocabulary is difficult, because the meaning, spelling and writing are not the same.

Based on the explanation above about the important of vocabulary, the researcher found

a problem at SMP Negeri 3 Sampit, related to students' vocabulary mastery. Based on the findings of interviews with English teacher first, there are some students who do not understand the vocabulary at all because they do not receive English language material in their environment or in elementary school. As a result, the teacher has difficulty providing learning. Second, English is difficult to learn is another reason for students' low vocabulary, and the last cause is the COVID-19 pandemic, which causes students to understand the word by themselves.

Based on the background of the study, the problems of this study can be formulated as the following:

Is there any significant difference in vocabulary improvement between the student who is learning with an anagram game and the student who is learning without an anagram game?

VOCABULARY

Vocabulary is an important part of the language and one of the three basic components (phonetic, vocabulary, and grammar) (Pan & Xu, 2011). Vocabulary is the most important factor that influences a student's ability to communicate, read, and write in English; without it, no one can communicate, read, or write (Ikramullah, 2018). Vocabulary is essential in learning foreign languages such as English because it can be used to communicate either directly or in writing. The more we mastered vocabulary items, the more we can interact in the different situation.

The words we use to communicate in both oral and written language are referred to as our vocabulary (Hanson & Padua, 2011). Vocabulary as a language's words, including single items and phrases or chunks of several words that convey a specific meaning in the same way that individual words do (Lessard-Clouston, 2013). In conclusion, vocabulary is word that make up a meaningful phrase. Vocabulary is an essential part of learning English, we can't communicate effectively if we don't have a good vocabulary.

Learning vocabulary is important because our ability to speak, read, write, and listen is dependent on our vocabulary. Thornbury state "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Thornbury, 2002). It's means that even if you haven't mastered grammar, communication can still happen with a limited vocabulary. Vocabulary is understanding of words that includes not only knowing the definition but also knowing how to use the correct word in a specific situation (Kusumaningrum & Ratna Pertiwi, 2020). The point is that the word to be used must first consider the situation to determine whether it is appropriate to use.

ANAGRAM

Anagram game is a type of word play in which the letters of word or phrase are rearranged to produce a new word or phrase using all of the letters contained in the original word. For example, the word "orchestra" can be rearranged to "carthorse" (Fifah, 2016). Anagram game is a word game in which the letters of word or phrase are rearranged to form a new word or phrase.

Anagram game can be used as a tool for vocabulary learning, it will challenge students and motivate them to pay attention to the words and activities of how new words appear simply by changing the order of letters. Students not only increase their vocabulary but also train their creativity to create new words by playing anagram game.

2. RESEARCH METHOD

The research was conducted out at SMP Negeri 3 Sampit, Jl.C. Mihing, No. 69 Sampit, Central Baamang, Kec. Baamang, Kab. Kotawaringin Timur, Prov Central Kalimantan. The research was conducted out in grades 7-3 as control class and 7-5 as experimental class. The research was conducted from August 26 to September 8, 2021. This research was used quantitative method with quasi-experimental design. The population for this research were students in grade seventh of SMP Negeri 3 Sampit, there were 288 students. Operational definition of this research were: (1) Anagram (2) Students' vocabulary. Data collection method was used test in form multiple choice for pre- test and post-test. The product *moment* formula was used by researchers to determine the instrument's validity. For reliability the researcher was

used *Cronbach alpha*. The *independent- sample t-test* was used by the researcher to see if there was an average difference between the two classes of unrelated samples.

3. RESEARCH FINDINGS

The findings of this research were related to the classification of students' pre-test score and post-test score.

1. Students' Vocabulary Level Score in Experimental Class

The data were collected from students' pre-test score which was conducted before the implementation anagram game and students' post-test which was conducted after the researcher implemented anagram game.

Table 1.1 Students' Score in Experimental Class

Class Ificat ion	Int Erval	Frequency		%	
		O1	O2	O1	O2
Very Good	86-100	-	1	-	2%
Good	71-85	-	14	-	39 %
Fair	56-70	10	15	28 %	42 %
Poor	41-55	17	6	47 %	17 %
Very Poor	≤ 40	9	-	25 %	-
Total		36		100%	
Mean		50.00	67.42		
St. Deviation		9.821	10.541		

The data shows the score of students in experimental class, the mean scores of pre-tests before the implementation of anagram game 34 was 50.00 with standard deviation was 9.821. The students who received "very poor" scores were 9 students in the range of ≤40 (25%). The majority students received "fail" and "poor" scores, 10 students were received scores in the range 56-70 (28%), and the students who received scores in the range 41-55 were 17 students (47%).

Researcher was used anagram game to treat experimental classes, and there is a mean difference in post-test. The mean score of post-tests was 67.42 with standard deviation was 10.541. The students improve their scores in post-test after treatment. The students who received "fail" and "poor" scores, 15 students were received scores in the range 56-70 (42%), and the students who received scores in the range 41-55 were 6 students (17%). Then, the students who received "good" score in the range 71-85 were 14 students (39%) and only one student who received "very good" score in the range 86-100 (2%). It can be known that there was significant difference in the pre-test before implemented anagram game and in the post-test after implementing anagram game

2. Students' Vocabulary Level Score in Control Class

The data were collected from students' pre-test score and post-test score.

Table 1.2 Students' Score in Control Class

Class ificat ion	Int erv al	Frequency		%	
		O ₁	O ₂	O ₁	O ₂
Very Good	86- 100	-	1	-	2%
Good	71- 85	-	6	-	17 %
Fair	56- 70	11	15	31 %	42 %
Poor	41- 55	17	12	47 %	33 %
Very Poor	≤ 40	8	2	22 %	6%
Total		36		100%	
Mean		50.7 5	59.4 4		
St. Deviation		10.0 64	10.4 26		

The data above shows that before the treatment the mean scores pre-test of students in control class were higher than the mean scores pre-test of students in experimental class. Furthermore, after the treatment there were a significant different mean score post-test between experimental class and control class. The post-test mean score of experimental class was higher than the post-test mean score of control class.

The data shows the score of students in experimental class, the mean scores of pre-tests before the implementation of anagram game 34 was 50.00 with standard deviation was 9.821. The students who received "very poor" scores were 9 students in the range of ≤40 (25%). The majority students received "fail" and "poor" scores, 10 students were received scores in the range 56-70 (28%), and the students who received scores in the range 41-55 were 17 students (47%).

There were 11 students (31%) who received "fair" scores in the range 56-70. Meanwhile, the mean score of post tests in control class was 59.44 with standard deviation was 10.426. There an improvement score in post-test, the student majority received "poor" and "fair" score. The students who received "poor" scores in the range 41-55 were 12 (33%), and the students' who received "fair" score in the range 56-70 were 15 students (42%). Then, the students who received "good" score were 6 (17%), and and only one student who received "very good" score in the range 86-100 (2%).

Normality test

Normality were done before calculating hypothesis or t-test. The goal is to identify whether or not the data in both classes is distributed normally. The *Kolmogorov-Smirnov* test was used by the researcher to determine the result of the normality test.

Table 1.3 Normality Test**Group Statistics**

Class		N	Mean	Std. Deviation	Std. Error Mean
Post_test	Experimental	36	67.42	10.541	1.757
	Control	36	59.44	10.426	1.738

Based on the table above, the significant of pre-test in experimental class was $0.130 > 0.05$ and the significant of pre-test in control class was $0.112 > 0.005$. Meanwhile, the significant of post-test in experimental class was $0.103 > 0.05$ and the significant of post-test in control class was $0.113 > 0.05$. It can be concluded that the pre-test and post-test data of both classes was normally distributed.

Homogeneity test

After calculating the normality test, the researcher went on to determine the data's homogeneity. The goal was to compare its similarity to samples from both classes. The researcher used the *F- test* formula to compare its similarity to samples from both classes.

Table 1.4 Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Pre_test	Based on Mean	.014	1	70	.907
	Based on Median	.000	1	70	.984
	Based on Median and with adjusted df	.000	1	68.679	.984
	Based on trimmed mean	.013	1	70	.910
Post_test	Based on Mean	.004	1	70	.952
	Based on Median	.009	1	70	.924
	Based on Median and with adjusted df	.009	1	70.000	.924
	Based on trimmed mean	.011	1	70	.917

Based on the data above, the significance of pre-test data from both classes were $0.907 > 0.05$ and the significance of post-test data from both classes were $0.952 > 0.05$. In conclusion, the pre-test and post-test data from both classes were homogeneous.

Hypothesis test

The independent sample test formula was used by the researcher to see if there were any significant differences between experimental class and control class results after treatment.

Table 1.5 Hypothesis Test

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre_test	Experimental	.130	36	.130	.939	36	.046
	Control	.132	36	.112	.935	36	.035
Post_test	Experimental	.134	36	.103	.941	36	.056
	Control	.132	36	.113	.947	36	.084

a. Lilliefors Significance Correction

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Posttest	Equal variances assumed	.004	.952	326	.70	.0027	7.972	2.471	3.044	12.901
	Equal variances not assumed			326	.6992	.0027	7.972	2.471	3.044	12.901

Based on the calculation above, it can be known that $t_{\text{value}} > t_{\text{table}}$, t_{value} was

3.266 with df (70) and higher than t_{table} (1.994). The mean score of experimental class (67.42) higher than the mean score of control class (59.44). It can be concluded that there a significant different mean score between students who were tough through anagram game and students who were tough without anagram game.

Based on the data presented in the research findings, it is evident that there is a learn vocabulary through anagram game and student who learn vocabulary without anagram game. The results of hypothesis calculations using independent sample tests, show that t_{value} (3,266) $> t_{\text{table}}$ (1994).

4. CONCLUSION

Following the completion of a research in which students were taught vocabulary through the use of an anagram game, the researcher concluded that there was a significant difference in vocabulary score between students who were taught using anagram game and students who were taught using anagram game. Students learn independently through anagram game, using their creativity and patience to create new word from the letters in the provided keyword.

5. REFERENCES

- Ardhani, A. P. (2011). Keefektifan Penggunaan Media Anagram Dalam Pembelajaran Kosakata Bahasa Indones. *Al-Bidayah*, 3(1), 1–33.
- Bagiyono. (2017). Analisis Tingkat Kesukaran Dan Daya Pembeda Butir Soal Ujian Pelatihan Radiografi Tingkat 1.
- Coombe, C., Vafadar, H., & Mohebbi, H. (2020). Language Assessment Literacy: What Do We Need To Learn, Unlearn, And Relearn? *Language Testing in Asia*, 10(1), 1–16. <https://doi.org/10.1186/S40468-020-00101-6/Tables/1>
- Destiana, A. (2014). *Penerapan Model Pembelajaran Advanceorganizer Berbantu Multimedia Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa Pada Mata Pelajaran Tik* [Fakultas Pendidikan Matematika Dan Ilmu Pengetahuan Alam]. [Http://repository.upi.edu](http://repository.upi.edu)
- Dwi Harpani_Skripsi Pdf.Pdf Ikramullah, M. A. (2018). *A Comparative Study Of Students' Vocabulary Achievement Using Silent Way Method And Direct Method*

- [Muhammadiyah University Of Makassar]. https://Digilibadmin.Unismuh.Ac.Id/Upload/1245-Full_Text.Pdf
- Fatimah, U. L., & Alfath, K. (2019). Analisis Kesukaran Soal, Daya Pembeda Dan Fungsi Distraktor. *Al-Manar : Jurnal Komunikasi Dan Pendidikan Islam*, 8(2), 37–64. <https://doi.org/10.36668/Jal.V8i2.115>
- Fifah, F. M. (2016). *The Effectiveness Of Using Anagram Technique Toward Students' Vocabulary Achievement Of The Eight Grade At Mts Wahid Hasyim Setinggil-Wonodadi*.
- Gay, L. ., Mills, G. E., & Airasian, P. (2012). *Educational*
- Hanson, S., & Padua, J. F. M. (2011). Teaching Vocabulary Explicitly. *Pacific Resources For Education And Learning*, 5.
- Harpani, W. D. (2018). *Improving The Students' Vocabulary Achievement Through Anagram Technique At X Grade Class Of Mas Amaliyah Sunggal In Academic Year 2018/2019* [State Of Islamic University Of North Sumatera]. <http://repository.uinsu.ac.id/6089/1/Wulan>
- Ikrima, R. D. (2016). *Perbedaan Hasil Belajar Matematika Menggunakan Pendekatan Matematika Realistik Dengan Pembelajaran Berbasis Masalah Pada Peserta Didik Kelas Vii Mts. Assyafi'iyah Gondang* [Fakultas Tarbiyah Dan Ilmu Keguruan]. <http://repo.uinsatu.ac.id/4511/3/CoVerSkripsi.Pdf>
- Ikrima, R. D. (2016). *Perbedaan Hasil Belajar Matematika Menggunakan Pendekatan Matematika Realistik Dengan Pembelajaran Berbasis Masalah Pada Peserta Didik Kelas Vii Mts. Assyafi'iyah Gondang* [Fakultas Tarbiyah Dan Ilmu Keguruan].
- Indrawati, I., & Resti, F. (2020). Using Anagram Technique To Develop Students' Vocabulary Mastery To The Seventh Grade Students. *Sustainable: Jurnal Kajian Mutu Pendidikan*, 3(2), 86–96. <https://doi.org/10.32923/Kjimp.V3i2.1434>
- Indrawati, I., & Resti, F. (2020). Using Anagram Technique To Develop Students' Vocabulary Mastery To The Seventh Grade Students. *Sustainable: Jurnal Kajian Mutu Pendidikan*, 3(2), 86–96. *Jurnal Raden Intan Lampung*, 3(1), 69–86.
- Kadir, H. (2019). *The Use Of Anagram Technique To Improve The Students' Vocabulary Mastery At The Eight Grade Of Mts Al-Wasilah Lemo Kabupaten Polman* [State Islamic Institute (Iain)]. <http://repository.iainpare.ac.id/1359/1/15.1300.107.Pdf>
- Kadir, H. (2019). *The Use Of Anagram Technique To Improve The Students' Vocabulary Mastery At The Eight Grade Of Mts Al-Wasilah Lemo Kabupaten Polman* [State Islamic Institute (Iain)].
- Karmila, R. (2019). *The Language Functions Used By The Main Characters In White House Downs's Film By Ronald Emmerich* [The State Islamic Univeristy Sultan Thaha Saifuddin Jambi]. http://repository.uinjambi.ac.id/2791/1/Ai.150337_RiaKarmila_EnglishLiteratureDepartment-WinAramico.Pdf
- Karmila, R. (2019). *The Language Functions Used By The Main Characters In White House Downs's Film By Ronald Emmerich* [The State Islamic Univeristy Sultan Thaha Saifuddin Jambi]. http://repository.uinjambi.ac.id/2791/1/Ai.150337_RiaKarmila
- Kumara, R. D. C. (2016). *The Use Of Anagrams To Improve The Students' vocabulary Learning Strategy In Xi Ipa 1 Class, Sma Pangudi Luhur Sedayu Presented As A Partial Fulfillment Of The Requirements To Obtain The Sarjana Pendidikan Degree In English Language Education English Language Education Study Program Department Of Language And Arts Education Faculty Of Teachers Training And Education Sanata Dharma University Yogyakarta 2016* [Universitas Sanatadharma]. https://repository.usd.ac.id/8329/2/121214126_Full.Pdf
- Kusumaningrum, M. A. D., & Ratna Pertiwi, D. (2020). Improving Students' Vocabulary Mastery Using Plickers For Electrical Avionic Department. *Jurnal Inovasi Penelitian*, 1(6), 1095–1106. <https://doi.org/10.47492/Jip.V1i6.208>

- Kusumaningrum, M. A. D., & Ratna Pertiwi, D. (2020). Improving Students' Vocabulary Mastery Using Plickers For Electrical Avionic
- Lessard-Clouston, M. (2013). Vocabulary And Its Importance In Language Learning. *Teaching Vocabulary*, 39.
- Lessard-Clouston, M. (2013). Vocabulary And Its Importance In Language Learning. *Teaching Vocabulary*, 39.
- Naihala, R. (2019). *A Study On The Ability In Using Present Perfect Tense Of Theeleventh Grade Students Of Smk Kencana Sakti Kupang In The School Year 2019/2020* [Unika Widya Mandiri]. [Http://Repository.Unwira.Ac.Id/3035/](http://Repository.Unwira.Ac.Id/3035/)
- Naihala, R. (2019). *A Study On The Ability In Using Present Perfect Tense Of The Eleventh Grade Students Of Smk Kencana Sakti Kupang In The School Year 2019/2020* [Unika WidyaMandari] [Http://Repository.Unwira.Ac.Id/3035/](http://Repository.Unwira.Ac.Id/3035/)
- Nunik, R. (2012). *Difficulties In English Vocabulary Learning Experienced By The Eighth Grade Students Of Smp Negeri I Borobudur In The Academic Year Of 2011/2012*.
- Nurdiyanti, D. H. (2014). *Efektivitas Penggunaan Model Pembelajaran Problembased Learning Guna Pembentukan Kemampuan Berpikir Kritis Dalam Mata Pelajaran Pendidikan Kewarganegaraan Pada Siswa Smk Perindustrian Yogyakarta* Universitas Negeri Yogyakarta]. [Https://Eprints.Uny.Ac.Id/23591/](https://Eprints.Uny.Ac.Id/23591/)
- Nurdiyanti, D. H. (2014). *Efektivitas Penggunaan Model pembelajaran Problembased Learning Guna Pembentukan Kemampuan Berpikir Kritis Dalam Mata Pelajaran Pendidikan Kewarganegaraan Pada Siswa Smk Perindustrian*
- Nurjanah, S. (2018). The Effect Of Anagram Technique On Students' Vocabulary. *Journal Of Syarif Hidayatullah State Islamic University Jakarta*, 109, 1–109.
- Nurjanah, S. (2018). The Effect Of Anagram Technique On Students' Vocabulary. *Journal Of Syarif Hidayatullah State Islamic University Jakarta*, 109, 1–109.
- Pan, Q., & Xu, R. (2011). Vocabulary Teaching In English Language Teaching. *Theory And Practice In Language Studies*, 1(11), 1586–1589. <https://Doi.Org/10.4304/Tpls.1.11.1586-1589>
- Pan, Q., & Xu, R. (2011). Vocabulary Teaching In English Language Teaching. *Theory And Practice In Language Studies*, 1(11), 1586 Pendidikan Dan Pembelajaran Khatulistiwa, 3(9). <https://Jurnal.Untan.Ac.Id/Index.Php> Research Competencies For Research Competencies For Analysis And Applications (J. W. Jhonston (Ed.); 10th Ed.). Pearson Education, Inc. https://Yuli-Elearning.Com/Pluginfile.Php/4831/Mod_Resource/Content/1/Gay-E Book Educational Research- 2012.Pdf
- Rohmatillah. (2014). A Study On Students' Difficulties In Learning Vocabulary (Bachelors' Degree). *Jurnal Raden Intan Lampung*, 3(1), 69–86. [Http://Repository.Unej.Ac.Id/Handle/123456789/18942](http://Repository.Unej.Ac.Id/Handle/123456789/18942)
- Rohmatillah. (2014). A Study On Students' Difficulties In Learning Vocabulary (Bachelors' Degree).
- Rosadi, A. (2017). The Effectiveness Of Anagram Technique In Teaching Vocabulary. *Veles Voices Of English Language Education Society*, 1(1), 41–50. <https://Doi.Org/10.29408/Veles.V1i1.392>
- Rosadi, A. (2017). The Effectiveness Of Anagram Technique In Teaching Vocabulary. *Veles Voices Of English Language Education Society*, 1(1), 41–50. <https://Doi.Org/10.29408/Veles.V1i1>
- Saregar, A., Latifah, S., & Sari, M. (2016). Efektivitas Model Pembelajaran Cups: Dampak Terhadap Kemampuan Berpikir Tingkat Tinggi Peserta Didik Madrasah Aliyah Mathla'ul Anwar Gisting Lampung. *Jurnal Ilmiah Pendidikan Fisika Al-Biruni*, 5(2), 233–244. <https://Doi.Org/10.24042/Jpifalbirun.I.V5i2.123>
- Saregar, A., Latifah, S., & Sari, M. (2016). Efektivitas Model Pembelajaran Cups: Dampak Terhadap Kemampuan Berpikir Tingkat Tinggi Peserta Didik Madrasah Aliyah Mathla'ul Anwar Gisting Lampung. *Jurnal Ilmiah Pendidikan Fisika Al-Biruni*, 5(2), 233–244.

- Sari, A. N. (2016). *Studi Komparasi Pembelajaran Ipa Antara Pendekatan Science Environment Technology And Society (Sets) Dan Contextual Teaching And Learning (Ctl) Ditinjau Dari Keterampilan Proses Siswa Smp* [Universitas Negeri Yogyakarta]. <https://eprints.uny.ac.id/37738/>
- Sari, A. N. (2016). *Studi Komparasi Pembelajaran Ipa Antara Pendekatan Science Environment Technology And Society (Sets) Dan Contextual Teaching And Learning (Ctl) Ditinjau Dari Keterampilan Proses Siswa Smp* [Universitas Negeri Yogyakarta]. <https://eprints.uny.ac.id/37738> *Sedayu Presented As A Partial Fulfillment Of The Requirements To Obtain The Sarjana Pendidikan Degree In English Language Education English Language Education Study Program Department Of Language And Arts Education Faculty Of Teachers Training And Education Sanata Dharma University*
- Sipahutar, I. Y. (2018). *Language Styles In "Love Rosie" Movie: A Sociolinguistic Analysis A Thesis* [UniversityOfSumateraUtara]. <https://repository.usu.ac.id/bitstream/handle/123456789/7315/140705068.pdf?sequence=1&isallowed=Y>
- Sipahutar, I. Y. (2018). *Language Styles In "Love Rosie" Movie: A Sociolinguistic*
- Sugiyono. (2013). Metode Penelitian Kuantitatif Kualitatif Dan R&D. In *Laboratorium Penelitian Dan Pengembangan Farmaka Tropis Fakultas Farmasi Universitas Mulawarman, Samarinda, Kalimantan Timur* (19th Ed., Issue April). Alfabeta.
- Sugiyono. (2013). Metode Penelitian Kuantitatif Kualitatif Dan R&D. In *Laboratorium Penelitian Dan Pengembangan Farmaka Tropis Fakultas Farmasi Universitas Mulawarman, Samarinda, Kalimantan Timur* (19th Ed., Issue April). Alfabeta.
- Syarifudin, A., Marbun, R., & Novita, D. (2014). An Analysis On The Students' Vocabulary Mastery A Descriptive Study On The Mts. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 3(9). [Ttps://jurnal.untan.ac.id/index.php/jpdpb/article/view/7022](https://jurnal.untan.ac.id/index.php/jpdpb/article/view/7022) Thornbury, S. (2002). *How To Teach Vocabulary*. Pdf (P. 185).
- Syarifudin, A., Marbun, R., & Novita, D. *Tik* [Fakultas Pendidikan Matematika Dan Ilmu Pengetahuan Alam]. <http://repository.upi.edu/vocabulary.pdf> (P. 185).
- Wardani, S. I. (2015). Improving Student Vocabulary Mastery Using Word Mapping Strategy. *Okara: Jurnal Bahasa Dan Sastra*, 9(1), 131. <https://doi.org/10.19105/Ojbs.V9i1.585>
- Wardani, S. I. (2015). Improving Student Vocabulary Mastery Using Word Mapping Strategy. *Okara: Jurnal Bahasa Dan Sastra*, 9(1), 131. <https://doi.org/10.19105/Ojbs.V9i1.585>
- Widyanuklida, 16(1), 1–12. http://repo-nkm.batan.go.id/140/1/05_Analisis
- Widyanuklida, 16(1), 1–12. http://repo-km.batan.go.id/140/1/05_Analisis Tingkat_Kesukaran.Pdf
- Wulandari, T. (2020). *Students' Problem In Building Up English Vocabulary At Man 1 Pulang Pisau* [Iain Palangka Raya]. <http://digilib.iain-alangkaraya.ac.id/3007/1/TriWulandari1401120935.pdf> <https://doi.org/10.32923/Kjmp.V3i2>, <https://doi.org/10.36668/Jal.V8i2.15>, <https://doi.org/10.4304/Tpls.1.11.15861589>, https://repository.usd.ac.id/8329/2/121214126_Full.Pdf
- Wulandari, T. (2020). *Students' Problem In Building Up English Vocabulary At Man 1 Pulang Pisau* [Iain Palangka Raya]. <http://digilib.iain-palangkaraya.ac.id/3007/1/TriWulandari-1401120935.pdf> Yogyakarta [Universitas Negeri Yogyakarta]. <https://eprints.uny.ac.id/23591yogyakarta2016> [Universitas Sanata Dharma].