

Vocal (Vocabulary Adventure Land) Board Game Learning Media for Elementary School Students

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Abstrak

Desain penelitian ini adalah R & D sebagai salah satu desain penelitian yang bertujuan mengembangkan produk pendidikan. Penelitian ini juga menggunakan kuasi-eksperimental dalam pengumpulan data. Siswa kelas 5 MI AL Huda Rejowinangun terdiri dari 27 siswa 5A; 13 laki-laki dan 14 perempuan, juga 26 siswa 5B; 15 laki-laki dan 11 perempuan. Instrumen yang digunakan adalah kuesioner, wawancara dan tes. Data yang dikumpulkan dengan kuesioner dianalisis secara kuantitatif, sedangkan wawancara dianalisis secara kualitatif. Hasil skor analisis kebutuhan adalah 2443 yang berarti siswa setuju bahwa board game dengan materi vocabulary perlu menjadi media pembelajaran. Hasil uji lapangan adalah 2381 yang berarti siswa setuju bahwa produk penelitian ini baik dan layak untuk digunakan sebagai media dalam belajar vocabulary. Hasil tes; sig. (2-tailed) menunjukkan $0,000 < 0,05$ dalam hasil Post-test dimana aturan dasar pembuatan Independent sample t-test, dapat disimpulkan bahwa H_0 ditolak sedangkan H_a diterima. Mempertimbangkan temuan dari penelitian ini, disimpulkan bahwa Vocal Board Game adalah media pembelajaran yang efektif untuk digunakan oleh siswa sekolah dasar terutama untuk penguasaan vocabulary.

Kata kunci: Vocabulary, Board Game, Vocal board game.

Abstract

The design of this research is R & D as one of research design which aimed at developing educational products. Also, this study used quasi-experimental research to collect the data. The fifth grade student of MI AL Huda Rejowinangun consisted of 27 students of 5A; 13 of male and 14 female students, also 26 students of 5B; 15 male and 11 female students. The instruments used are questionnaire, interview and test. The data collected by questionnaire is analyzed quantitative way, meanwhile interview is analyzed qualitative way. The result of need analysis score was 2443 that mean the student agree that board game with vocabulary material needs to be a learning media. The result of field-test was 2381 that means student agree that the product of this research were good and feasible to use as media in learning vocabulary. The result of test; the sig.(2-tailed) showed $0.000 < 0.05$ in Post-test result which the basic rules of making Independent sample t-test, it can be concluded that H_0 is rejected meanwhile H_a is accepted. Considering the findings of the research, it is concluded that Vocal board game is an effective learning media to use for elementary school students especially for vocabulary mastery.

Keywords: Vocabulary, Board Game, Vocal board game.

INTRODUCTION

English as international language takes an important role in the human communication. In this globalization era and as a symbol of world civilization almost all countries used English. It can be seen in various sectors of life such as politic, bilateral relationship, science, technology and especially in education. At present, science books, journals, articles, procedures for using something and most features in the media have been written in English.

However, in understanding English, it cannot be separated from some language skills such as listening, speaking, reading and writing. Beside that, there are several aspects of language needed, one of them is vocabulary which aims to support English language skills comprehensively.

Moreover, vocabulary is an important aspect in English that must be mastered and continuously reproduced. The more vocabulary mastered, the easier it will be for people to express their ideas and communicate with others. According to Clouston (2013:2), vocabulary is a basic of English teaching. Without an adequate vocabulary students cannot understand other people or express the ideas. So, the less mastery of a person's vocabulary, the greater of difficulties they face.

Further, as the one of the important aspects in English, vocabulary needs to be taught to students from an early age, especially when they are in an elementary school. The reason is that students at this age will experience the established of their intelligence and character development that will bring to adulthood. Thornbury (2002:23) states that unlike rules-based grammar learning, vocabulary knowledge is largely a matter of accumulation of individual items.

Based on the observation and interview with the English teacher, the researcher found that the students of MI AL Huda Rejowinangun have some difficulties that caused by various factors, such as lack of reading vocabulary books, learning processes that are too monotonous and lack of learning media which actually makes students become bored easily. So that is what makes students lack of motivation to learn.

Furthermore, learning media has an important role in teaching and learning activities in education field. Arsyad (2017:3) states that media are defined as graphic, photographic or electronic tools to understand, process and rearrange information to

visual or verbal form in the learning process. Actually there are also many kinds of simple learning media that have a lot of variety that can be applied in teaching and learning activities. One of them is by using games.

In addition, Sudono in Rosada (2016:23), states that games or playing is an activity carried out with or without using tools that produce understanding or provide information, give pleasure or develop imagination in children. By using games, children will be more excited and able to focus on learning activities. Boredom and lack of motivation will be replaced by a more fun and interesting situation in the class. Students will not feel bored and can interact more actively with teachers and friends. Among all the games available, board games are one of the games that are suitable to be applied to the education field. Modern board games lead to strategic settings and precision and even luck.

Considering the background described above, the researcher is interested to develop a media in learning Vocabulary. Here is a board games to deliver the material in a more attractive and interesting way, so student will be more enthusiast in learning. The researcher will conduct a research entitled: Vocal (Vocabulary Adventure Land) Board Game as a media in learning vocabulary for elementary school student.

The researcher identifies the problem based on the background above into several problems. First, some students have lack vocabulary knowledge. Second, some students are lazy in reading vocabulary books. Third, the learning process is too monotonous. Fourth, limitation of learning media variety. Fifth, some students easily get bored in learning process. Sixth, some students are lack of motivation in learning process. Seventh, limitation time to prepare teaching materials. Eight, difficult to find the right learning media and the last, limited costs for media creation.

Meanwhile, the researcher focused on developing Vocal (Vocabulary Adventure Land) Board Game as a media and the effect of this media to improve student's vocabulary mastery in learning vocabulary for elementary school student. Further, the limitation of the research is focus on developing Vocal (Vocabulary Adventure Land) Board Game especially for the fifth grade student of MI Al Huda, Rejowinangun.

This game called as Vocabulary Adventure Land Board (VOCAL). Where, this game will be played on a board that has been designed in more attractive and colorful

appearance to resemble a land of adventure. The board will be divided into three zones, where each zones shows a different color and level of vocabulary. Those are green for the beginner, yellow for intermediate and red for the advance level. This game will be printed in 100x70 cm size with dice and boxes that have appropriate colors according to the colors and contain several questions in the form of card. This game can be played individually or in groups, where each group consists of 2 students. This game is expected to improve students' vocabulary mastery, enthusiast and make learning activities more interesting and enjoyable.

RESEARCH METHOD

The design in this research is classified as Research and Development (R&D). According to Gall et al in Basuki et al (2018 : 124) education R&D is an industry-based development model whose results are used to create new products and procedures, which are then systematically tested in the field, evaluated, and refined to meet the criteria effectiveness, quality, or similar standards. In addition, Sugiyono (2017:297) says that this method was used to produce new products and try the effectiveness of the products that had been produced for many people. After that the researcher uses quasi-experimental design to know the product effectiveness. Sugiyono (2017: 77) states that the main feature of quasi experimental design is the development of true experimental design, which has a control group but cannot fully function to control other variables that affect the implementation of experiments.

The research procedure in this research adapted from Latief (2015:174) that there are five procedures. They are: assessing the classroom problems (need analysis), studying recent theories of educational product development, developing the educational products, validating the products to the experts, and field-testing the products. They are explained as follows:

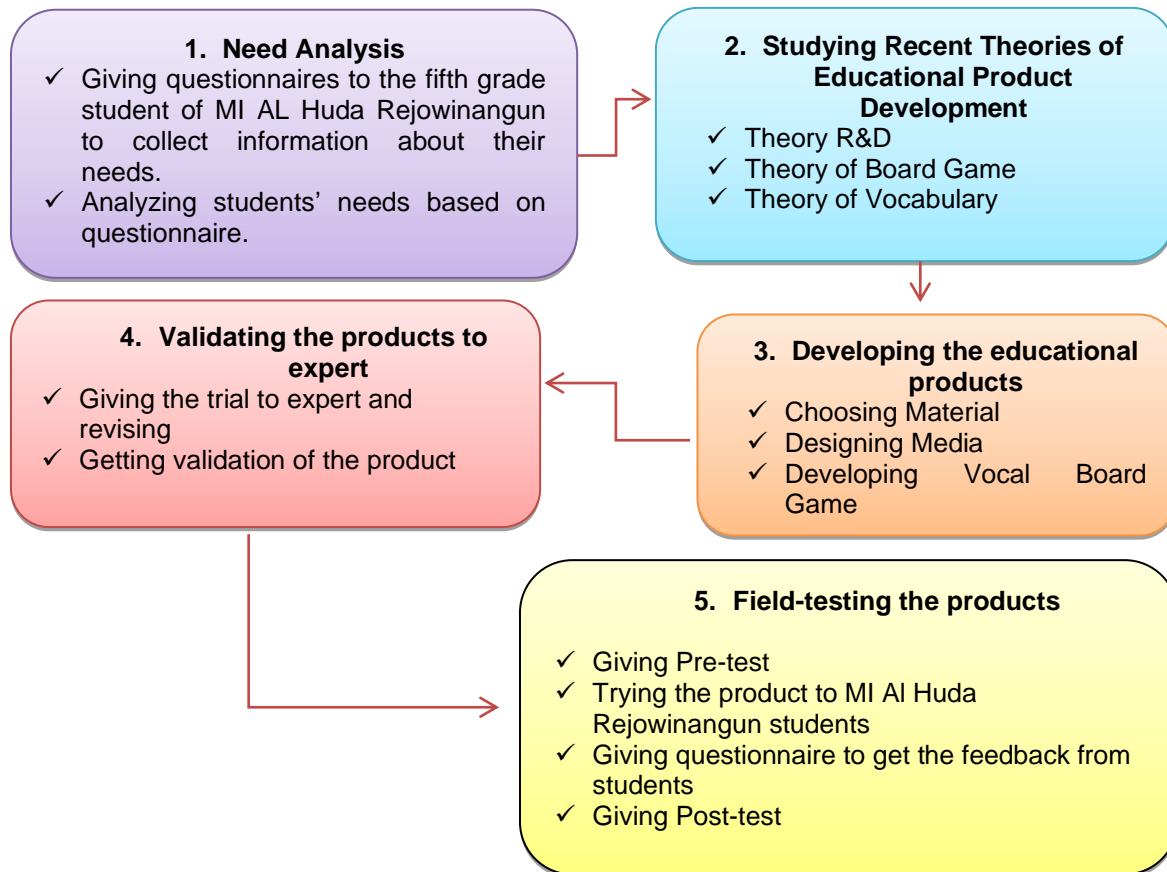


Figure 3.1 The procedure of development (adapted from Latief, 2015:174)

The researcher conducted the research in the fifth grade students of MI Al Huda Rejowinangun started from March, 9th to April, 30th of 2020 which is located in Jl. Mastrip No.09, RT.03/RW.02, Santren, Rejowinangun, Kec. Trenggalek, Kabupaten Trenggalek, Jawa Timur 66317. The population of this research was the students of MI AL Huda Rejowinangun while the sample was the fifth grade student of MI Al Huda Rejowinangun. 5A grade students as experimental group consists of 27 students; 13 male students and 14 female students. Meanwhile 5B grade students as control group consists of 26 students; 15 male students and 11 female students.

The technique and instrument used were interview, questionnaire, Pre-test and Post-test. First, questionnaire used in need analysis the researcher to know the student's need, while in the field-testing the product the researcher used questionnaire to know the student's and the expert's feedback.

Second, interview used to know the deeper opinion, advice or suggestion and evaluation from the expert during validating to the expert to get validated educational product.

Third, pre-test and post-test. There were two groups named experimental and control group. In experimental groups, there were given a treatment in the form of vocal board game learning media. While in control group, learning in the class was done by conventionally or as usual.

Furthermore, both classes were given pre-test and post-test with the same test, where pre-test was given before learning and post-test was given after learning process. The researcher used Pre-test and Post-test that consisted of 25 questions. There were 7 questions in translating English to Indonesia, 8 questions in mentioning things and 10 questions in finding synonym and antonym.

Moreover, there were 4 data analysis in this research. First, validity and reliability of the instruments. According to Hendryadi (2017:171), content validity is validity estimated through testing the feasibility and relevance of the test content through rational analysis by expert judgment. Meanwhile, Sugiyono (2017: 121) states that a reliable instrument is instrument when used several times to measure same object will produce generate same result. According to Ghozali in Fanani (2016: 46), if the Cronbach's Alpha value is >0.6 , then the instrument is considered reliable. If Cronbach's Alpha value <0.6 , then the instrument is not considered reliable. The researcher used Alpha Cronbach's formula and calculated in SPSS 25 to know the reliability of the instruments.

Second, the interview data from validating to the expert is analyzed in qualitatively. Sugiyono (2017: 246) states that the qualitative data can be analyzed with data reduction, data display, and drawing/verification conclusion in a descriptive way.

Third, data analysis of pre-test and post-test. T-test is used to determine the significant effect of using Vocal Board Game after collecting the data from Pre-test and Post-test. The basic rules of making Independent sample t-test according to Ghozali in Mujabah (2015: 64) is to use a significant probability number with a confidence level of 95% ($\alpha = 0.05$), namely; a) If the Sig. (2-tailed) > 0.05 , then H_0 is accepted and H_a is rejected, b) If the Sig. (2-tailed) <0.05 , then H_0 is rejected and H_a is accepted. Here, the data from Pre-test and Post-test was analyzed by using Independent Sample T-Test through SPSS 25.

Fourth, data analysis of questionnaire data. Data obtained from questionnaire was analyzed by using Likert Scale to determine the feasibility of the media. Likert Scale is

a scale used to allow individuals or to express how much they agree or disagree with certain statements. In addition, those responses are; strongly agree, agree, neutral, disagree, and strongly disagree.

FINDING OF THE RESEARCH

After obtaining the data from need analysis questionnaire, then it was analyzed by finding the percentages of the score and continued with score range formula to know the final score. The following table shows the interpretation of the questionnaire result on students' need analysis.

Table 4.1 Finding on Student's Need Analysis

Finding on Student's Need Analysis Questionnaire	<ul style="list-style-type: none"> • Nearly 88% students strongly agree that learning vocabulary is very important. • Nearly 92% students strongly agree that the more vocabulary, the easier to learn English. • Nearly 85% students strongly agree that the more vocabulary, the more I can communicate well. • Nearly 50% students strongly agree that I only learn vocabulary by using LKS in the class. • Nearly 77% students strongly agree that learning vocabulary must be fun. • Nearly 50% students strongly agree that learning vocabulary can be done in a group. • Nearly 85% students strongly agree that I enjoy learning while playing games. • Nearly 65% students strongly agree that understanding vocabulary is easier through the games. • Nearly 73% students strongly agree that learning by using board games is more fun. • Nearly 54% students strongly agree that I feel more challenged to learn by using board games. • Nearly 50% students strongly agree that learning by using board games is more effective. • Nearly 73% students agree that board games can increase learning enthusiasm. • Nearly 69% students agree that I can learn to work with friends to solve problems through board games. • Nearly 65% students strongly agree that through board games, I can interact with friends well. • Nearly 61% students strongly agree that board games can increase learning interest and motivation. • Nearly 77% students strongly agree that learning media must be interactive.
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- Nearly 81% students strongly agree that learning media must have an attractive appearance.
- Nearly 73% students strongly agree that learning media must be able to increase the spirit of learning
- Nearly 88% students strongly agree that learning media must be easy to use.
- Nearly 85% students strongly agree that learning media such as the criteria above are needed by students.

Meanwhile, from the students' need analysis questionnaire result, the obtained data as follow; maximum score (5 x 20 x 2) = 2600, minimum score (1 x 20 x 26) = 520, score range (2600 – 520) = 2080, total score = 2443. For more details, this is a continuum diagram that showed the results of student needs.

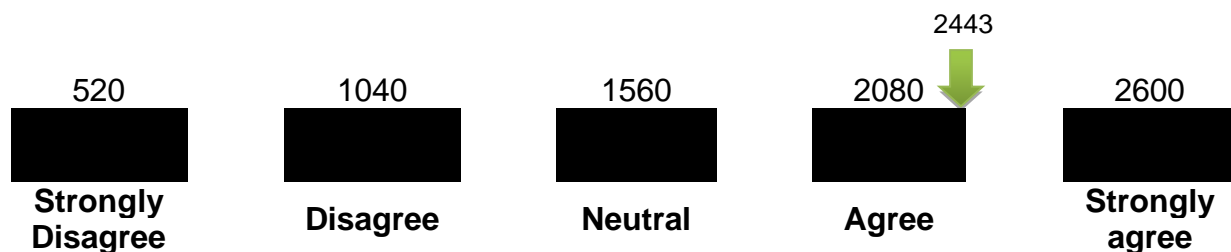


Figure 4.1 Continuum Diagram of Need Analysis

After the product was developed completely, the researcher consulted the product to the experts to get suggestion and evaluation to have acceptable and approved product. The researcher consulted Vocal board game to Sri Utami Dewi, M.Pd as the expert of English language learning media and Sayyidah Mulkiyana, S.Pd as the English teacher. The researcher sent the product to the experts of learning media twice (on April 16, 2020 and April 18, 2020) and to English teacher (on April 17, 2020) to get the Vocal board game validation. After getting the validation and the product was accepted by the experts, the researcher continued to the next step, namely field-testing the product to the subject.

The following table shows the interpretation of the questionnaire result on field-testing.

Table 4.2 Finding on Questionnaire Field-Testing

Finding on Questionnaire	<ul style="list-style-type: none"> • Nearly 77% students strongly agree that VOCAL board game is suitable for students' needs. • Nearly 81% students strongly agree that VOCAL board games increase student interest and motivation.
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Field-testing

- Nearly 73% students strongly agree that VOCAL board games can be played individually or in groups.
- Nearly 88% students strongly agree that the overall appearance of VOCAL board game is very interesting.
- Nearly 69% students strongly agree that learning by using VOCAL board games is more fun.
- Nearly 58% students agree that VOCAL board game can improve English's communication skills.
- Nearly 58% students agree that the materials in VOCAL board game are understandable and clear.
- Nearly 69% students strongly agree that my vocabulary increased after using VOCAL board game.
- Nearly 65% students strongly agree that VOCAL board game helps me in learning English.
- Nearly 50% students agree that VOCAL board game makes me easy to memorize English's vocabulary.
- Nearly 77% students agree that VOCAL board game makes me more challenged to learn English.
- Nearly 69% students strongly agree that VOCAL board game makes me not feel bored learning Vocabulary.
- Nearly 73% students agree that after using VOCAL board game, I become more active in class.
- Nearly 61% students agree that I am happy to be able to work with a group in VOCAL board game.
- Nearly 58% students strongly agree that I feel like adventuring directly in the land when I'm using VOCAL board game.
- Nearly 73% students agree that I feel so happy when they can answer many questions compared to the other friends when using VOCAL board game.
- Nearly 54% students agree that I feel disappointed when my groups lose in VOCAL board game.
- All of students strongly agree that VOCAL board game is easy to be applied.
- All of students strongly agree that VOCAL board game is very required.
- All of students strongly agree that VOCAL board game is very useful.

Meanwhile, from the students' need analysis questionnaire result, the obtained data as follow; maximum score $(5 \times 20 \times 2) = 2600$, minimum score $(1 \times 20 \times 26) = 520$, score range $(2600 - 520) = 2080$, total score = 2381. For more details, this is a continuum diagram that showed the results of field-testing.

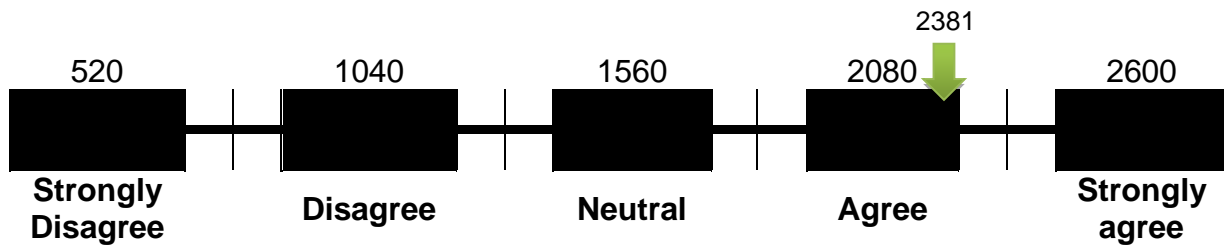


Figure 4.2 Continuum Diagram of Field-testing

There were two test conducted in field-testing, namely Pre-test and Post-test. First, Pre-test was conducted previously for class 5A as an experimental class and 5B as control class. The Pre-test was administrated in order to see the students' score before getting the treatment. Furthermore, the data obtained showed that the average of student Pre-test score for experimental class was 71.5 with the highest grade was 80 and the lowest was 60. Meanwhile, the average score for control class was 70 with the highest grade was 80 and the lowest was 64. Second, Post-test was conducted for class 5A as an experimental class and 5B as control class. The Pre-test was administrated in order to see the students' score after getting the treatment. Furthermore, the data obtained showed that the average of student Post-test score for experimental class was 84,5 with the highest grade was 92 and the lowest was 80. Meanwhile, the average score for control group was 73 with the highest grade was 84 and the lowest was 64.

Hereafter, to find whether or not there is any significant effect of using Vocal board game in student's vocabulary mastery between experimental class (5A) and conventional method in control class (5B), the researcher used Independent Sample T-Test in SPSS 25. Based on the "Independent Sample Test" output table in the "Equal variances assumed" section, the sig. (2-tailed) showed $0.000 < 0.05$. Then as the basic rules of making Independent sample t-test, it can be concluded that H_0 is rejected and H_a is accepted. So, the conclusion is that there is any significant effect between the average student learning outcome in the experimental and control group. So, to sum up, Vocal board game as the product of this research is an effective learning media to elementary school student especially for learning vocabulary mastery.

Based on the research finding explained above, the discussions of the findings on this research are elaborated as follows:

Table 4.3 The Discussion of The Research Finding

	Discussions
VOCAL (Vocabulary Adventure Land) Board Game as a Media in Learning Vocabulary for Elementary School Student	Regarding to the content material of this research that is based on English worksheet that was in line with the expert explanation. So, the instrument and the material of the product made based on the English worksheet.
	Regarding to the product development steps on this research that took five steps was in line with expert explanation those are; need analysis, studying recent theories of education product development, developing the educational product, validating the product to expert and field-testing the product. Latief (2015:174) stated that there are five procedures of development. They are need analysis, studying recent theories of education product development, developing the educational product, validating the product to expert and field-testing the product.
	Regarding to the product of this research (Vocal Board Game) that was in line with the students' need that was explained in the finding above. The findings of the need analysis on <i>Likert Scale</i> showed that mostly the students agree that board game with vocabulary material needs to be learning media. It can be seen from the need analysis's continuum diagram where the data obtained was 2443, which is the position in the agree category.
	Regarding to the form of product (Games or board games) on this research was in line with expert explanation. Elfiadi (2016:53) argues that game is an overall activity carried out by someone that is fun or happy, and gives rise to pleasure that can help individuals achieve physical, intellectual, social, moral and emotional development. Moreover, Jas & Costikyan in Hunsucker (2016), a board game is a set of physical objects that is paired with a game system that regulates interactions between participants, called players.

Further, in conducting this research there were some restriction. First, restriction in time. Due to the limited time of research that is owned by the researcher, the researcher feels less in conducting the research so that the results obtained are still not optimal. Second, restriction in obtaining the data. Because the Covid-19 pandemic issue that afflict across the world, the data collection must be done online. The students' responses when filling out the questionnaire was too slow because it was based online. So, in the process of obtaining these data the researcher must wait patiently until all data are collected. Third, restriction in field-testing. Field-testing was

carried out alternately within a few days based on appeals that prohibit crowds on pandemic issues.

CONCLUSION AND SUGGESTION

The outcome of this research is Vocal (Vocabulary Adventure Land) Board Game. The research procedure was adapted from Latief (2015:174). Thus, there are five steps conducted to create a Vocal Board Game as learning media in this research. They were need analysis, studying recent theories developing the product, validating the product to experts and field-testing the product. First, Vocal Board Game was done need analysis step, then the result of need analysis showed that the score is agree in Likert Scale. It can be seen from the continuum diagram of need analysis where the score was 2443, which is the position in agree category. Second, researcher studied the recent theories about theory of research and development, theory of Vocabulary and theory of board game. Third, the developing product was done by need analysis and the material of this product was taken from student's English worksheet. Fourth, the product had been validated by the expert who gave evaluation and suggestion. Fifth, field-testing was conducted to know the implementation and the effect of the product towards the fifth grade of elementary school student. The findings of the field-testing showed that the product got the good responses from the teacher and the students and the score was agree in Likert Scale. It can be seen from the continuum diagram of field-testing where the score was 2381, which is the position in agree category. Moreover, based on the Independent Sample Test output table the sig. (2-tailed) showed $0.000 < 0.05$. That means H_0 is rejected and H_a is accepted. So, the conclusion is that there is any significant effect between the average student learning outcome in the experimental and control group. Furthermore, they were enthusiast and satisfied with Vocal board game. Vocal board game was implemented and useful in learning process of vocabulary lesson.

In conclusion, based on the finding of the research explained above. This research has been able to answer the research question that states; How to develop Vocal (Vocabulary Adventure Land) Board Game as a media and the effect of this media to improve student's vocabulary mastery in learning vocabulary for elementary school student?" Furthermore, this research has been able to achieve the objective of the research which is to develop Vocal (Vocabulary Adventure Land) Board Game as

a media and the effect of this media to improve student's vocabulary mastery in learning Vocabulary for elementary school student.

After giving the findings and conclusion explained above, there are some suggestions for people who find some benefit of this research. First for the English teacher, it is better to use Vocal board game as an alternative learning media in teaching vocabulary because it is more attractive and fun. Moreover, Vocal board game is able to improve student's interest and increase their vocabulary mastery. The second is for the students who learn English, it is suggested to you to use Vocal board game to make your study better and more fun. The last is for the next researcher who may use the research finding of this research as the information and reference for their research.

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