

# THE EFFECT OF STUDENTS' ACHIEVEMENT IN STUDYING VOCABULARY THROUGH SCRAMBLE METHOD AT SMP N 1 KUALUH HULU

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## **Abstract—Abstak**

*The Aim of this research is to know whether any significant effect of studying vocabulary through scramble method. This research is an experimental research. The population of this research was the eighth grade students of SMP N 1 Kualuh hulu in academic year 2018/2019. The total number of the population was 276 students. In this case 78 students were taken as the samples. These samples were divided into two groups. The first group was an experimental group which was taught by using Scramble Method and the second group was control group which was taught without using Scramble method or using conventional technique. This research used the quantitative data. The quantitative data were analyzed by using test of word scramble was consisted of 5 items, filling letters in box was consisted of 5 items and guessing the picture was consisted 10 items. The calculation of the reliability of the test shows that the reliability is sufficient (0,5). The data were analyzed by using t-test. The result of calculating the t-test shows that  $t_{observed}$  is higher than  $t_{table}$   $8,18 > 1,66$  ( $p = 0,05$ ) with  $df$  76.  $t_{observed} > t_{value} > t_{table}$   $8,18 > 2,36 > 1,66$ . It could be concluded that  $H_a$  is accepted. It means that there is significant effect of scramble method on Students' Achievement in Studying Vocabulary.*

**Keywords**—*Students' Achievement, Studying Vocabulary, Scramble Method*

## **I. BACKGROUND OF THE PROBLEM**

Language may refer to the specifically human capacity for acquiring or using complex systems of communication. Language as a communication system is thought to be fundamentally different from and of much higher complexity than those of other species as it is based on a complex system of rules relating symbols to their meanings,

resulting in an indefinite number of possible innovative utterances from a finite number of elements. Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior”.

What they need is English as International language. English is used not only as the tools to communicate, but also, the confidence and skills needed for a successful life. There are four skills in English, those are Listening, speaking, reading and writing. But before learning any further about the four skills, it necessary to know the vocabulary.

There are four skills in English, those are Listening, speaking, reading and writing. But before learning any further about the four skills, it necessary to know the vocabulary According to Suyanto (2007:118) said “ that the definition of vocabulary is collective word owned by one language and gives the meaning if we use the language”.<sup>1</sup> Learning new words or vocabulary is important part of learning new language. Vocabulary is commonly defined as “all the words known and used by a particular person”. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Vocabulary is an important element in learning foreign language. It is a basic element that links four skills of speaking, listening, reading and writing. Students should have good number of words and should know how to use them well.

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<sup>1</sup>Kasihani K.E Suyanto, English For Young Learners, (Jakarta : Bumi Aksara, 2017), hlm 118

them well. vocabulary is the element to recognize individual word and to associate with the particular combination of letter in form of word. Learning vocabulary in ideal condition needs a suitable media such as Pictures, Puppet, or games that can make the students interested in the lesson or make the teaching learning process more fun and enjoyable and also technique to make success learning. Both in junior or senior high schools, vocabulary is the problem that makes English difficult to be learnt by the students.

However, the most important factors depend on the basic procedure being used by the teacher. A good method can be useless in the hands of a teacher who does not know how to use it; a good teacher can be ineffectual with a poor method. Actually learning vocabulary without a good media and technique is something boring to do. Students usually feel bored in learning vocabulary, because they can not change their passive learning, such as; just write words on paper, learning passively through the teacher’s explanation or looking at the words from dictionary.

Students can share their knowledge and experience from other, including respectful listening and appropriate sharing of personal perspective. Students also reporte that their understanding of concepts are expressed and considered, at least we hope students can do not only developing their vocabulary but also practicing either in speaking or understanding of meaning words.

The scramble technique is a suitable technique for the students in junior level for improving their vocabulary mastery. To be proved how far the scramble method could be influenced student vocabulary achievement. In this paper the writer tries to

elaborate every thing related to the technique of implementing scrambel technique and its effect for increasing student vocabularies achievement.

The researcher used scramble game as a media and technique in learning vocabulary, because the students not only get new words but also get four skills that can make them memorize the words easily. First, from the scramble game the students can get new words; second, they make imagination from the picture, the third, they can build the sentence and the words that they got from the scramble game.; fourth, the students can read their new sentences and new words in front of the class.

So, in this research, the researcher do a research entitle "The Effect of Students' Achievement in Studying Vocabulary through Scramble Method at SMP N 1 Kualuh Hulu"

## II. REVIEW OF LITERATURE

### A. The Effect

According to Webster New World Dictionary ( 1996 : 416 ), term "effect" can generally mean : 1) Anything brought by a cause or agent. 2) The power ability to bring about result. 3) Influence or action on something. 4) The impression produced on the mind of observer or hearer<sup>2</sup>. In addition , effect can be seen and expressed with respect to cause not vice versa. Thus, the writer applies the word "the effect" the purpose of this study, that is the changing of the result of the students' achievement in studying vocabulary through scramble method.

As a noun, effect describes an appearance or impression that's created on

<sup>2</sup> Webster New World Dictionary ( 1996 : 416 ), said that the term "effect" can generally mean : 1) Anything brought by a cause or agent....

purpose, such as the dramatic effect of the bright red walls in your kitchen, or sound effects from your favorite movie. Effect is the result of an action, as in those "cause and effect" papers you might write in English class. Your topic could be how your late-night tuba playing (cause) has driven your roommate insane (effect). Effect appears less often as a verb, but when it does, it means "produce." Usually, it's a noun. It can even refer to your belongings, like when you get kicked out and your former roomie begs you to get all of your personal effects. Choosing between affect and effect can be scary.

### B. Students' Achievement

Three aspects of learning achievement, They are cognitive, affective and psychomotoric Cognitive consists of knowledge, understanding, application, analysis, synthetic, and evaluation. Affective is changing of behaviour that affective is the changing of behavior that affective someone to do something. Psychomotoric is the skill to do something, ready to do it based on physic and emotion, self-control, and become a habit.

### C. The Definition of Vocabulary

Suryana Dedi , in Teaching Vocabulary (1990) states that; vocabulary is one of language components<sup>3</sup>. It supports the teaching and learning of the four language skills of reading, listening, speaking and writing. As the language component, vocabulary must be taught in a proper way.

In his book, Dedi Suryana states that; vocabulary divided in to:

- 1) Vocabulary Skill involved deducing meaning from the context, Use of

<sup>3</sup> Dedi Suryana, Teaching Vocabulary, (Bandung : UPI, 1990)

Dictionary, word formation coining, and ignoring unfamiliar words.

- 2) Vocabulary activities, involved word guessing, word association, crossword puzzle, cline, word-classification, and rid dies.

Vocabulary skill involved deducing meaning from the context use of dictionary, word formation coining and ignoring unfamiliar words, vocabulary activities involved guessing, word association, crossword puzzle, cline, word classification, and rid dies. Students can learn many new words by reading extensively on their own the more children write on their own, the more words they encounter and the more meanings they learn.

Vocabulary is the central of language teaching and learning. It plays an important role in the four language skills. It gives contribution to the learners to perform or practice their skills better. It means that by mastering the vocabulary, the learners will able to produce so many sentences easily either in spoken or written one. It is impossible for then learners to perform their English well if their vocabularies are very poor. They will find any difficulties in expressing or mastering their language skills because of having too limited vocabularies.

Vocabulary can be divide in two groups, passives and actives vocabulary. Passives vocabulary contains all thw words that we understand when we read or listen but which we do not use or cannot remember in our own writing or speaking. Active vocabulary contains all the words we understand and use. Active vocabulary is vocabulary we can call up and use in writing or conversation without having to think very much about it. Passive vocabulary is vocabulary we can recognize when we hear

it but cannot remember when we actually have to produce it. These words are easily forgotten since the connection between them and our memory is weak.

Improving your vocabulary can come from incidental learning from context, direct learning, or a combination of these. The best incidental learning comes from reading good books and associating with people who have a good spoken vocabulary and written vocabulary. Direct techiques including looking in a dictionary for unfamiliar words. Another direct technique is to record of new words in a notebook, which can be reviewed whenever get spare time. It is better to start it by learn at least one new word a day.

Actually there are many problems in learning English, one of which is how to create interesting conditions in the class while studying English, especially in learning vocabulary. Vocabulary is an important element in learning foreign language. It is a basic element that links four skills of speaking, listening, reading and writing. Vocabulary is one of the essential aspects of language. Knowing appropriate vocabulary is very important to understand language. It is important to master vocabulary to express ideas precisely and forcefully.

#### D. Types of Vocabulary

According to Nation in Rojali (2005:20) deals with vocabulary items consist of two types, receive vocabulary and productive vocabulary<sup>4</sup>. Nation defines receptive vocabulary as word which can be recognized when it is heard (what is the sound like), when it is seen (what is it look like). In the other word, it knows all

<sup>4</sup>Nation I S P, learning Vocabulary in Another Language . ( First published. United Kingdom : Cambrige University Press. 2001) hlm 20

thing of that word. Meanwhile, productive vocabulary is word which is able to be pronounced, to be written, to be spelled, how to use grammatical pattern. Another type of vocabulary items as almost everyone has at least four basic of vocabulary items” they are as follow;

- a. Speaking vocabulary. Some vocabularies which are spoken as the result of their listening process but only consist of a view simple word.
- b. Reading vocabulary. Types of vocabulary which allow to people to know and to use vocabulary little large speaking vocabulary.
- c. Writing vocabulary, which includes the word in speaking vocabulary, other words that can call up. This stage is much larger than speaking and reading vocabulary.
- d. Acquaintance vocabulary, the large vocabulary include speaking vocabulary, reading vocabulary and writing vocabulary it include also a considerable number of word which the owner has been seen or heard before but does not do know about his/her may remember about them so that he can usually guess heir meaning contextually.

#### E. Technique for Teaching Vocabulary

Harmer (1991: 154) states “one of the problems of vocabulary teaching is how to select what word to teach”<sup>5</sup>. Furthermore, Harmer (2001: 159) states “some which the language teacher can use to encourage the students to really learn a word, i.e. (1) active

and passive, (2) interaction which word and (3) discovery techniques”<sup>6</sup>.

#### a. Active and Passive Vocabulary

A distance frequently made between “active and passive” vocabulary active vocabulary refers to vocabulary that students have been taught or learn and which they are expected to be able to use, while passive vocabulary refers to word which the students will recognize when they meet them but which they will probably not able to produce.

#### b. Interaction with Words

Experiment on vocabulary seems to suggest that students remember bet when they have actually done something with the words they are learning. However there is a define advantage in getting students to do more than just repeat them.

#### c. Discovery Techniques

Discovery techniques use with vocabulary material allows students to activate previous knowledge and to share what they know (if they are working others). They also provoked the kinds of interaction with words which we have said desirable.

#### F. Media and method of Teaching Vocabulary

Media is the main means of communicating with large number of people, especially television, radio, and newspaper, the mass media. states that media is some kinds of component in the surrounding around students which stimulate them to study. Briggs, as cited argues that media is all physical tools which serve messages and make stimuli towards students to study, like book, film, cassette,

<sup>5</sup>Harmer, Jeremy, The Practice of English Language Learning. New Edition. (London: Logman group,1991) hlm 154

<sup>6</sup>Harmer, Jeremy, How to Teach English. (England: Person Education Limited Edition, 2001) hlm 159

and so on. Medias can be used in studying vocabulary such as flashcards, Text Twist Game, flannel board, cartoon film.

#### 1. Flashcard

Students' responses toward the use of flashcards were positive. The students in experimental group admitte that they can: (1) memorize the words easily, (2) be more motivated to learn English, (3) understand vocabulary easily.

#### 2. Text Twist Game

Using Text Twist Game will be more interesting to students. The aim is to get the students' respond to show the students' understanding to what the teacher wants. Besides that, the teacher should more evaluate students' worksheet through discussion, so they will feel happy and proud because their works are appreciated.

#### 3. Flannel Board

Flannel Board has very significance role to make the teaching and learning activity more interesting

#### 4. Cartoon film

Cartoon film is choosen as a media for teching vocabulary. This media enables the students to explorer when they are learning in an enjoyable atmosphere and it helps the students can memorize english vocabulary easily.

#### G. Definiton of Scramble Method

Shoimin, A ( 2014: 166 ) Scramble is a learning model which invite students to find the answer and complete the problem which happen with sharing sheet of question and sheet of answer and alternative answer which available <sup>7</sup>. Scramble is used for kind

<sup>7</sup> Aris Shoimin , 68 Model Pembelajaran Inovatif dalam Kurikulum 2013 (Yogyakarta:Ar-ruz Media, 2014) hlm 166

of children games and scramble is exercise of development and increasing of knowledge in vocabulary thinking. Congruent with answer characteristic, scramble consists of kinds form :

- a. The word scramble, it is kind of games in compiling the words and letters have damaged its site until compose the certain word has meaning, example :

Fmrare : farmer

Ypal : play

- b. The sentence scramble, it is a game in compiling sentence from the random word. The sentence form must be logic, meaningful, accurate, and correct. Example:

I – to – school – go – everyday = I go to school everyday

- c. The article scramble : it is a game in compiling logical article base on random sentences. The result of article composition must be logic and meaning ful.

The sramble method is a method which form of game random word, sentence or paragraph. Cooperative learning scramble method is a method which use pressing question exercise like a game which used with grouping. In this learning method, it needs cooperation between the member of group to help friends in group, that think crtical until can easier in finding question solution. This game method is hoped can spur interest student in lesson reading of comprehension language.

#### H. Steps of Scramble Method

This is the steps in using scramble method :

##### ✿ Preparations

In this step the teacher prepares the object or the material and the media will

be used in learning. Media which used is question card and answer card, in before the answer is been random with good way. The teacher prepares the cards as many as group have divided. The teacher arranges the things which support the process of studying teaching for example, arrange the chair is congruent with the group have divided or inspect preparing the student study and other.

✿ The core activity

The activity in this step is every group do discussion to do the question and look for the question card for the correct answer. Before that the answer have been random with certain way. The teacher do discussion the big group to anlysis and listen the guarantee from each little group from the result of job has been agree in each group and then compare and discuss the correct answer ang logic.

✿ The action detail

The activity of action detail is depend on the result of student studying.

The example of action detail:

- The enrichment activity constitutes giving the same assignment with the different thing.
- The activity complete the original teks composition, if there is composition cannot show the logical.
- The activity change the material reading ( simplify the reading )
- Look for sense of new vocabulary in dictionary and applicate in using sentence.
- Correct the mistakes of grammar it may be found in exercise article text.

One important thing in this model, the student doesnt practise to understand and

find the good and logic text composition but also practised to think analytical critic. The things are suit with language aspect, truth, accuracy of sentence structure and the symbol can be interest and student talking.

### III. THE METHOD OF THE RESEARCH

This research was experimental research. The researcher made the two classes in eighth grade of SMP N 1 kualuh hulu. The first class used the scramble method and the second class becomes control group. In each class, the researcher divided the students into some groups.

Population is a complete set of individual or subject having some common observable characteristics (Arikunto, 2013:110)<sup>8</sup>. Sample is a number of people that have chosen randomly from a large group or one part of whole population that can be examined in order to see what the rest like. Based on Arikunto (2013: 112) statement that if the subject less than 100, it is better to take all of the population, but if the population is more than 100, it is suggested to take 10-15% or 20-25% or more of the population<sup>9</sup>

The population of this research was the eighth grade students of SMP N 1 Kualuh hulu in academic year 2018/2019. The researcher only focused on the eighth grade students of SMP N 1 Kualuh hulu in academic year 2018/2019. the researcher took two classes from class VIII<sup>5</sup> and VIII<sup>1</sup> as sample. Class VIII<sup>5</sup> consisted of 38 students and VIII<sup>1</sup> consisted of 40 students. The total number of sample is 78 students. Class VIII<sup>5</sup>

<sup>8</sup>Arikunto, Suharsimi, *Prosedur Penelitian*. (Jakarta: PT. Rineka Cipta, 2013) hlm 110

<sup>9</sup>Arikunto, Suharsimi, *Prosedur Penelitian*. (Jakarta: PT. Rineka Cipta, 2013) hlm 112

as an experimental group and class VIII<sup>1</sup> as a control group. This instrument was not only (pretest and posttest) complete the control group although measuring modification, but also add a pretest to value the different measuring between two classes before study is done. The test consisted of three parts, the first is scramble method, the second is fill in the blank, the third is guessing picture. The test of part A, the test consisted of 5 items. The test of part B, the test consisted of 5 items. The test of part c, the test consisted of 10 items. So the total items on test is 20 items. Each of item, the score is 5, if the students can answer the all the test well and correctly, it means that the students get 100 score.

In obtaining the data, the researcher gave pre-test, treatment and post-test to the sample. The study will be applied by using quantitative data. The quantitative data would be used to describe data is not enabling to being counted or measured in an objective way, and therefore subjective.

#### IV. THE DATA ANALYSIS AND RESEARCH FINDING

Having done the research, the researcher got the data of students score in pre-test and post-test from both experimental and control group, it was obtained that the total score of pre-test in experimental is 2930, the highest score is 90 and the lowest score is 45. In post test of experimental group, it was obtained that the total score is 3620, the highest score is 100 and the lowest score is 75. While in pre-test of control group, it was obtained that the total score is 2910, the highest score is 85 and the lowest score is 25. In the post-test of control group, it was obtained that the total score is 3190, the highest score is 90 and the lowest score is 35.

To find out whether any significant effect of students' achievement in studying vocabulary through scramble method, the result of the test was calculated by using t-test formula. The calculation ( see appendix ) show that :

$$t = \frac{M_x - M_y}{\sqrt{\left\{ \frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right\} \left\{ \frac{1}{N_x} + \frac{1}{N_y} \right\}}}$$

Where :

$M_x$  = the mean score of experimental group

$\sum X^2$  = the deviation score of pre-test and post-test

$N_x$  = the number of sample

$M_y$  = the mean score of control group

$\sum Y^2$  = the deviation score of pre-test and post-test

$N_y$  = the number of sample

$$t = \frac{M_x - M_y}{\sqrt{\left\{ \frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right\} \left\{ \frac{1}{N_x} + \frac{1}{N_y} \right\}}}$$

$$t = \frac{18,15 - 7,37}{\sqrt{\left\{ \frac{2571,1 + 2.779,38}{38 + 40 - 2} \right\} \left\{ \frac{1}{38} + \frac{1}{40} \right\}}}$$

$$t = \frac{10,78}{\sqrt{\left\{ \frac{5.350,48}{76} \right\} \left\{ \frac{2}{78} \right\}}}$$

$$t = \frac{10,78}{\sqrt{\{70,4\}\{0,02\}}}$$

$$t = \frac{10,78}{\sqrt{1,4}}$$

$$t = \frac{10,78}{1,18}$$

$$t = 9,13$$



The result of calculation by using t-test formula were as follows :

$$\begin{aligned} M_x &= 18,15 \\ M_y &= 7,37 \\ \sum X^2 &= 2571,1 \\ \sum Y^2 &= 2779,38 \\ N_x &= 38 \\ N_y &= 40 \end{aligned}$$

Based on the calculation above, it was obtained that  $T_{\text{observed}}$  is **9,13**

Reliability of the test can be categorized as follows :

- 0,00 – 0,20 = The reliability is very low
- 0,21 – 0,40 = The reliability is low
- 0,41 – 0,60 = The reliability is sufficient
- 0,61 – 0,80 = The reliability is high
- 0,81 – 1,00 = The reliability is very high

The following is measurement the realibility of the test.

From the table above shows that :

$$\begin{aligned} \sum X &= 1775 \\ \sum Y &= 1525 \\ \sum XY &= 108325 \\ \sum X^2 &= 126875 \\ \sum Y^2 &= 94075 \end{aligned}$$

The following formula was used to find out the coeficient of the score.

$$\begin{aligned} r &= \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{\left(\sum X^2 - \frac{(\sum X)^2}{n}\right)\left(\sum Y^2 - \frac{(\sum Y)^2}{n}\right)}} \\ r &= \frac{108325 - \frac{(1775)(1525)}{50}}{\sqrt{\left(126875 - \frac{(1775)^2}{50}\right)\left(94075 - \frac{(1525)^2}{50}\right)}} \\ r &= \frac{108325 - 54137.5}{\sqrt{(126875 - (35.5)^2)(94075 - (30.5)^2)}} \\ r &= \frac{108325 - 54137.5}{\sqrt{(126875 - 1260.25)(94075 - 930.25)}} \end{aligned}$$

$$\begin{aligned} r &= \frac{108325 - 54137.5}{\sqrt{(126875 - 1260.25)(94075 - 930.25)}} \\ r &= \frac{54187.5}{\sqrt{(125614.75)(93144.75)}} \\ r &= \frac{54187.5}{108168.17} \\ r &= 0.5 \end{aligned}$$

Based on the criteria above, the test can be regarded as reliable, 0,5 placed between 0,41 – 0,60. So, the reliability of the test is sufficient

To know whether any significant effect on students' achievement studying vocabulary through scramble method, the result of the test was calculated by using t-test formula. from the calculation, it was obtained that critical value of  $t_{\text{observed}}$  is 9,13 in the degree of freedom .

$$76 (N_x + N_y - 2)(38 + 40 - 2) = 76$$

While the  $t_{\text{table}}$  in df 76 the critical value is 1,66. Thus, the result shows  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$ . It can be seen as follows:

$$\begin{aligned} t_{\text{observed}} &> t_{\text{table}} \quad (p = 0,05) \text{ with df } 76 \\ 9,13 &> 1,66 \quad (p = 0,05) \text{ with df } 76 \\ t_{\text{observed}} &> t_{\text{value}} > t_{\text{table}} \\ 9,13 &> 2,36 > 1,66 \end{aligned}$$

It shows that the alternative hypothesis (Ha) is accepted. It means that there is significant effect of scramble method on Students' Achievement in Studying Vocabulary. From the data mentioned above, it can be concluded that there are significant difference in both of experimental group and control group after giving different treatment. The students was taught by using scramble method got higher score than without using scramble method. The mean score of the experimental group is higher than the control group (18,15 – 7,37 = 10,78). The calculation of t-test, also showed that  $t_{\text{observed}}$  ( 9,13 ) is higher than  $t_{\text{table}}$  (1,66).

The data analysis of both group were computed by applying t-test formula to prove the hypothesis of this study. The formula of t-test and the distribution table of t-test were applied in order to discover whether the hypothesis was accepted or rejected.  $H_a$  is accepted if the  $t_{\text{observed}} > t_{\text{table}}$   $9,13 > 1,66$ .

Based on the calculation of the result of the research by using t-test formula, it is obtained that the hypothesis formulated "There is a significant effect of scramble method in studying vocabulary" is accepted in this study.

## CONCLUSION AND SUGGESTION

### Conclusion

Having done the resarch, in pre-test of experimental group the total score is 2930, the mean score is 77,10. In post-test of experimental group the total score is 3620, the mean score is 95,26. While in pre-test of control group the total score is 2910, the mean score is 72,5. In the post-test of control group the total score is 3190, the mean score is 79,75.

### Suggestion

Having seen the result, the following suggestions are presented:

#### 1. For english teachers

the teachers are suggested to apply scramble method in teaching learning process in studying vocabulary. In using scramble, The teachers make the students can enjoy, happy, active. And the students can learn new vocabulary easier.

#### 2. For the students

After they learn vocabulary with using scramble method, they can add many vocabularies. The students can increase their knowledge about vocabulary.

#### 3. For the reader

This finding is a basic information to increase the kowledge to apply it in teaching learning process.

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