

The Effect of Using Game on Students Vocabulary Achievement at Grade VII of SMP Negeri 12 Pematangsiantar

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Abstract: *This study aimed to investigate significant effect of using game on the students' vocabulary achievement at grade VII in SMP Negeri 12 Pematangsiantar. The researcher used some theories, namely: Nation (1990), Clark & Fairburn (1997), Napa (1991), Cameron (2001), Salim (2008), Huyen & Nga (2003), Haycraft (1984), Thornbury (2002), Slattery (2001) Shaptoshvili (2002), Arikunto (2010). In this study, the researcher used quantitative methodology. The samples consisted of experimental and control class. The objects of this study are filling cross puzzle and word puzzle about animals. To analyze data, the researcher used Jhon Haycraft theory. The data analyses and interpretation showed that there is a significant effect in students' vocabulary achievement. In control class showed that average score are low and In experimental class showed that the average score are high. Finally, the researcher concluded that students in experimental group are more effective after using game than students in control class. The result of analyzing data, score of t – test is higher than t -table ($5,51 > 2,00$).*

Keywords: *Achievement, game, vocabulary*

I. INTRODUCTION

Recently years, the advance of world has developed very quickly. All sciences and technology affect everything including business and education in daily life. These have been written in media that English is being the most language studied in the world by the reason mostly international communication. English as a tool to contribute many information for human being. English has some aspects which conclude reading, speaking, listening, and writing. In this case, writing is one of English language skills which have thought in Indonesia since Junior High School until Universities have an important role in its self evidence in every life style. Furthermore for the students' writing has become a necessary skill to master since it frequently determiners their academic success. In English-speaking community, there are 12 genres in writing and each genre has certain purpose and certain stages (schematic structure) and certain linguistic features. Although every student knows many kinds of writing text, it is expected they also can know how to write the well text. Probably, they just write the text without follow the rules and the grammar in English.

In 1980s, Systemic Functional Grammar became a new approach in linguistics. This approach is different from traditional and formal grammars. The functional grammar does not only focus on the structure of linguistic features but also on the meaning of language through those linguistic features. Since the functional grammar is able to explore both of the structure and

the meaning of language through linguistic features, the researcher is interested in doing a research that concerns on functional grammar.

Halliday (1985, 1994, and 2004) introduces the metafunction of language in the functional grammar. Those functions are ideational meaning, interpersonal meaning and textual meaning. Textual meanings is meaning which express the relation of language to its environment including both the verbal environment-what has been said or written before (co-text) and the non-verbal, situational environment (context). These meanings are realized through patterns of Theme and cohesion.

A text consists of sentences and paragraphs that have to be linked each other to develop the unity and coherence of the text. Besides the uses of the controlling ideas and paragraph patterns, the uses of cohesive devices can link the sentences and paragraph to unify the text. Based on the discussion of cohesion as a sign relationship such as grammatical cohesion above, the researcher tries to find the cohesive devices in textual meaning in genre of text. The researcher interested in analyzing the conjunctions and cohesion based on textual meaning in genre of text. The genre of text in this research is Expository, Descriptive, Explanatory and Procedure text because they often found not only in academic life, but also in daily life. The researcher wanted to find out the dominant type of conjunction, the differences meaning of conjunction and the relationship in Grammatical Cohesion and Lexical Cohesion which used by the students in writing their writing.

II. THEORETICAL REVIEW

Nation (1990) says that vocabulary is a word or words that should be mastered by someone, which are used by group of people in an environment. Thus vocabulary is a number of words. According to Haycraft (1984:44) vocabulary can be classified into two kinds. They are active vocabulary and passive vocabulary. Active vocabulary refers to the words the students should use in speaking and writing, while passive vocabulary means words they needs only to comprehend especially in reading and listening.

Vocabulary has several types. Haycraft (1978:44) divides vocabulary into two types, namely:

1. Active vocabulary

Active vocabulary is the words which the student understands, can pronounce correctly and use constructively in speaking and writing.

2. Passive vocabulary

Passive vocabulary is the words which the student recognizes and understands when they occur in a context, but which he cannot produce correctly himself.

Vocabulary is very useful for anyone who is studying a foreign language. Of someone has a large vocabulary, he will speak English well and vice versa. To improve students' ability in learning English they must be given a variation in teaching especially in vocabulary through affixes because through it the students can improve their knowledge about word building, and another reasons are teaching through affixes to avoid the students from bored and make the students' study hard. The successful level in achieving those aspects is influenced by the teachers' which is made as a variation of the materials that they have taught in the class.

Vocabulary achievement is a word refers to meaning and number of words that produced by students to comprehend the language well, speak better, or compose a good writing; it is expected that learners have to increase their vocabulary by around 1000 words a year (National: 1990:22). Low-frequency lexical items (the ones that are characteristic of individuals with a wide vocabulary) occur more frequently in written than in spoken language. Similarly, based on the competency Based Curriculum, the students are required to increase their vocabulary 1000-1500 word every year so that in three years students have mastered their vocabulary around 4000 words (Clark, D.M, & Fairburn C.G. 1997).

An important source of vocabulary in L2 learning is a wide range of contexts. Learners can learn lexical items if they are exposed to sufficient amounts of comprehensible input. Nagy (1984: 304- 330) claims that an average learner can learn to recognize up to 1000 words a year from written materials. As has already been stated, the role of the context in initial stages of learning is limited, but its significance grows as the learner's knowledge expands. An ideal source for learning L2 vocabulary from context is reading. Besides, the learner has more time at his or her disposal for analysis, hypothesis testing and inference if working on a written text. Context-based inference contributes to the knowledge of morphological rules, collocations, additional meanings (for it is the context that determines the meaning of a lexical unit), etc. However, mere exposure during reading does not guarantee a rapid vocabulary growth. In order to accelerate the process, the learner must have critical strategic knowledge that will enable him or her to turn the incidental learning into an explicit learning process.

Travers (1970:447) states that achievement is the result of what an individual has learned from some education experience. He expressed achievement as the successfulness of individual. Completely, achievement is the result, the successfulness, the extent or ability, the progress in learning education experiences that the individual indicates relation with his/her educational learning. Achievement concerns with what someone has actually learnt whereas aptitude is the potential for learning something. In other words, achievement is a success in reaching particular goal/status or standard, especially by effort, skill, courage, and so on. In this study, the achievement is referred to number of words. Huyen and Nga (2003) said that learners of English have to deal with unfamiliar vocabulary during their language acquisition, so they should participate in different task-based activities in their classroom such as vocabulary games which especially focus on helping learners develop and use words in different context by making the lesson enjoyable.

In other hand, Slattery and Jane (2001) explain that game can help the learners to create context in which the language is useful and meaningful. He also argues that in increasing vocabulary, teachers should need media to be used. One of them is game. Game can makes students more focus in learning because they do not feel they are forced to learn.

Games are considered to help and encourage the students to make the effort to win because they will be given a lot of opportunities to practice their language more freely. In addition, Shaptoshvili (2002) said that game not only engage students in an enjoyable and challenging activity with a clear goal but also can provide practice in another key area i.e. vocabulary. Such games facilitate initial practice and periodic revision of vocabulary in an enjoyable context, thus making classroom vocabulary study an amusing and satisfying experience for teacher and student alike.

Game has many advantages in learning. According to Cameron (2001), the advantages of game are as follows:

- a. It can be used to change the pace of a lesson and to maintain motivation
- b. It can encourage students to interact and communicate.
- c. It can increase students' vocabulary and to reduce the dominant of the classroom by the teacher.
- d. It can act as a testing mechanism, in the sense that they will expose areas of weakness and the need for remedial work.
- e. It can make students seek to solve problem in which they are intimately involved.
- f. It can be used to punctuate long formal teaching units and review students' energy before returning to more formal learning.
- g. It is motivating and challenging.
- h. It can help students to make and sustain the effort of learning
- i. Vocabulary games bring real world context in to the classroom, and increase the students' use of English in a flexible, meaningful and communicative ways.
- j. It usually involves friendly competition and they keep students interested in learning the language.
- k. It can help the students learn and hang on to new words more easily.

Besides offering many advantages, games are also very useful, he explains that the positive sides of games attract the students to learn English because they are fun and make them want to have experiment, discover and interact with their environment. He adds other advantage of games, they are:

- a. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivation factor. Games can provide this stimulus.
- b. The games context makes the foreign language immediately useful to the children. It brings the target language to life. The games make the reason for speaking plausible even to reluctant children.
- c. Through playing games, students can learn the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
- d. Even shy students can participate positively

In *New Lexicon Webster's Dictionary* of the English language, crossword puzzle is a puzzle in which checkered square with blank space must be filled in with interlocking words (reading horizontally and vertically) deduced from clues. Crossword is puzzle in which words have to be guessed from clues and written in spaces in a grid (Oxford Learner dictionary; 2003:103). A crossword is a word puzzle that normally takes the form of a square or rectangular grid of white and shaded squares (<http://www.wikipedia.org>). Puzzle is game that you have to think about carefully in order to answer it or do it (Oxford Learner dictionary; 2003:349). Puzzle is game or toy to exercise the mind (Longman Handy Learners' Dictionary of American English: 2000:336).

In teaching and learning process, this game can be practiced by ask the class to look back over words that they have studied in the class two or three days. This could now continue as a competitive learn game or as a class effort, trying to make the grid as big as possible. The students could take over the writing once the rules have been established. It might help to divide the board up into square beforehand, through the game work well enough without, so long as the writing in clear (Scrivener, 1994:108)

This game can use in teaching vocabulary, because through crossword puzzle, the students can think and playing the letters to make some words and to improve their vocabulary mastery. Using games is an activity with rules a goal and an element of fun. In teaching vocabulary, the using of games in the methodology of language teaching is very important and interesting, this is caused by many teachers will use the traditional words and aspect the students to memorize the words as soon as possible and as much as possible.

In the other hand, besides the using games as a method, the using of crossword in teaching and learning medium is give the crucial rules, because it is as the server of stimuli of information, attitude, and others.

In teaching vocabulary by using crossword puzzle, there is some kinds of crossword puzzle which can be done the students, they are:

a. Oral crossword.

The oral crossword is the crossword which is the clue is given orally by the teacher, and the students just get the blank crossword. Only give the students the puzzle with no clues what so ever. Give the clues orally. In a foreign language class, this can be an excellent listening activity. Tell students to fill in what they can and then repeat the clues once more at the end.

b. Picture crossword

Picture crossword is the crossword which is the clue consists of picture. Only give the students the puzzle with no clues. For each clue, hold up a picture. This works especially well with a unit that involves a lot of new vocabulary.

c. Object crossword

The object crossword is the crossword in which the clue is written on the object. Only give students the blank puzzle with no clues. Place the items around the room, each labeled with their clue number. Have students rotated around the room to different stations; allow them to pick up the objects as they complete the puzzle. This tactile version of the puzzle is great for those students who are hand son learners. This type of puzzle works well for units with a lot of vocabulary.

The crossword puzzle is still the most popular word game. It lies in the ease with which it can be constructed. The words are run together horizontally and vertically. First, make a list of words with which your students should be familiar. Then, search for a letter common to two words and you are off. The puzzle forms may be used in several ways:

1. The students find animals, colors, or plants in the puzzle.
2. The students find certain parts of speech: verb, noun, preposition, etc.
3. Other categories may include the names of the days, the week, months, school subjects.
4. The student finds proper nouns: cities, states, countries, famous people, etc.
5. The student finds certain kinds of activities: trades, professions, sport, hobbies, etc.

This game can be done in individual, in pair, or in groups. The teacher gives a copy of the “crossword puzzle” and explains the rules, such as students have to complete it as quickly as possible. For the individual game, the student who can complete it first is the winner and gets the good point from the teacher. In pair work or group, the winner is the pair or group who can complete it first. All of the winners will have prizes from the teacher. It makes this game to be more attractive. The use of crossword puzzle game in teaching vocabulary is one of the alternative techniques to help the students to construct and improve their vocabulary mastery. Moreover, crossword puzzle can be one of activities in practicing vocabulary which can help the students to be more familiar with the words, recognize the words, manipulate and remembering the words.

III. RESEARCH METHODOLOGY

Referring to the research questions mentioned in Chapter I, this study aimed to investigate significant effect of using game on the students' vocabulary achievement at grade VII in SMP Negeri 12 Pematangsiantar. This research is quantitative research which uses experimental study consists of experimental class and control class. Research design is really needed by a researcher in order to know the way to analyze the data of the study. The research design in this study is a pre experimental design, by using one group experiment; they are pre-test and post-test design. In this case, the present researcher analyzed students' vocabulary achievement before and after giving treatment by using game. The population in this study consists of 2 classes of the seven grade of SMP Negeri 12 Pematangsiantar. The total populations are 60 students. Those are two classes. The researcher focuses on two classes. Each of class has 30 students. The VII-A is 30 students. The VII-B is 30 students. The VII-A class for control group and the VII-B class for experimental group.

Table 3.1 Control and Experimental Group

Class	Control group	Experimental group
VII-A	30 students	-
VII-B	-	30 students

Instrument is the device the researchers uses to collect data. They are two tests. They are pre-test and post-test. To get the data of this research is the researcher gives tests by asking them to fill the cross puzzle and word puzzle about animals at grade VII of SMP Negeri 12 Pematangsiantar.

In collecting data, the researcher gives pre-test first, then treatment for four times and ended with post-test to the students. The researcher uses one game in each meeting in treatments because there are four games that were used.

In collecting the data, the researcher used the procedure as follow:

- a. Pre-test

Pre-test is given before treatment. Pre-test is conducted to find out the result and the mean scores of the experimental group by giving test.

b. Treatment

The treatment is conducted four times by using games in class A and without games in class B. Both of classes are taught by using the same material. Every meeting spends about 80 minutes.

c. Post-test

Post-test is given after the treatment finished. The objective of this is to get the data about the result of treatment to be analyzed in order to know the improvement of students' vocabulary achievement at the grade VII students SMP NEGERI 12 PEMATANGSIANTAR.

The Validity of the Test

$$r_{xy} = \frac{N \sum XY - (\sum X) - (\sum Y)}{\{N \sum X^2 - (\sum X)^2\} - \{N \sum Y^2 - (\sum Y)^2\}}$$

Details:

r_{xy} : observed correlation

N : total of samples

X : students' Morphological Awareness score

Y : students' Vocabulary score

$\sum X$: the sum of students' Morphological Awareness score

$\sum Y$: the sum of students' Vocabulary score

X^2 : X square;

Y^2 : Y square

$\sum X^2$: the sum of X square

$\sum Y^2$: the sum of Y square

XY: X times Y

$\sum XY$: the sum of multiplication of X and Y

The result of the correlation computation was then interpreted based on Arikunto's theory (2010). In order to know whether there is any effect of using game on students' vocabulary achievement, the difference score is calculated t-test.

IV. DATA ANALYSIS, FINDINGS, AND DISCUSSION

4.1 Data Analysis

This chapter discusses the result of the research. It has been done by the research to find of the students' vocabulary achievement that was taught by using mind mapping technique. There is significant difference between the students were taught by without using picture and using picture. The researcher analyzes content, organization, vocabulary, language use and mechanics in students' vocabulary achievement. To find out whether the using game method had a significant effect to the students' vocabulary achievement, the result of the test is calculated by using t – test formula as follow:

Table 4.1 T – test Control Group and T –test Experiment Group

No	The Control Group				The Experimental Group			
	Pre-Test (X ₁)	Post-Test (X ₂)	Deviation (X)	D (X ²)	Pre-Test (Y ₁)	Post-Test (Y ₂)	Deviation (Y)	D (Y ²)
1	15	50	35	1125	15	45	30	900
2	20	75	55	3025	45	75	30	900
3	15	80	65	4225	30	65	35	1225
4	20	35	15	225	45	85	40	1600
5	15	65	55	3025	15	75	60	3600
6	45	50	5	25	45	70	25	625
7	40	70	30	900	50	60	10	100
8	25	45	20	400	15	60	45	2025
9	45	55	10	100	25	65	40	1600
10	25	60	35	1125	40	70	30	900
11	25	45	20	400	15	85	70	4900
12	35	45	10	100	50	75	25	625
13	30	65	35	1125	30	55	25	625
14	40	50	10	100	30	60	30	900
15	35	40	5	25	25	70	45	2025
16	30	60	30	900	35	65	30	900
17	40	55	15	225	40	65	25	625
18	35	65	30	900	15	70	55	3025
19	50	60	10	100	40	85	45	2025
20	30	35	5	25	25	60	35	1225
21	35	75	40	1600	30	90	60	3600
22	40	55	15	225	20	50	30	900
23	35	70	35	1125	40	55	15	225
24	35	60	25	625	15	55	40	1600
25	40	65	25	625	30	55	25	625
26	50	55	5	25	20	80	60	3600
27	30	70	40	1600	35	70	35	1225
28	40	65	25	625	15	90	75	5625
29	35	60	25	625	20	90	70	4900
30	30	35	5	25	15	80	65	4225
	985	1715	735	25175	870	2075	1205	56875

Below, the researcher listed t-test of control and experiment groups about the deviation and squared deviation that can be seen.

$$1. M_x = \frac{\sum x}{n}$$

$$M_X = \frac{735}{30}$$

$$M_X = 24.5$$

2. $M_Y = \frac{\sum Y}{n}$

$$M_Y = \frac{1205}{30}$$

$$M_Y = 40.16$$

Deviation X (Control group)

$$\sum X^2 = \sum dx^2 - \frac{(\sum x)^2}{n}$$

$$\sum X^2 = 25175 - \frac{(735)^2}{30}$$

$$\sum X^2 = 25175 - 18007$$

$$\sum X^2 = 7168$$

Deviation Y (Experiment group)

$$\sum X^2 = \sum dx^2 - \frac{(\sum x)^2}{n}$$

$$\sum X^2 = 56875 - \frac{(1205)^2}{30}$$

$$\sum X^2 = 56875 - 48401$$

$$\sum X^2 = 8474$$

T – test formula

$$M_X = 24,5 \quad \sum X^2 = 7168 \quad N_x = 30$$

$$M_Y = 40,16 \quad \sum Y^2 = 8474 \quad N_y = 30$$

$$= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{nX + nY - 2}\right) \left(\frac{1}{nX} + \frac{1}{nY}\right)}}$$

$$T = \frac{40,16 - 24,5}{\sqrt{\left(\frac{7168 + 8474}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$T = \frac{15,66}{\sqrt{\left(\frac{15642}{58}\right) \left(\frac{2}{60}\right)}}$$

$$T = \frac{15,66}{\sqrt{8,0904}}$$

$$T = \frac{15,66}{2,84}$$

$$T - \text{test} = 5,51$$

After gaining the result of t – test = 5,51 the researcher calculated the degree of freedom (df) with the formula as follows:

$$\begin{aligned}df &= (N_x + N_y - 2) \\ &= 35 + 35 - 2 \\ &= 58\end{aligned}$$

After adapting the data into t – test formula, it was obtained that t – observed was 5,51. In certain of degree of freedom (df) of this research was obtained from $(N_x + N_y - 2) = (35 + 35 - 2) = 58$

$$t_{0,05} = 2,00$$

From the t – test above, t – test is higher than t – table ($5,51 > 2,00$), so the alternative hypothesis is accepted, and the null hypothesis is rejected.

Based on calculation of t – test is (5,51) is higher than t – table at the level of significance (2,00). It means the using game is more sufficient affect on students vocabulary achievement at grade VII of SMP Negeri 12 Pematangsiantar.

If the result of t –test is higher than t – table ($5,51 > 2,00$), the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that there is a significance difference between Control and Experiment group.

4.2 The Research Finding

Based on the work of the data analysis on this thesis, there are several findings which are eventually depicted by the researcher, they are as following:

- a. The average score in experimental class is more than control class.
- b. There is a significant effect to increase the students' vocabulary achievement.
- c. The findings are appropriate with the theories using game.
- d. The students in experimental class felt interesting, easy and have high desire to repeat the lesson again by using this lesson model.

4.3 Discussion

The purpose of this research is to find out whether teaching by using game is more significant than without using game to the students' vocabulary achievement. Instrument used for vocabulary skill in this study written test. The test covered pre – test and post – test. Pre – test was done in the first meeting before teacher taught the material by using game and post – test was done after giving treatment. The researcher uses the theory of Arikunto (2010) in analyzing the data. From the analysis of the data, the researcher found the mean of pre – test in experiment group is 29 and the mean of post – test in experiment group is 69,16. The validity of the test is 0,22 (fair)and the reliability is 0,36. And from the table above it can be seen that there is the improvement of the score.

It can be concluded that H_a is accepted which means that there is significant increase by using game on students' vocabulary achievement because the students can more improve their ability on students' vocabulary achievement when they using game. They are five criteria which must be reached. The students had been reached the five criteria but the students must increase more about language use and mechanics.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After having the analysis in the previous point, the researcher comes to the conclusions of

the research, they are:

1. Having analyzing the data, the researcher found out that null hypothesis (H_0) is rejected. It is shown by the value t – calculate was 5,51 and the value of t – table 2,00 at 0,05 alpha. It means that by using game can improve the students' skills in speaking vocabulary.
2. The researcher found out that teaching vocabulary by using game is more effective than without using game, because it can improve their vocabulary.

5.2 Suggestions

The success in teaching does not depend of the lesson program only, but more important is how the teacher presents the lesson and uses various technique to manage the class more lively and enjoyable. Regarding to the teaching vocabulary by using game, the researcher gives some suggestion for the teacher and students as follows:

For the teacher:

1. The teacher should choose the material that is appropriate and not too difficult for the students.
2. Before assigning the crossword puzzle to students, the teacher should make sure that the students have fully understood and have the information they need.
3. The teacher should keep control the student' activities.
4. The teacher should present the language in an enjoyable, relaxed and understand able way.

For the students:

1. In learning vocabulary, the students must have the high motivation to improve their vocabulary.
2. The students are hoped to be active and creative in enriching their vocabulary.
3. The students are hoped to use English well.

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