

THE EFFECT OF USING CIRCLE GAME ON STUDENTS' VOCABULARY MASTERY AT THE FOURTH GRADE OF MI DARUL ULUM KATEMAS KEMBANGBAHU LAMONGAN

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ABSTRACT

Vocabulary is one of the component of language. Therefore, vocabulary is one of language elements considered necessary for language. Game as a media in teaching vocabulary to students' elementary school. The use of game would stimulate them to be more active and game was really matched with the students'. The researcher assumed that the use of game is good and effective ways to teach and to motivate them as young learners to study. The purpose of this study is to measure the effect of using circle game as the method in teaching vocabulary mastery. The research was conducted in March-May 2017. The subject of the study was all students at the fourth grade of MI Darul Ulum Katemas. Which consists of 14 students. The method used in this research is pre-experimental research. The researcher uses sample one class. The research instrument is test. The test consists of pre-test and post-test. The result of the test is analyzed using paired t-test. The result showed that t value is -10.201 and df (degree of freedom) is 13. The researcher used the degree of significance $0.01/2 = 0.005$. In the table of significance, it can be seen on the df 13 and on the degree of significance 0.005 (t-table 3.105). If t-value is compared to the t-table of the degree of significance, the result is $t = -10.201 < 3.105$. It means that there is significance improvement of the students' vocabulary mastery through circle game. However, in the research, the researcher used two tailed test that compares the value of pre-test and post-test. It said as two tailed test, because t-table is divided in two (negative and positive) and put it on the right and left. After analyzing the result of t-test, the researcher used the degree of significance of $0.01/2 = 0.005$, t-table = 3.105, and the researcher conclude that H_0 is rejected and H_a is accepted, because the result of tvalue = -10.201 located in the area rejected of H_0 , thus H_0 is rejected and H_a is accepted. Based on the result of the study, the researcher concludes that circle game is effective method used in improving students' vocabulary mastery and makes the students more interest and fun in learning English.

Key words: Circle game, vocabulary mastery.

INTRODUCTION

Vocabulary is one of the component of language. Studying a language can not be separated from studying vocabulary. It is very essential to improve the four language skills, that are very useful in conducting communication and studying other language. Meanwhile, teaching vocabulary plays important role in English teaching. As stated by Widiati & Cahyono (2011:107), vocabulary is one of language elements considered necessary for language mastery. Students can learn English easily if they have good vocabulary mastery. Furthermore, good vocabulary mastery supports mastery of each of the language skills, both receptive (listening and reading) and productive (speaking and writing).

In addition, English has been considered as an essential language to be learnt in order to meet the communication needs in the world. Considering the importance of English in Indonesia, the government serves English as a compulsory subject for all education levels. The English vocabulary is well known with its development, it depends on the advancement which is faced in mastering English. Vocabulary is viewed as the basis of developing students' skill in reading, listening, speaking, and writing in Elementary school.

Furneaux (1999:367) states vocabulary teaching aims at enabling learners to understand the concept of unfamiliar words, gain a greater number of words, and use words successfully for

communicative purposes. Thus, good vocabulary mastery supports mastery of each of the language skills, both receptive (listening and reading) and productive (speaking and writing). Nation in Widiati & Cahyono (2011 :108), vocabulary growth is such an important part of language acquisition that it deserves to be planned for, deliberately control and monitored. Vocabulary grows important part of language. Vocabulary is the knowledge of meaning words. According to Wehmeler as quated in Widiati & Cahyono (2011:107), vocabulary is defined as “all the words in a particular language”. In vocabulary, broadly defined, is knowladge about words and word meanings. According to Neuman & Dwyer as quated in Bintz (2011:41) vocabulary can be defined as the words we must know to communicate effectively in speaking (especially vocabulary and word in listening (receptive vocabulary).

Vocabulary is the fundamental part of language, which is used in any situation either; it is in the form of spoken or written language. Review at the discussions above, The researcher concludes that vocabulary is important to study because vocabulary can develop other skills (listening, speaking, reading, writing) and learn English second language generally. Vocabulary is important for us to know of the language use. Vocabulary plays an important role in learning language. In communicate to express ideas or feeling. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from use of language learning opportunities around them. Thus, learning vocabulary is important do by the teachers in second language learning.

Kinds of Vocabulary

There are different kinds of vocabulary depends class of word. According to Morley (2000:3-57), words are traditionally allocated to one of the

following classes: noun, pronoun, article, verb, adjective, adverb, preposition, conjunction and interjection. Based on how often vocabulary occurs in a language, Nation (2008:7) divides vocabulary into three types; high frequency words, academic words, technical word.

1. High frequency words

The high frequency words of English have some characteristics. First, each high frequency word happens often so the effort of learning it will be repaid by plenty of opportunities to meet and use it. Second, the high frequency words are useful no matter what use is made of English. Third, because of their frequency and wide range they make up a very large proportion of running words in all kinds of texts and language use. Fourth, they are relatively small group of words (2,000) that could be covered in a school teaching program over three to five years.

2. Academic word

For learners with academic purpose, the academic words are like high frequency words and they deserve similar attention.

3. Technical word.

For learners with academic purposes, technical vocabulary is also important but this is probably best learned while studying the content matter of the particular specialist area.

Teaching Vocabulary

Teaching vocabulary of second/foreign language can be given separate attention. Two areas of concerns and complementary vocabulary teaching are vocabulary research and vocabulary instruction (Widiati & Cahyono, 2011:109). Teaching vocabulary has two components.

Teaching vocabulary and learning have approach. According to Hunt & Beglar (2002, in widiati,cahyono,

2011:110) vocabulary teaching and learning have three approaches: the first, Incidental learning is learning vocabulary by product of doing other language activity. The second, Explicit instruction is intentional learning of vocabulary through instruction. The third, Independent strategy development is equipping learners with strategies for vocabulary learning.

For the statement issue previously, these approaches for teaching vocabulary are potential enabling students to learn vocabulary, and it is very necessary for teachers to teach vocabulary.

Learning Method

Learning method is one of techniques that occurred by the teacher in order to make the learning process successful and achieve the intended purposes. Pupuh (2011:55) states "learning method can be interpreted as a way of presenting learning materials to students to achieve the intended purpose". Learning method presents learning materials to the students.

One of the skills that teachers play an important role in choosing the method of teaching is a skill. The selection method of progress with the efforts of teachers is in presenting the teaching according to the situation and conditions therefore, that the achievement of learning goals obtained by the maximum. Therefore, one of the things that is very fundamental to understand the teacher is how to understand the position of the method as a component for the success of teaching and learning, which is as important as the other components in the overall educational component.

Learning method is an effort to implement the plans that are constructed in real activity in order to achieve the goals set optimally. Ambarwati (2013:24). She also adds that the method used to implement the learning strategies has been established. Learning method uses to implement the learning strategies.

Based on the description, the researcher concluded that the exact method

used is expected to be more effective in the achievement of learning objectives. Therefore, functions method to determine the success of a learning process and is an integral part of a teaching system.

Teaching Vocabulary through Game

Teaching vocabulary through game is an instructional technique. According to Valentin & Reyn, 2014, Teaching vocabulary through game play is another model instructional technique very often used in school. It is an innovative strategy that can continue to improve vocabulary skills of elementary students. Through the use of games, the teacher can create various culturally responsive contexts in which students have to use language to communicate, exchange information, and express their own opinions (Wright, Betteridge, & Buckby, 2005). In fact, game play varies from one context to another. Observational data from our after-school projects indicated that a game play might lose its original meaning if participants do not share its cultural contexts. According to some experts (Ersoz, 2000; Lee, 1995; Uberman, 1998 in Valentin & Reyn, 2014, games in the classroom can be a welcome break from the usual routine of the language class, game can be motivating and challenging, and can involve the effort of learning and practicing various language skills. Game in the classroom can be motivating and challenging to learning and practicing language skills. Based on the statement previously, teaching vocabulary through game is a strategy to teach students' elementary school, with game students can motivate various language skills.

The Circle Game

The circle game is playing game with concept circle. Vacca, Vacca, & Gove (1987) in Allen (2007), state circle game is draw a circle, and write a word in it, e.g. "school". Make arrows around the circle, for example 4 arrows. Among 4 the word

select one word, e.g. you select class, than put in a circle and create 4 arrows again, looking for another words related to class. The students can use dictionary to find vocabularies. Circle game is one of method that can influence students' interaction in vocabulary mastery. In Allent (2007:14) circle game has advantages that all of students are involved in learning process. The advantages of Circle Game are;

- a. The students have the opportunity to influence students' instruction in vocabulary mastery.
- b. Circle game is game that the students can build many vocabularies.
- c. Circle game can be used to help focus students' discussions, to review word meaning and word families.

There are four procedure of circle game. According Allent (2007:14) the procedure Circle game are as follows:

1. The researcher Put words or phrases in each section of the circle and ask students to write about the connections they see between the words and phrases.
2. The researcher Put vocabulary words in three of the sections of the circle. Students add a word in the fourth section and then write about why they chose that word to add and how the words in the circle form a concept.
3. Asking students to choose four vocabulary words from their study of a topic or a text and use those four words to write about what they have learned about the topic. These can be teacher- or student-generated lists of words.
4. Asking students to shade either the words that go together or the word that doesn't fit with the others. Students can then talk or write about what attributes caused a word to be included or excluded.

METHOD

This research designed as an experimental research. Ary et al (2010:265) define that experimental

research is research measure the impact of independent variable (X) to dependent variable (Y)

In this research, the researcher use Pre-experimental which is called one group pre test and post test design. Ary et al (2010) define that Pre experimental designs do not have random assignment of subjects to groups or other strategies to control extraneous variables.

In this study, the researcher used pre-experimental design because in this research used one group pre-test and post-test and there is no randomly. The pre test intended to know the students' ability in vocabulary, while the post test intended to measure the effect of circle game towards students' ability in vocabulary at the fourth grade students. The design as follow:

Pretest	Independent Variable	Posttest
Y ₁	X	Y ₂

Where :

Y₁ : the students before treatment

Y₂ : the students after treatment

X : treatment

The researcher chose it because this design had purpose to find out the differences between before and after being taught using circle game. This design, the result of student learning is analyzed by statistic t-test.

The subject of the research is the fourth grade students of MI Darul Ulum Kuro Katemas in the academic year of 2016/2017 which consists of one class. It consists of 14 students. Data collection technique used to collect the data of the research. The researcher used test to collect the data. The tests consist of pre-test and post-test. The researcher gives pre-test before the treatment. Post-test is conducted after treatment. Test is taken as instrument to measure the students' vocabulary before and after the treatment.

Pre-test is given before the treatment. The researcher explains to the students that the researcher have a test. The researcher gives test to the students about vocabulary which relates to the topic given. Then, the researcher asks them to collect their task when finishing the test. Post-test is given after conducting pre-test and treatment. The researcher gives test to the students. Furthermore, the researcher asks the students to submit their test after finishing post-test.

The study used test as the research instrument. Test is used to measure the students' writing ability. The test consists of pre-test and post-test. Pre-test is given to experiment. The researcher gives pre-test before the treatment. The researcher gives after the treatment. Test is taken as instrument to measure the students' vocabulary mastery before and after the treatment. Pre-test to both experiments is given before the treatment. The researcher explains to the students that the researcher have a test, which is pre-test before the treatment. The researcher gives test to the students by writing vocabulary text which relates to the topic given. Then, the researcher asks them to collect their tasks when finishing the test. Post-test is given to the students' after conducting pre-test and treatment. The researcher gives test to the students. The experiment students' is given test by writing vocabulary by using circle game which relates to the topic given. The students can submit their test after finishing post-test. In addition, It is significant effectiveness or not towards the students' vocabulary mastery.

To analyzing the data of this research, the researcher used dependent t-test. The researcher used paired t-test because to find out the significant different before and after treatment (Coolidge:2000).

The formula for paired t test is:

$$t = \frac{\bar{x} - \bar{x}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

- \bar{x}_1 = the mean of the pre-test scores
- \bar{x}_2 = the mean of the post-test
- $\sum D^2$ = the sum of the squares of the differences between the pre-test scores and post-test scores
- $(\sum D)^2$ = the square of the sum of the differences between the pre-test scores and post-test scores
- N = the number of pairs of scores

The are some procedure for carrying out dependent t test. According to Coolidge:2000, procedure for carrying out dependent t-test are:

1. Step 1. Subtracting the pairs of scores from each other in the following manner.
2. Step 2. Calculating the mean of the pre-test scores (\bar{x}_1).
3. Step 3. Calculating the mean of the post-test scores (\bar{x}_2).
4. Step 4. Calculating the sum of the squares of the differences between the pre-test scores and post-test scores $(\sum D)^2$.
5. Step 5. Obtaining the square of the sum of the differences between pre-test scores and post-test scores.
6. Step6. Determining the number of pairs of scores. In the formula, N refers to the number of pairs of scores.
7. Step7. Entering the values obtained from step1-6 into the formula for the dependent test.
8. Step 8. Comparing the derived t value to the critical value of t in Appendix .
9. Step 9. Determining whether the H_0 should be retained or rejected by comparing the derived t value to the tabled critical values.
10. Step 10. Writing-up your findings and make a conclusion.

DISCUSSION

Data presentation and data analysis are discussed based on the result of test and hypothesis test.

1. The result of *t*-Test

The purpose of the test is to know the effect of circle game in vocabulary. Therefore, the test is conducted twice, those are pre-test and post-test. The test was conducted on April 05th as pre-test, and April 26th as post-test at the fourth grade and total number are 14 students at

MI Darul Ulum Katemas in the academic year 2016/2017.

2. The result of Pre-test

Pre-test was conducted on April 05th, 2017 in the classroom. The test was given on the fourth grade students of MI Darul Ulum Katemas Kembangbahu in the academic year 2016/2017 before treatment. Technique of test was written test, the teacher was given the students picture about describing Animal and ask the student to describe it in to sentence.

Table 4.1 : The Result of Pre-test

NO	Name	Pre –test
1	Student 1	70
2	Student 2	55
3	Student 3	75
4	Student 4	65
5	Student 5	70
6	Student 6	60
7	Student 7	65
8	Student 8	75
9	Student 9	40
10	Student 10	65
11	Student 11	55
12	Student 12	75
13	Student 13	75
14	Student 14	75
SUM		920
AVERAGE		65.71

The table showe that average of the pre-test score is 65.71. the highest score is 75 and the lowest score is 40. It means that the result of pre-test was not good. The minimum passing grade (*Kriteria Ketuntasan Minimal-KKM*) at the Fourth grade at MI Darul Ulum Katemas was 70.

a. The Result of Post-test

Post-test was conducted on April 26th, 2017 in classroom. The test was given to the fourth grade students of MI Darul Ulum Katemas the academic year of 2016/2017 after treatment. Technique of test was written test, the teacher was gvien the students picture about describing people and ask the student to describe it in to sentence.

Table 4.2 : The Result of Post-test

NO	Name	Post –test
1	Student 1	85
2	Student 2	70
3	Student 3	95
4	Student 4	85
5	Student 5	100
6	Student 6	70
7	Student 7	80
8	Student 8	90
9	Student 9	60
10	Student 10	70

11	Student 11	80
12	Student 12	100
13	Student 13	100
14	Student 14	90
SUM		1.175
AVERAGE		83.92

The table showed that average of post-test score is 83.92. the highest score is 100 and the lowest score is 40. It showed that the students' score in post-test was better than pre-test.

3. The Resultt of Pre-test and Post-test

After displaying data of each test, the researcher analyzed the result of pre-

test and post-test used Dependent t-test formula (Coolidge:2000).

1. Step 1. After tabulating the score of pre-test and post-test, then subtract the pair of scores from each other in the following manner.

Table 4.3 the differences Score between Pre-test and Post-test.

Name	Pre-test	Post-test	Difference Scores (D Scores)
Student 1	70	85	-15
Student 2	55	70	-15
Student 3	75	95	-20
Student 4	65	85	-20
Student 5	70	100	-30
Student 6	60	70	-10
Student 7	65	80	-15
Student 8	75	90	-15
Student 9	40	60	-20
Student 10	65	70	-5
Student 11	55	80	-25
Student 12	75	100	-25
Student 13	75	100	-25
Student 14	75	90	-15

2. Step 2. Calculating the mean of the pre-test scores (\bar{X}_1) and the mean of the post-test scores (\bar{X}_2)

Table 4.4 : The Mean of the Pre-test and the Post-test Score

Name	Pre- Test (\bar{X}_1)	Post - Test (\bar{X}_2)
Student 1	70	85
Student 2	55	70
Student 3	75	95
Student 4	65	85
Student 5	70	100
Student 6	60	70
Student 7	65	80
Student 8	75	90
Student 9	40	60

Student 10	65	70
Student 11	55	80
Student 12	75	100
Student 13	75	100
Student 14	75	90
SUM	920	1.175
MEAN	65.71	83.92

3. Step 3. Calculating the sum of the squares of the differences scores ($\sum D^2$), then obtain the squares of the sum the difference scores ($(\sum D)^2$)

Table 4.5: The Sum of the Squares of the Differences Scores ($\sum D^2$), and the squares of the sum the difference scores ($(\sum D)^2$)

Name	Difference Scores (D Scores)	D ²	$\sum D^2$	$(\sum D)^2$
Student 1	-15	(-15) ²	225	-15
Student 2	-15	(-15) ²	225	-15
Student 3	-20	(-20) ²	400	-20
Student 4	-20	(-20) ²	400	-20
Student 5	-30	(-30) ²	900	-30
Student 6	-10	(-10) ²	100	-10
Student 7	-15	(-15) ²	225	-15
Student 8	-15	(-15) ²	225	-15
Student 9	-20	(-20) ²	400	-20
Student 10	-5	(-5) ²	25	-5
Student 11	-25	(-25) ²	625	-25
Student 12	-25	(-25) ²	625	-25
Student 13	-25	(-25) ²	625	-25
Student 14	-15	(-15) ²	225	-15
SUM	-255		5225	(-225)² = 65025

4. Step 4. Determining the number of pairs of scores. In the formula, N refers to the number of pairs of scores.

$$N = 14$$

5. Step 5. Entering the values obtained from steps 1-4 into the formula for the dependent t-test.

$$t = X_1 - X_2$$

$$\sqrt{\frac{(\sum D)^2}{N(N-1)}}$$

$$\begin{aligned} X_1 &= 65.71 \\ X_2 &= 83.92 \end{aligned}$$

$$\begin{aligned} \sum D^2 &= 5225 \\ (\sum D)^2 &= 65025 \\ N &= 14 \end{aligned}$$

$$t = X_1 - X_2$$

$$\sqrt{\frac{(\sum D)^2}{N(N-1)}}$$

$$t = 65.71 - 83.92$$

$$\sqrt{\frac{65025}{14(14-1)}}$$

$$t = \frac{-18.21}{\sqrt{\frac{5225 - 4644.64}{182}}}$$

$$t = \frac{-18.21}{\sqrt{\frac{580.36}{182}}}$$

$$t = \frac{18.21}{\sqrt{3.188}}$$

$$t = \frac{-18.21}{1.785}$$

$$t = -10.201$$

6. Step 6. Comparing the derived t -value to the critical values of t in Appendix . the formula for the df in a dependent t-test is $df = n - 1$.

$$df = 14 - 1$$

$$df = 13$$

7. Step 7. Determining whether the H_0 should be retained or rejected by comparing the derived t at $p = 0.01$ with $df = 13$

The null and alternative hypotheses are:

$$H_0 : \mu_{\text{pre-test}} = \mu_{\text{post-test}}$$

$$H_a : \mu_{\text{pre-test}} \neq \mu_{\text{post-test}}$$

8. Step 8. Findings and Conclusion

Thus, the derived $t = -10.201$ and t -table 3.707 at $p/2 = 0.005$ with $df = 13$. Therefore, H_0 is rejected and H_a is

accepted. Therefore, the acceptance area of H_0 located in the middle between t -table and it is concluded the mean t score after treatment (83.92) is significantly better than t score before treatment (65.71), $t(13) = -10.201$, $p < 0.005$. It appears that, there is significant score after and before treatment using Circle game method.

Testing hypothesis is calculated the significance different effectiveness of treatment the t -calculation is checked at level 0,005. At the level significance 0,005 is 3.105 with $df = 13$. The test result is -10.201. The test is lower than t -table at the significance 0,005. It means that that H_0 is rejected and H_a is accepted, because the researcher used two tailed test and t -table is divided in two (negative and positive) and put it on the right and left. It can be seen in figure 1.

DISCUSSION

In the research, the researcher used two tailed test that compares the value of pre-test and post-test. Using a two tailed test is to find a critical point in the t -table, p value used is $p/2$. Thus, in this study the value used is $0.01/2 = 0.005$, t -table = 3.707. It said two tailed test, because t -table is divided in two (negative and positive) and put it on the right and left. Therefore, after analyzing the result of t -test, the researcher used the degree of significance $0.01/2 = 0.005$, t -table= 3.105, and could conclude that H_0 is rejected and H_a is accepted. because the result of $t_{\text{value}} = -10.201$ located in the area rejected of H_0 . Thus, H_0 is rejected and H_a is accepted.

It means that there is a significant different in the students' score in learning vocabulary by using circle game at the the fourth grade of MI Darul Ulum Katemas. Thus, circle game is effective in gainin students' vocabulary mastery. In figure 1 it is curve of two tailed test, that H_0 in the area rejected and H_a in the area accepted.

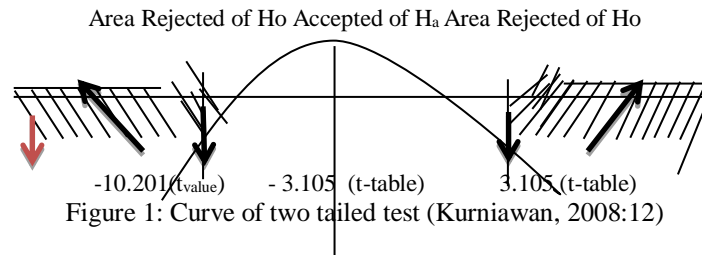


Figure 1: Curve of two tailed test (Kurniawan, 2008:12)

- The area shaded in the curve have large amount $\alpha/2$
- The large of two shaded area in the curve is α
- The area shaded is rejection regions thus, if t- value in this area it can be conclude that H_0 is rejected.
- This step is use to look for critical point to confidence interval.

CONCLUSION

According to the research analysis of the data of students score, it showed that t-value is higher than t-table, it is $-10.201 < 3.012$. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is significant difference in the student's score in teaching vocabulary before using circle game and after using circle game at the fourth grade students of MI. Darul Ulum Katemas. It can also be known from the calculation and the table of students' achievement from their score in pre-test (65.71) and post-test (83.92).

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