

The Effectiveness of Using “New Big City Adventure Game” in Enhancing Students’ Vocabulary Mastery in Vocational High School Level

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ABSTRACT

The aim of this research is to investigate whether “New Big City Adventure Game” can enhance the students’ vocabulary mastery or not. The data were gathered using two kinds of instruments; those are (1) vocabulary tests, (2) questionnaires. The vocabulary tests were pre and post-tests, while the questionnaires were distributed to the students’ of the experimental group and the teacher. The result of the study showed that “New Big City Adventure Game” successfully enhanced the students’ vocabulary mastery. Besides, it could trigger the students’ motivation to learn English. The result was proven by the gain of the experimental group’s performance after being given treatment by the researcher. In addition, the results of the students and teacher’s questionnaires showed positive responses towards the treatment given.

Keywords: “New Big City Adventure Game”; vocabulary mastery; vocational high school

ABSTRAK

Tujuan dari penelitian ini adalah untuk menemukan apakah “New Big City Adventure Game” dapat meningkatkan penguasaan kosa kata siswa atau tidak. Pengumpulan data dilakukan dengan menggunakan dua macam instrumen; yaitu (1) tes kosa kata, (2) kuesioner. Tes kosa kata adalah pre dan post-test, sedangkan kuesioner dibagikan kepada siswa kelompok eksperimen dan guru. Hasil penelitian menunjukkan bahwa “New Big City Adventure Game” berhasil meningkatkan penguasaan kosa kata siswa. Selain itu, dapat memicu motivasi siswa untuk belajar bahasa Inggris. Hasil tersebut dibuktikan dengan peningkatan kinerja kelompok eksperimen setelah diberikan perlakuan oleh peneliti. Selain itu, hasil angket siswa dan guru menunjukkan respon positif terhadap perlakuan yang diberikan.

Kata-Kata Kunci: “New Big City Adventure Game”; ; penguasaan kosa kata; sekolah menengah kejuruan

INTRODUCTION

The main purpose of teaching English is for communicative. Basically, there are four skills that have to be mastered by people in order to be able to communicate in English. Those four skills are listening, speaking, reading, and writing. Listening and reading belong to receptive skills in which the language users require the ability to receive spoken and written language, while speaking and writing belong to productive skills in which the language users require the ability to produce language both spoken and written (Harmer, 1983: 44). Apart from those four skills that need to be mastered by people, there are other English language components which are equally important as those four skills. Besides,

learning those four skills cannot be well established if the learners do not master the English language components either. One of the language components is vocabulary. According to Richards and Renandya (2002), vocabulary is a core component of language proficiency since it provides much of the basis for learners to speak, write, read, and listen well. So, without mastering vocabulary, students will find it difficult to communicate with others and convey their ideas both in written and spoken way. Regarding the teaching vocabulary in Indonesia, the teaching of vocabulary should be integrated in the teaching and learning process and be based on the curriculum-based competence. The teachers should also teach vocabulary integrating with other language skills and combining with other materials.

However, many Indonesian students' find many difficulties in acquiring new words since many teachers teach vocabulary traditionally. Traditionally means that the students either have to look up to their dictionary if they do not know the meaning of particular words or the teacher just give direct translation of the words in Indonesian (Vianawati, 2014:2). As a result, they cannot maximally acquire those new difficult vocabularies. In addition to that, the Indonesian students tend to have no self-confidence to speak up using English so that it can make it difficult for them to convey their opinions or ideas.

Therefore, teaching vocabulary can be done by involving the students in the teaching process. In the other words, the teaching and learning process should be based on the students-centered, not the teacher-centered. The easiest way to teach vocabulary to the students is using games. Language games can be divided into two categories, namely linguistic games and communicative games (Hadfield, 2001:4). Linguistic games focus on the linguistic accuracy such as grammar games. While communicative games focus on the non-linguistic accuracy such as finding two matching card or filling in a picture or chart rather than correcting the production of language. By using games, it can make the students feeling not to be forced to learn English and also the students are directly involved in the teaching process. Moreover, games can lower anxiety, so that it makes the acquisition of the input more likely (Richard-Amato, 1988).

Not only for fun, games can also be used at any stage of lesson and prevent the students from getting restless and bored. In addition to that, by inserting varied games in the teaching and learning process, it will keep the students alert and enjoying themselves (Cahyono & Mukminatien, 2011:41). That means that the students will pay more attention and focus more on the teacher if there are games in the teaching and learning process. Essentially, there are three main purposes of using games in teaching and learning process, namely: (a) as the main topic, (b) as reinforcement, and (c) as an extra activity (Fachrurrazy, 2014:112). So, apart from choosing the appropriate games for teaching English, the teacher should clearly define how the games will be implemented in the class so that the aim of games will be successfully achieved.

Although there are many games that can be used for enhancing students' vocabulary mastery, the English teachers should select the most appropriate games concerning the students' condition and education background in order to get the finest outcomes toward the students' vocabulary mastery. With the use of games in teaching vocabulary, the teachers can create various contexts in which the students can use the language to communicate, exchange information and express their own opinions using the appropriate dictions (Wright, Betteridge, & Buckby, 1984).

In this study, the researcher investigated whether the game proposed could significantly enhance the students' vocabulary or not. The game was a communicative game

which was "New Big City Adventure". "New Big City Adventure" game is a challenging hidden object game that takes the player to the exciting locations all around the world (www.pogo.com, 2015). This game provides many aspects that can indeed enhance students' vocabulary mastery. The first aspect is that this game uses the big cities as a theme. Moreover, every theme has many famous places with the description provided. So, this game can give knowledge to students about many big cities in the world followed by each description. The second aspect is that it contains lots of picture of things and places. So, apart from element of fun, this game has pictures that can make it easier to students to memorize every word they got. In addition to that, colored pictures can attract the students' interest and motivation to learn the vocabulary. According to Kriedler (1965:1), pictures can be recognized way of representing a real situation so that it can help the students to visualize what they hear with the real life experience. Moreover, pictures are also considered to have a major role to play in the development of students' skills (Wright & Halem, 2011). The last beneficial aspect of this game is that it can trigger the students to open the dictionary to find the meaning of words contained in the game. Hence, without teacher's instruction, the students will directly open their dictionary if they find many difficult words since they want to accomplish the game.

To further this issue, the present study intends to investigate whether "New Big City Adventure Game" can enhance the students' vocabulary mastery or not. To this end, it seeks answer to the following research question: Do the tenth grade vocational high school students taught using "New Big City Adventure Game" have better vocabulary mastery than the tenth grade vocational high school students taught without the game?

LITERATURE REVIEW

Game

Most teachers know that the students are active learners who like to learn by doing. Therefore, teaching vocabulary can be done by involving the students in the teaching process. In the other words, the teaching and learning process should be based on the students-centered, not the teacher-centered. The easiest way to teach vocabulary to the students is using games. Language games can be divided into two categories, namely linguistic games and communicative games (Hadfield, 2001:4). Linguistic games focus on the linguistic accuracy such as grammar games. While communicative games focus on the non-linguistic accuracy such as finding two matching card or filling in a picture or chart rather than correcting the production of language. By using games, it can make the students feeling not to be forced to learn English and also the students are directly involved in the teaching process. Moreover, games can lower anxiety, so that it makes the acquisition of the input more likely (Richard-Amato, 1988).

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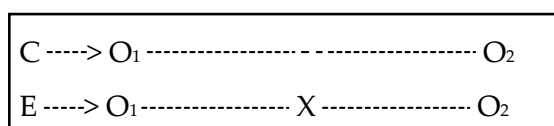
Vocabulary Mastery

Teachers play an important role in building the students' vocabulary mastery, and the students must have willingness to acquire it. Vocabulary mastery here refers to the ability of the students to understand and know the meaning of every word both in spoken and written. However, many Indonesian students' find many difficulties in acquiring new words since many teachers teach vocabulary traditionally. Traditionally means that the students either have to look up to their dictionary if they do not know the meaning of particular words or the teacher just give direct translation of the words in Indonesian (Vianawati, 2014:2). As a result, they cannot maximally acquire those new difficult vocabularies. In addition to that, the Indonesian students tend to have no self-confidence to speak up using English so that it can make it difficult for them to convey their opinions or ideas. Thus, the teachers indeed have to find good teaching techniques so that the students can find ease to learn new vocabulary.

METHOD

This research was conducted in SMK Negeri 7 kota Malang. There were two groups employed using different strategies, that is, the control group was taught in a conventional way and the experimental group was taught using "New Big City Adventure Game". Basically, both strategies comprised the same procedures in the class. The classes of the study were X A (as the control group) and X B (as the experimental group) classes in the academic year of 2022/2023. X A class consisted of 32 students, while X B consisted of 31 students.

The research model used in this study is quasi experimental which consists of Preparation, Implementation, and Observation. The diagram of the experimental study can be seen below.



The codes used in the diagram above illustrate the following:

C represents the control group,;

E represents the experimental group,;

O₁ and O₁ represent the pre-test of the both groups;

O₂ and O₂ represent the post-test of the both groups;

--represents the traditional practice addressed to the control group

X represents "New Big City Adventure Game" as the treatment for the experimental group

Prior to the treatment, the researcher prepared the research instruments that are going to be used in order to collect the data. Those instruments are vocabulary tests for pre and post-tests, questionnaire for the students and the teacher, and also the lesson plan for the both groups. Before the teacher gave the treatment to the students, the teacher needed a lesson plan as a guideline so that the technique proposed by the researcher could be implemented systematically. The lesson plans were made based on the 2013 curriculum and syllabus used in SMK Negeri 7 kota Malang. After preparing all the instruments needed for conducting the study, the researcher and the teacher started to begin the treatment for both the experimental and control groups based on the schedule. Basically, the two experimental and control groups incorporated the same instructional procedures during the teaching and learning process. The teaching and learning process was begun with pre-teaching activity, and ended up with post-teaching activity. At the end of the experiment, the experimental and control groups were observed by the researcher. The observation was done through administering post-test. The aim of the observation stage was to assess the students' vocabulary mastery after being given treatment by the teacher.

For collecting the data, the researcher used several techniques, namely giving a pre-test for both groups before giving the treatment, distributing questionnaire for the students and the teacher, and conducting the post-test. The analysis was done by checking and counting the scores based on the students' correct answers. The data was analyzed on computer by using ANCOVA (Analysis of Covariance) on the SPSS (Statistical Package for Social Sciences) program. The use of ANCOVA in this study is aimed to significance difference gained by the experimental and control groups after being given treatment by the teacher. Besides, ANCOVA can be used to control the external variable that might affect the research variables by removing the variance associated with the covariate(s) from the dependent scores. By then, ANCOVA determines the covariation (correlation) between covariate(s) and the dependent variable (Rutherford, 2001:5). However, before applying ANCOVA, there are some assumptions of the study prior to the statistical calculation that need to be fulfilled. The assumptions required are the variable being measured is from (1) a normally distributed population, (2) the variances of the population are equal or homogeneous, (3) the covariates are reliable, and (4) there is linearity between covariates and between covariates and the post-test. In order to answer the research problem, the null hypothesis is set-up. The null hypothesis is "New Big City Adventure Game" cannot enhance the students' vocabulary mastery. Then, the researcher uses 95% level of confidence or 5% level of significance to know whether the differences is significant or not. By then, the criterion for the acceptance or rejection of the null hypothesis is a level of significance .05 or smaller. In addition, in order to calculate the difference mean of pre-test between the experimental and control groups, the researcher uses independent t-test.

RESULT

After gathering the data using two different kinds of instruments, the data obtained will be analyzed using independent t-test and ANCOVA on SPSS program. The data analyzed using independent t-test was pre-test and post-test of both experimental and

control groups. While the data analyzed using ANCOVA is the gain of each group. Prior to that, the statistical analysis concerning about the homogeneity, the normality, the reliability of the covariates, and the linearity of the covariates presented.

The Finding from the Pre and Post-tests of the Two Groups

The pre-test was followed by 32 students of the control group and 31 students for the experimental group. In the matter of time, the pre-test was done in assorted times since the both groups has different schedule for English subject.

Table 1 A Comparison of Pre-test Scores of the Experimental and Control groups

Group	Number of Students	Mean	SD	T
Experimental	31	67.03	5.13474	
Control	32	77.97	7.91684	6.482

In order to know whether the difference of the pre-test is significant or not, the researcher determined it by checking on the table of t values at 0.05 level of significance for one-tailed test. The result obtained from the table of t values is 1.671 seen by using 63 degrees of freedom. Based on the result comparing with t obtained from the data, the t-value is higher than the t (≥ 1.671), so it can be said that the difference between means of pre-test for the experimental and control groups is significant. Hence, the performance of the two groups is basically not the same. By then, the calculation using ANCOVA was needed to calculate the gain of the both groups.

Yet, there are some assumptions that need to be fulfilled by the researcher before calculating the data using ANCOVA. Those are (1) normal distribution, (2) the analysis of the variance homogeneity, (3) the reliability of covariates, (4) the linearity between covariates and between covariates and the post-test.

Table 2 The Result of the Statistical Analysis of Normal Distribution of the Pre-test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Exper	.082	63	.200*	.985	63	.660

Table 3 The Result of the Statistical Analysis of Normal Distribution of the Post-test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Nilai	.198	63	.000	.863	63	.000

Based on the Table 2, it can be seen that the pre-test of the experimental and control groups are normally distributed. It is proven by the L-value obtained from the calculation is .082 which is smaller than the L-value obtained from the z-table ($< .4681$). Based on Table 3 above, the L-value obtained is .198 which is smaller than the L-value obtained from the z-table ($< .4681$). Hence, the first assumption of the ANCOVA is met.

Table 4 The Result of the Statistical Analysis of Homogeneity of the Pre-test

	Levene Statistic	df1	df2	Sig.
Nilai Based on Mean	.772	1	61	.383
Based on Median	.773	1	61	.383
Based on Median and with adjusted df	.773	1	45.897	.384
Based on trimmed mean	.990	1	61	.324

Table 5 The Result of the Statistical Analysis of Homogeneity of the Post-test

	Levene Statistic	df1	df2	Sig.
Nilai Based on Mean	2.811	1	61	.099
Based on Median	1.102	1	61	.298
Based on Median and with adjusted df	1.102	1	47.569	.299
Based on trimmed mean	1.877	1	61	.176

Based on the Table 4, the p-value obtained from the calculation is .383 which is greater than the level of significance ($> .05$). Based on Table 5 above, the p-value obtained from the calculation is .099 which is higher than the level of significance ($> .05$). Hence, it indicates that the variances of the pre-test and post-test of the both the control and experimental groups are equal or homogeneous.

Table 6 The Result of the Statistical Analysis of the Reliability of Covariates

	Pretest	Post
Pretest Pearson Correlation	1	.356**
Sig. (2-tailed)		.004
N	63	63
Post Pearson Correlation	.356**	1
Sig. (2-tailed)	.004	
N	63	63

Based on Table 6, the correlation coefficients ($= r$) obtained is .356, meaning that the r-ratio is greater than the r-table, figuring .330. By then, it implies that the pre-test and post-test are correlated in which pre-test is covariate. According to the result shown, it can be concluded that the relationship between the covariate and the post-test is linear, implying that the outcome of the pre and post-tests is parallel in measuring the students' vocabulary mastery.

After all the required assumptions were fulfilled, the researcher calculated the gain of the both groups by using ANCOVA on SPSS program. The result showed that the experimental group gain better than the control group.

Table 7 The Result of Calculation Data Using ANCOVA

Tests of Between-Subjects Effects

Dependent Variable: Post

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	397.417 ^a	2	198.708	7.234	.002
Intercept	2080.413	1	2080.413	75.743	.000
Pretest	395.859	1	395.859	14.412	.000
Group	137.983	1	137.983	5.024	.029
Error	1648.012	60	27.467		
Total	524841.000	63			
Corrected Total	2045.429	62			

Based on the Table 7 above, it can be seen that the f-value is 5.024 at the level of significance .029. While for the f-value obtained from the f-table is 4.16. As the result of ANCOVA, the f-ratio is higher than the f-table, figuring 4.16, meaning that it is significant. It is then obvious that the null hypothesis, stating that compared to the traditional practice, "New Big City Adventure Game" cannot enhance the students' vocabulary mastery, is rejected. In other words, the research hypothesis saying that "New Big City Adventure Game" can effectively enhance the students' vocabulary mastery, is accepted.

DISCUSSION

While the teacher taught the students of the experimental and control groups, the researcher observed the students' responses and enthusiasm throughout the teaching and learning process. During the teaching process done by the teacher, there were some differences that occurred in the two groups. The first difference was about the students' enthusiasm towards the teaching process. Based on the researcher's observation, the students of the control group do not seem as enthusiastic as the students of the experimental group. They were less motivated to learn English. Furthermore, only few students showed participation in the class; the rest of them seemed busy with their own business. However, the students of the experimental group were very enthusiastic and motivated to follow the teaching process done by using "New Big City Adventure Game". The students of the experimental group actively participated in learning English by using "New Big City Adventure Game". It is in line with Huyen and Nga's (2003) statement that the use of game can create motivation for the students to get involved and actively participate in the teaching and learning process. Hence, the use of game in the teaching and learning process can positively change the atmosphere which makes the students feel comfortable to acquire new knowledge. Due to the fact that games bring fun and joy towards the students, it will not make them restless and bored throughout the teaching and learning process as Cahyono & Mukminatien (2011:41) stated. Besides, by using games, the students will keep alert and enjoying themselves so that they focus more on the lesson. Furthermore, the teacher can create various contexts by using games in order to help the students to use language to communicate, exchange information and also express their ideas using the appropriate dictions (Wright, Betteridge, & Buckby, 1984).

The statistical data of this study were obtained from the result of the pretest and post-test of the experimental and control groups. After being calculated by using independent t-test, the result showed that the t value obtained from the data is higher than the t value obtained from the table of t values (<6.482), so there is significant different between the performance of the two groups. By then, the researcher had to calculate the gain of the both groups by using ANCOVA on SPSS program. As a result, the f-ratio is higher than the f-table, figuring 4.16, meaning that it is significant. That can be said that the strategy proposed by the researcher is successfully gaining the students' vocabulary mastery.

The result of the data analysis above is in line with Azar's (2012) statement that the students will more easily acquire new knowledge, in this case vocabulary, in such relaxing situation as playing games. It is proven in each meeting of the treatment for the experimental group, the students felt so enjoyable and willingly memorize the vocabulary they got from playing "New Big City Adventure Game". As the result, they gain more vocabulary than the students of the control group.

Based on the result of the students' questionnaire, there are some important points that need to be underlined by the researcher. The first is that the students enjoyed learning English very much by using "New Big City Adventure Game". Moreover, they were interested in memorizing the vocabulary they got from playing the game. Thus, the students felt that they got much vocabulary by playing "New Big City Adventure Game". However, as the Richard-Amato (1998) stated that games can lower anxiety so that it makes the students feel not to be forced to acquire new knowledge. So, although the students were asked to memorize any vocabulary they got from playing the game, they were willingly doing it since they enjoyed the learning process using "New Big City Adventure Game". By then, the students' input can be easily memorized and understood by them. In addition to that, based on the students' opinions on how the English teaching process should be, most of them thought that learning English should be done by using game either. They thought that learning English will be fun and interesting if they learn it by playing game. As stated by Vossoughi and Zargar (2009), games can be a facilitator for the students to learn materials, in this case is English. Hence, games can be said as the most appropriate way to teach English to the students especially for the foreign learner students. So, that is why most students more enthusiasm to learn English by using game.

Since the questions of the teacher's questionnaire were related to the students' questionnaire, the result showed the relation between the students and the teacher's answers. From the teacher and the students' answers, it revealed that "New Big City Adventure Game" brought positive effects towards the students and the teacher. For the teacher, the use of this game made the students paid more attention to the teacher's explanation and they easily acquired the vocabulary she taught.

Apart from the teacher's opinion towards the students' responses during the treatment implemented, there were two important points obtained from the use of "New Big City Adventure Game" in the teaching of vocabulary. The first, not only for reinforcement, this game can be used for enjoyment outside of the class. Due to its practicality, the students will not find it difficult to operate and play this game. Thus, this game can be used not only for having fun, but also for obtaining knowledge and vocabulary simultaneously. Hence, the second important point is that "New Big City Adventure Game" is very beneficial to be used as a media to teach English to the students, especially EFL students.

CONCLUSION

Based on the findings of the study, "New Big City Adventure Game" is effective to enhance the students' vocabulary mastery. The results showed that the students of the experimental group gained more vocabulary than the students of the control group. This was also showed by the increase scores of post-test of the experimental group. The use of "New Big City Adventure Game" also encourages and motivates the students to enjoy learning English. This was proven from the results of the students' questionnaire and observation done by the researcher. Moreover, the students of the experimental groups were enthusiastic and actively involved in the teaching and learning process. This is due to the fact that the students of the experimental group were taught by using "New Big City Adventure Game" and the students of the control group were taught traditionally without using "New Big City Adventure Game".

Since teachers play an important role in building the students' vocabulary mastery, the teachers have to be creative and innovative to find media or strategies that can be used to teach students. As the result of the study, "New Big City Adventure Game" is very beneficial to be used to enhance the students' vocabulary mastery without burdening them. The other future researcher are hoped to conduct further research can be done in other level of education as comparisons, so that stronger generalization can be made. Furthermore, considering the research findings and the limitation of the study, the tests used for collecting the data should be based on the materials covered in the lesson plan. By then, the results of the tests will reflect the students' understanding towards the materials and the treatment given.

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