

THE STUDENTS' PERCEPTION OF USING JEOPARDY IN TEACHING VOCABULARY

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ABSTRACT. This study aimed to describe the students' perception of using Jeopardy strategy in teaching vocabulary. This research used quantitative method. The respondents were 348 students of PIBA Program who were willing to fill out the distributed questionnaire through G-form. The instrument was close-ended and open-ended questionnaires. The data were analyzed quantitatively by interpreting percentages. The results indicated that the students perceive Jeopardy Strategy as an effective way to improve their English vocabulary. Most of the students Strongly Agreed that this strategy was interesting. However, the students sometimes prioritized gaining high scores over understanding the meaning and definition of the new words. Therefore, it is recommended to use Jeopardy strategy in teaching vocabulary by focusing students' attention on the new words.

A. INTRODUCTION

Learning a foreign language, particularly English, requires its fundamental component: vocabulary. Language consists of words; hence this is the most important aspect. People cannot acquire a language without mastering its vocabulary. Farida (2004) stated that learning a language without vocabulary is difficult. Munawir (2010) also said that vocabulary is one of the language elements that play an essential role in understanding passages communicating ideas, emotions, feelings, and thoughts in both oral and written forms. In addition, Wilken in Tseng (2008) stated that nothing can be conveyed without vocabulary. In brief, vocabulary is the most fundamental aspect of learning English. Thus, English teachers should have techniques or strategies for learning vocabulary.

A strategy or technique has a significant effect on students' language learning. The accuracy of strategy selection in language teaching is crucial in improving students' vocabulary. If teachers employ an appropriate and engaging technique or strategy, the students will be motivated to learn more. A study revealed that teachers employ techniques of detailed vocabulary comprehension, daily vocabulary memorization, dictionary usage, and teaching through games to teach new English words (Meliana, Umaemah, and Hidayat, 2018). A strategy that attracts students tends to show the progress of students' vocabulary. Therefore, language teachers should use appropriate techniques or strategies in teaching vocabulary based on students' characteristics to avoid learning problems.

In the teaching and learning of a language, there are several vocabulary problems. The problems may be due to the used strategy, decreased desire and interest of students in learning English, or the fact that the students struggle to understand vocabulary. Teachers need

appropriate learning materials and strategies to deal with these problems. They should offer some innovative strategies to encourage students' vocabulary learning. A fun strategy, such as the Jeopardy strategy, is one of the alternative teaching techniques used to boost students' vocabulary.

Jeopardy is a unique answer-and-question style in which students are given hints in the form of answers and must formulate their replies in the form of questions. Teachers can use this strategy to teach vocabulary. It encourages students to acquire a new language through quizzes. Students demonstrate an in-depth knowledge of the lecturer's hints by posing a question utilizing a new English term. The students' question indicates a competent understanding of the concept. Jeopardy quiz will aid students in acquiring and comprehending English vocabulary. Using this strategy improves students' vocabulary (Haris F.H., 2017). In addition, Chintiami (2015) stated that because students are eager about the new terms provided by teachers, Jeopardy technique might drive them to study.

The use of the Jeopardy strategy to teach vocabulary provides several advantages. It is a strategy that brings the learning process closer to the acquisition process, facilitating more natural learning in students. The Jeopardy strategy can motivate, entertain, educate, and enhance fluency and communication skills (Wulandari, A. N., 2016). It also provides relaxation and entertainment for the students. Therefore, the teacher should facilitate their acquisition and retention of new words. Then, Jeopardy often features healthy competition, which keeps students engaged. These circumstances encourage them to participate actively in learning activities.

Several researchers have investigated the effectiveness of the Jeopardy strategy. They found that this strategy improved students' vocabulary (Haris, F. R., 2017; Pitaloka, C. M. H., 2017; Chintami, N., 2015). Researchers have proven the improvement of students' vocabulary, but how they perceive learning using this strategy is limited. Therefore, this research investigates students' perception of vocabulary learning using the Jeopardy strategy. This research is expected to provide information for English teachers on using Jeopardy strategy in teaching vocabulary.

B. REVIEW OF RELATED LITERATURE

Definition of Perception

Different scholars have various definitions of perception. According to Chee (2002), perception consists of inputs that may be altered by a person's mental awareness, prior experience, knowledge, motivation, and social interactions. A person's views ultimately shape

his or her attitudes. Millikan (2004) also says that perception is a method for comprehending natural signs or, more precisely, for interpreting natural signals into purposeful signs.

Lindsay and Norman (1997) define perception as how people interpret and arrange sensations to create a meaningful world experience. Typically, sensation refers to the immediate, largely unprocessed effect of stimulating sensory receptors in the eyes, ears, nose, tongue, or skin. Robbins (2003) defines perception as how a person governs and interprets sensory experience to assign meaning to their surroundings. Perception is the identification and interpretation of sensory information. It is how people react to the information. Perception may be thought of as the process by which people take in sensory information from their surroundings and utilize that information to interact. Perception enables people to take in sensory information and transform it into meaningful knowledge. In summary, perception is observing something in mind to interpret it as ideas or emotions based on an individual's experiences.

Kinds of Perception

Robbins (2003) specifies three forms of perception. First is person perception. It refers to how people get to know and consider others: their characteristics, abilities, and mental states. The second is social perception. It indicates that attempting to comprehend individuals, whether they are professional sports, political leaders, criminals, defendants, entertainers, or family members, is a difficult endeavor. The last is situation perception. Social psycholinguistics defines a scenario as all the social elements that impact an individual's experience or conduct at a certain moment and location. The situational competition in which stimuli arise influences their perception. In addition, Lee et al. (2016) state that there are two forms of perception: positive and negative. Positive perception is the perspective that properly characterizes all information and knowledge. It is the positive interpretation of anything that requires human evaluation. If someone has a positive opinion, he or she will accept and support the perceived object. At the same time, negative perception negatively characterizes information or is inappropriate for the perceived object. In other terms, negative perception is the unfavorable evaluation by people of anything in their environment.

Definition of Vocabulary

Vocabulary refers to the words that are necessary for communicating effectively. Pieter believes that vocabulary is one of the components of language and that without words, there would be no language (1991). In addition, Richards (2002) said that vocabulary is an essential element of language competency and provides principles of practice for how effectively

language learners speak, listen, and write. Words also are symbols or signs for thoughts. They are the medium through which individuals share ideas. The more words we learn, the more ideas we should have, allowing for more effective communication.

Vocabulary is a vital prerequisite that determines the English-learning success of students. Without vocabulary, communication through reading and writing is impossible. Therefore, it is essential to understand the terminology. According to Read (2000), words are the fundamental building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs, and the whole text are constructed. In addition, Pyles and Algeo (1970) said that a language's word is its main focus. In language, sound and meaning combine to allow communication. We help to develop different phrases, conversations, and discussions. In addition, Ur in Farida (2004) noted that words must be shortened into distinct parts of speech or comparable groupings to distinguish between words with a large reserve and those with a modest reserve. Therefore, vocabulary in a language used for speaking, writing, listening, and reading is significant. Gove said in Munawir (2010) that vocabulary is a compilation of words and phrases, often sorted alphabetically and specified as a dictionary, glossary, or lexicon. Each phrase is used by a certain individual, group, profession, etc. Sometimes all words are acknowledged and comprehended, but not always utilized.

Types of Vocabulary

Hornby in Zainury (2004) states that there are two kinds of vocabulary, active and passive. An active or productive vocabulary is the words used in speech and writing. This vocabulary is often used in target languages, emphasizing pronunciation and grammatical structure. While people know passive or receptive vocabulary when they see it but do not utilize it when they talk or write. In addition, Schail in Rosminarty (2005) classified vocabulary into three types. First is active vocabulary, which people use in speaking and writing. The second is reserved vocabulary, the words people know but rarely use in ordinary speech; people use them in writing a letter when they have more time to consider or search for a synonym. The last is passive vocabulary, the words people recognize vaguely but are uncertain of meanings and never use in speaking or writing.

According to Stritcland in Farida (2004), four types of vocabulary exist. First, understanding vocabulary refers to words that may be identified and understood by reading and listening. Second, speaking vocabulary involves using words in both informal and formal contexts. Informal refers to languages used in daily life and inside the family, while formal refers to languages used with strangers or in front of an audience. Third, writing vocabulary comprises

terms used in casual and formal contexts. Informal refers to the language used in personal letters, memos, and diaries, while formal refers to the language used in professional communication and academic writing. Fourth, the potential of marginal vocabulary refers to words that may be interpreted based on context and knowledge of word form (prefixes, suffixes, roots) and other languages.

The Principles of Teaching and Learning Vocabulary

There are several perspectives on the rules and principles of teaching language. Nation (2005) outlined six principles for teaching vocabulary: (1) trying to keep teaching simple and clear without complicated explanations; (2) making reference current teaching to previous knowledge by showing a pattern or similarities; (3) using both written and oral presentation; (4) giving most attention to words that are already partially known; (5) informing learners if it is a high-frequency word that is worth noting for future attention; and (6) not introducing other unfamiliar or stimulated learners' interest. Other principles of teaching vocabulary are as follows: objective of what is to be taught and how many words; need of target vocabulary should correspond to students' actual needs and interests; regular exposure and repetition by a meaningful presentation and clear and unambiguous denotation or reference must be guaranteed vocabulary acquisition (Sabir C. S., 2018).

Concept of Jeopardy Strategy

According to Wikipedia (2010), Merv Griffin founded the American game show Jeopardy in 1964. It features a unique answer-and-question structure in which participants are given hints in the form of answers and are required to formulate their replies in the form of questions. In addition, Prezler, Rowenhorst, and Hartmann (2006) reported that Jeopardy is constructing a six-by-six matrix. Include the unit of study in the title of the matrix. The cells in the top row are labeled with study unit-related categories, and associated content phrases are presented below each category. Each cell includes a vocabulary term corresponding to the column's category. Even though the basic game consists of merely three rounds, six categories to pick from, and responses in the form of questions, the classroom may be customized to meet the lesson's context. The Jeopardy matrix example demonstrates as follows:

Jeopardy Quiz

Part of Speech

Noun	Verb		Adjective	Adverb	Pronoun
	Regular Verb	Irregular Verb			
Pursue	Arrest	Catch	Excited	Ever	Yours

Rubber	Borrow	Draw	Fluent	South	Her
Wallet	Combine	Fight	Generous	Tomorrow	Themselves
Towel	Imitate	Overcome	Talkative	North	We
Whistle	Measure	Shake	Sincere	Slowly	Them

Utilizing Jeopardy has several benefits for teachers, such as enhancing students' vocabulary via discovering and considering new terms, obtaining entertaining and instructional quizzes for various age groups, etc. It may also assist students in classifying the vocabulary they have learned.

There are steps to implement the Jeopardy Strategy for teaching English vocabulary. First, construct a matrix consisting of six columns and six rows. Specify the unit of study in the matrix's heading. The cells in the top row are labelled with study unit-related categories, and below each category is a list of associated topic phrases. Each cell includes a vocabulary term corresponding to the column's heading. Second, cover cells with a post-it or other way to conceal words from students, and then mark each cell with a score. Third, separate students into teams or groups. Fourth, the first group will choose and have the option to guess the term that their teacher/lecturer is referring to with the lowest possible score. Fifth, the instructor formulates a definition or a hint for the term. The solution is the definition of the hint. Example: Sixth, decide whether a student's question demonstrates an acceptable understanding of the phrase. Seventh, if a group responds incorrectly or does not respond to a question, other groups will be able to respond. The exercise continues until all grids are depleted or until the allotted class time expires. The winner is the side with the most points in this game.

C. METHODOLOGY

Research Method

This research used quantitative method. It was used to obtain quantitative data on students' perceptions of using the Jeopardy strategy in teaching vocabulary. A questionnaire was used since it was believed to be adaptable and simple. This research utilized standardized questionnaire forms distributed to the students in a foreign language intensification program or PIBA in one of Islamic universities in Makassar. All new students must attend this program to learn English and Arabic. However, this study only focused on finding data related English vocabulary teaching.

Instrument

The instrument used in this research was close-ended and open-ended questionnaires. The close-ended questionnaire form into three categories with four statements each. Every statement had open-ended questions aiming to gain additional information related to students'

perception of the use of Jeopardy strategy in teaching vocabulary at PIBA Program. The closed-ended questionnaire requires students' responses using the Likert Scale: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1).

Data Collecting Procedure

There are several steps carried out to collect data. First, I met the parties of PIBA to get permission to distribute questionnaires. Second, the questionnaires were distributed through G-form to students' WhatsApp groups. Next, the students filled in the questionnaires. The participants were whoever was willing to fill in the questionnaires. There were 348 students who participated in this research. The last, the students' responses to the questionnaires were then collected to be analyzed.

Data Analysis

The data was analyzed quantitatively. The data gained from the questionnaire were analyzed and explored using some steps based on the Likert scale. First, the data were categorized following the students' responses to the questionnaire based on the Likert scale category. The next step was looking for the percentage of students' responses and then interpreting students' answers based on the percentage results.

D. FINDINGS AND DISCUSSION

1. Findings

The Students' Perceptions of the Effectiveness of Using Jeopardy Strategy in Learning Vocabulary

Figure 1. The Effectiveness of Using Jeopardy Strategy

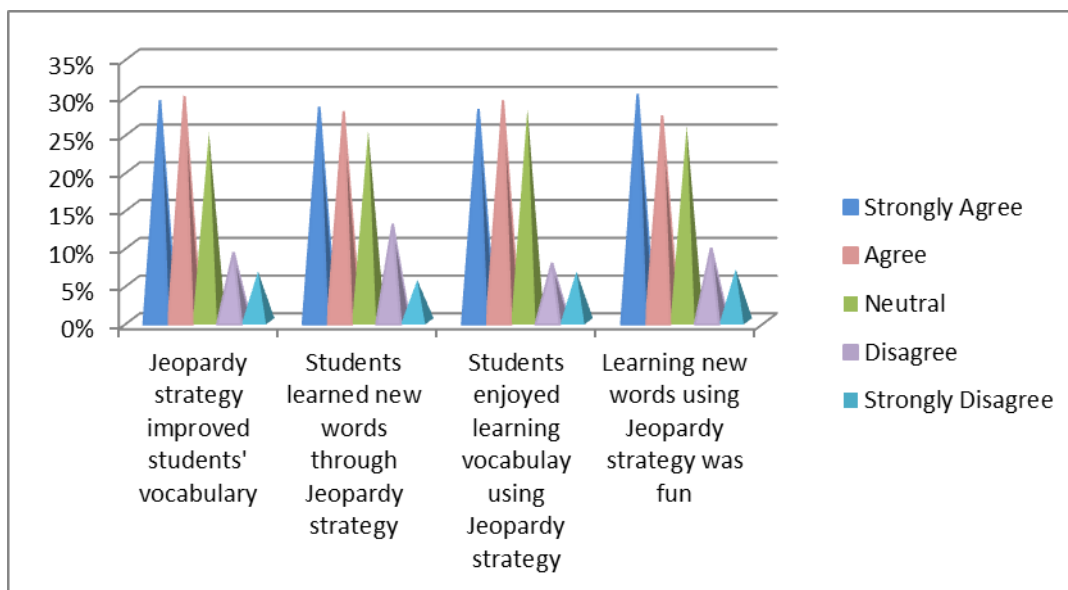


Figure 1 illustrates the students' perceptions about the effectiveness of using Jeopardy Strategy in vocabulary learning. Most students indicated a trend of increasing vocabulary through Jeopardy Strategy. The questionnaire result proved that 29% and 30% of 348 students responded that they Strongly Agreed and Agreed that they got new words using this strategy. In addition, majority of the students enjoyed learning vocabulary using Jeopardy Strategy. The result indicated that 28% and 29% of the total students Strongly Agree and Agree. Their responses that learning vocabulary using Jeopardy was fun were 30%, and 27% Strongly Agree and Agree, respectively. Therefore, more than half of the total number of students who responded that Strategy Jeopardy improved their vocabulary.

Learning presented in the form of a quiz described that the Jeopardy Strategy effectively increased students' vocabulary. They found new words that they had never gotten before. This means there is an increase in their vocabulary. In addition, they found that learning by using Jeopardy Strategy was fun because they had to compete for scores. Every time they found the correct word according to the instructions, they were satisfied because they contributed to increase their team's score. Therefore, they confirmed through open-ended questions that they enjoyed learning vocabulary using the Jeopardy strategy.

The Students' Perceptions of Benefits of Using Jeopardy Strategy in Learning Vocabulary

Figure 2. The Benefits of Using Jeopardy Strategy

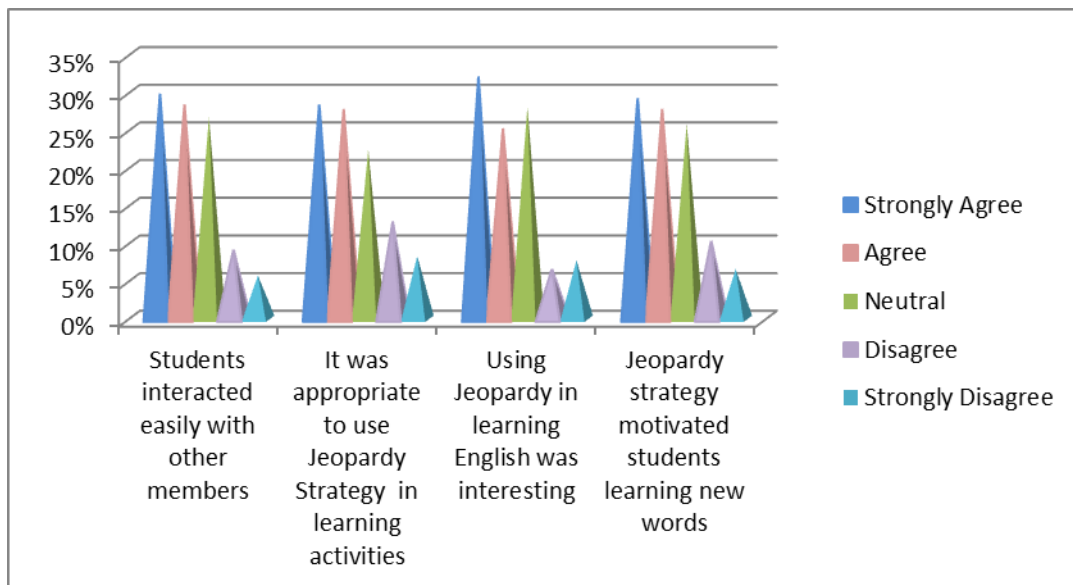


Figure 2 describes the students' perceptions of the benefits of using Jeopardy Strategy to teach vocabulary in PIBA program. Because this strategy was presented in the form of a quiz, there were 30% and 28% of the total 348 students stated that they interacted easily with their team members. There were 28% of students stated that they Strongly Agreed that the Jeopardy

strategy was suitable for learning new English words. This strategy is also interesting to use in learning, where 32% and 25% of students state Strongly Agree and Agree. In addition, there were 29% and 28% of students stated Strongly Agree and Agree that the strategy motivated them to learn new words. Thus, Jeopardy Strategy has many benefits in learning vocabulary.

Through open-ended questions, students stated that their interactions with their team members were very necessary in order to find new words quickly and accurately. The Jeopardy strategy was also appropriate for learning vocabulary because it engaged their competitive spirit. Besides, Jeopardy strategy was interesting because it made them actively participate in learning activities and motivated them to learn new words.

The Students' Perceptions on Weaknesses of Using Jeopardy Strategy in Learning Vocabulary

Figure 3. The Weaknesses of Using Jeopardy Strategy

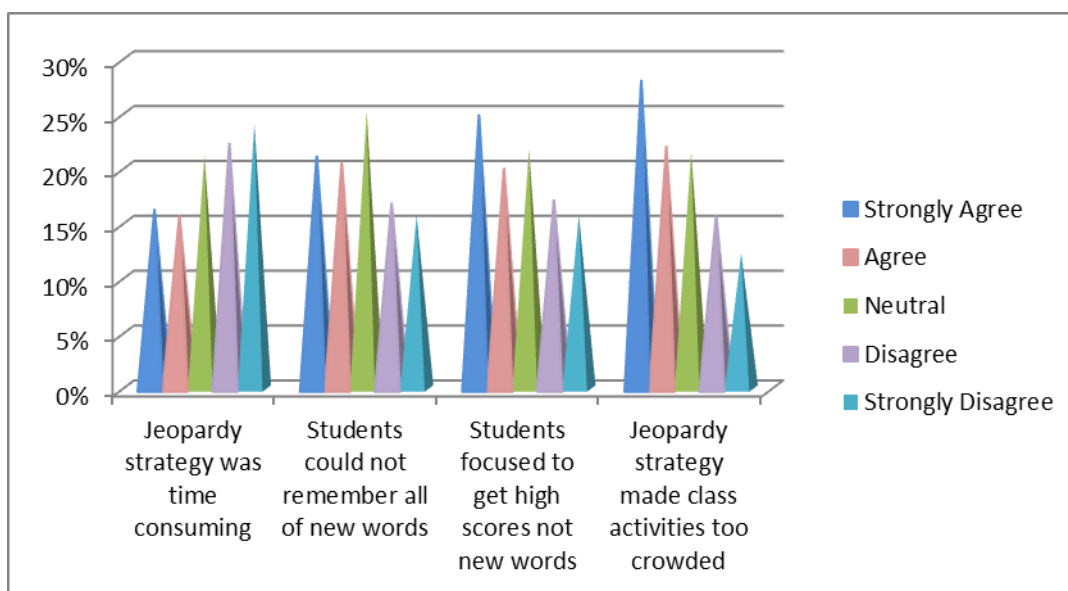


Figure 3 illustrates the students' perceptions of the disadvantages of using Jeopardy strategy in learning vocabulary. Their opinions on the shortcomings of this strategy varied. There were 16% and 24% of 348 students who stated Strongly Agree and Strongly Disagree, respectively, towards the Jeopardy strategy, which required a lot of time in its implementation. Besides that, based on data analysis, 25% of students stated Neutral that they could not remember all of the new words learned. Most students (25% Strongly Agree) were also more focused on getting a high score than understanding the new definitions of the words they got. Likewise, with the class atmosphere, activities that get them excited sometimes cause a lot of noise (28% Strongly Agree).

Students provide additional statements through open-ended questions. They said implementing this Jeopardy strategy required a lot of time. Even though time passed away quickly, their learning schedule was tight enough. The lecturer/instructor limited the number of words they had to learn following their schedule. In addition, they could not remember all the words learned using Jeopardy strategy. One reason was that they were more focused on getting high scores than understanding new English words' definitions and uses. The activities in Jeopardy strategy also made the class atmosphere quite noisy because they were too excited to learn new words, which disturbed other classes.

2. Discussion

The understanding of words is essential. Students utilize vocabulary in the form of language to communicate their thoughts, emotions, etc., to others, whether written or verbal. The vocabulary of students affects their speaking and writing abilities. Vocabulary cannot be discussed separately from the four language abilities of listening, speaking, reading, and writing.

Harmer (1991) suggested vocabulary teaching strategies. One of those strategies was enumeration. A teacher/instructor introduced terms by listing their general and particular meanings. He/she introduced a term with a broad meaning, such as animals, and then asked students to identify particular animal-related words, such as cat, dog, lion, snake, etc. This strategy pertained to Jeopardy Strategy, an American quiz game with a unique answer-and-question format in which participants were given hints in the form of answers and must construct their replies as questions. According to Pressler, Rowenhorst, and Hartmann (2006), Jeopardy is constructing a six-by-six matrix, including the unit of study in the title of the matrix. The cells on the top row were labeled with study unit-related categories. Each cell included a vocabulary term corresponding to the column category. Underneath each category, a list of content-related keywords was provided.

This research explored the students' perception of PIBA Program in learning vocabulary using Jeopardy strategy. The result indicated that the students experienced effectiveness in improving their vocabulary through this strategy. It was in line with the research result of Madja A. and Agus G. (2018) there was a significant influence of the Jeopardy strategy on vocabulary knowledge of seventh-grade students. They learned vocabulary and were able to quickly comprehend new words. Sepyanda M. and Handayani F. (2021) also discovered that there were substantial disparities between students who were taught using Jeopardy and those who were taught using Guessing Games. Jeopardy could be a fun activity for students who are studying

vocabulary. It was engaging, simple to play with, and good for practising vocabulary and specific grammatical structures.

Jeopardy strategy has several benefits. This research expanded on the students' perceptions of Jeopardy strategy's advantages. This strategy encouraged students to communicate with their friends. It was suitable for teaching vocabulary. It also encouraged and engaged students in learning new English words. In addition, by utilizing Jeopardy, students increased their vocabulary by discovering and considering new words, getting a quiz that was entertaining and informative for students, and helping them integrate the words they have learned (Haris, F. R., 2017). Cyrus S (2020) also noted that Jeopardy made the learning process enjoyable and interesting, improved concentration and recall of knowledge, facilitated the learning process, provided a variety of viewpoints, made students more eager to learn, and boosted their confidence. Jeopardy strategy was an engaging method for teaching and learning vocabulary since it motivated students to study, prevented boredom, and facilitated the acquisition of new words. Jeopardy was a great technique for learning vocabulary and word meanings, as supported by Doucette's (2005) statement that this strategy also allowed students to learn how to create prospective exam questions using the word category.

However, Jeopardy strategy also had several weaknesses in its implementation. This study revealed students' perception that this strategy could distract their focus from learning new English words. This statement was supported by Damayanti (2018) that if the students badly constructed or generated an environment of intense competitiveness, it could also prevent them from concentrating on the new words. Some students may dislike the team loss related to individual answers and scores in an open classroom. In this situation, students may become inactive.

The findings of this research proven that Jeopardy Strategy could improve students' vocabulary. The mean score of the experimental class indicated a good improvement in students' vocabulary after getting treatment for eight meetings from the researcher. In contrast, the control class's mean score showed that the students' vocabulary also improved little without getting treatment. Hence, the mean score of the experimental class is greater than the control class's mean score.

This study revealed that students perceived the Jeopardy strategy motivated and enhanced their vocabulary. However, it was challenging to engage all students since only the active students dominated the teaching and learning process. Occasionally, the battle round of this strategy resulted in excessive classroom commotion due to the students' excitement. This issue might distract students from learning new words. The Jeopardy Strategy might help students

like studying and easily memorize words if they worked in groups to complete their assignments. Therefore, they enjoyed doing it and unwittingly learned some new words.

E. CONCLUSION

Based on the research findings and discussion, the students perceive Jeopardy Strategy as an effective way to improve their English vocabulary. Most of the students Strongly Agreed that this strategy was interesting. However, the students sometimes prioritized gaining high scores over understanding the meaning and definition of the new words.

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