



INNOVATIVE: Journal Of Social Science Research
Volume 4 Nomor 1 Tahun 2024 Page 12016-12029
E-ISSN 2807-4238 and P-ISSN 2807-4246
Website: <https://j-innovative.org/index.php/Innovative>

The Effectiveness of Using Spelling Bee Game to Improve Students' Vocabulary at Eight Grade of SMP Negeri 7 Pematangsiantar

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui Efektivitas Penggunaan Permainan Spelling Bee Untuk Meningkatkan Kosakata Siswa Di Kelas Delapan Smp Negeri 7 Pematangsiantar. Penelitian ini menggunakan metodologi kuantitatif, peneliti ini akan menggunakan Quasi Experimental Design seperti yang dikemukakan oleh John W. Creswell pada tahun 2012. Peneliti memilih Kelas VIII-7 yang terdiri dari 32 siswa untuk menjadi bagian dari kelompok eksperimen, sedangkan Kelas VIII-9, juga terdiri dari 32 siswa, dimasukkan ke dalam kelompok kontrol. Merujuk pada pembahasan bab sebelumnya, terlihat bahwa penggunaan Spelling Bee Game berpotensi meningkatkan pemahaman kosakata siswa. Awalnya, performa siswa dalam tes kosakata di bawah standar sebelum mereka mulai menggunakan Permainan Spelling Bee. Namun, situasi ini menunjukkan peningkatan yang signifikan setelah diperkenalkannya permainan seperti yang ditunjukkan oleh nilai post-test siswa. Hasil pasca-tes ini melampaui skor pra-tes, dan secara efektif menunjukkan pengaruh menguntungkan permainan ini terhadap keterampilan kosa kata siswa. Mengintegrasikan Permainan Spelling Bee ke dalam praktik pendidikan memainkan peran penting dalam meningkatkan pemahaman siswa tentang kata-kata dan, akibatnya, meningkatkan kemahiran kosa kata mereka. Hal ini didukung dengan hasil uji t sebesar 2,967 melampaui nilai t tabel kritis sebesar 1,671. Hal ini berarti diterimanya hipotesis alternatif yang menunjukkan bahwa permainan Spelling Bee efektif meningkatkan kosakata siswa SMP N 7 Pematangsiantar, sekaligus menolak hipotesis nol.

Kata Kunci: *Efektivitas, Spelling Bee Game, Kosakata Siswa*

Abstract

The objectives of this research was find out The Effectiveness Of Using Spelling Bee Game To Improve Students' Vocabulary At Eight Grade Of Smp Negeri 7 Pematangsiantar. This research employed a quantitative methodology, this researcher will use Quasi Experimental Design as suggested by John W. Creswell in 2012. The researcher selected Class VIII-7, consisting of 32 students, to be part of the experimental group, while Class VIII-9, also comprising 32 students, was assigned to the control group. Referring to the previous chapter's discussion, it is apparent that employing the Spelling Bee Game has the potential to enhance students' understanding of vocabulary. Initially, students' performance on vocabulary tests was subpar before they began using the Spelling Bee Game. However, this situation saw a significant improvement after introducing the game as indicated by the students' post-test scores. These post-test results surpassed the pre-test scores, effectively showcasing the game's beneficial influence on students' vocabulary skills. Integrating the Spelling Bee Game into educational practices plays a crucial role in enhancing students' understanding of words and, consequently, boosting their vocabulary proficiency. This is supported by the t-test result of 2.967, surpassing the critical t-table value of 1.671. This implies the acceptance of the alternative hypothesis, indicating that the Spelling Bee game effectively enhances the vocabulary of students at SMP N 7 Pematangsiantar, while rejecting the null hypothesis.

Keywords: The Effectiveness, Spelling Bee Game, Students' Vocabulary

INTRODUCTION

Language serves as a medium for conveying information, thoughts, and emotions between individuals. It operates as a structured communication tool that relies on the construction of sentences from words. Through the utilization of language, individuals can enhance their understanding and gain insights (Serevina et al., 2018). In the realm of applied linguistics, it has been a common practice in recent decades to categorize language into four proficiencies: Listening, Speaking, Reading, and Writing, as outlined by Cameron in 2001 (page 17). Listening is an invisible but audible process skill that has deep meaning because it is transmitted to the ear and brain. Yulianti et al.(2019) Writing is one of the very important skills in English subjects. To upgrade students' writing skills, need some strategies that will be applied to students. Reading is activity that have sounds by mouth. According to Vebrianto Susilo (2015) Reading is an activity carried out by someone Gaining information or wisdom that was previously unfamiliar to the reader is a frequent objective, and there are numerous methods by which people can engage in reading to enhance their understanding (Elfeky et al., 2020).

English takes an important role in learning. Where, all the substance of schools in Indonesia have taught English at school. English is the most important subject in the world

of education. The thing that comes to mind when students talk about language is that there must be "words". Those words are vocabulary. According to Ghazal (2007, p.84), it is emphasized that vocabulary serves as the core of language and holds significant importance in language acquisition. Therefore, it becomes imperative to expand one's vocabulary. As students accumulate a wealth of English words in their repertoire, their proficiency in using the English language increases. English also assumes a pivotal role in various facets of human existence, including education, technology, communication, economics, and science (Simamora & Saragih, 2019). The success of students in mastering English depends on a multitude of factors, such as their learning strategies, cognitive abilities, teaching methods employed by educators, prior experiences in learning English, motivation, available resources, school or university environment, and other related elements. Educational institutions serve as crucial platforms for enhancing the quality of a nation's human capital (Lismayanti & Pratama, 2019).

The teacher ought to present the materials using an engaging method to ensure that the learners find the teaching and learning experience enjoyable. In accordance with Linse (2006: 122), Arum Nisma Wulanjani (2016: 77) is quoted as asserting that teachers ought to support vocabulary acquisition by instructing students in valuable words and assisting them in deducing meanings independently. Furthermore, the students in question are youngsters who derive the most benefit from their educational experiences when they derive enjoyment from the process, often unaware that they are, in fact, learning a new language (Adel et al., 2022).

When embarking on the journey of acquiring a new language, it's crucial to begin with a foundational vocabulary, as it constitutes a fundamental component of the language. Furthermore, comprehending each word within a text is essential. As Harmer articulated, vocabulary assumes a vital function, serving as the building blocks, much like organs and meat, while the language's structure shapes the overall linguistic framework (Carrington, 2021).

In English, a robust lexicon holds significant importance element in being proficient in English. Vocabulary is a basic competency to gain competency skills in reading, writing, listening and speaking. Many students lack vocabulary because the teacher only gives a Providing students with a list of vocabulary words and instructing them to memorize the terms results in disinterest and boredom among students during the learning process. This approach proves ineffective, as students merely retain the vocabulary without genuine comprehension in just a few days (Yamagata et al., 2022). So that teachers really need an approach to train students' vocabulary and apply new methods that can stick longer in

students' minds. One method for nurturing students' development involves incorporating an 'egg-laying' game. According to Ellis and Brewster (2002:2), games offer not only motivation and entertainment but also serve as valuable tools for enhancing pronunciation, expanding vocabulary, strengthening grammar, and honing the four language skills. The act of playing games is regarded as highly effective, as it allows educators to infuse an element of enjoyment and relaxation into vocabulary exercises. The primary aim of integrating games into the teaching process is to infuse the learning material with a sense of intrigue, enjoyment, and challenge, particularly when introducing new vocabulary (Ifadloh et al., 2021).

In line with Hornby, as cited in Alqantani's work from 2015 on page 62, vocabulary encompasses the entire lexicon required for conveying thoughts and conveying significance. This implies that through the acquisition of a rich vocabulary, it will be easier to communicate with the other person, so that every student must master vocabulary as their foundation in learning English. Another definition according to experts, Lines (2005: p.121) defines vocabulary as "a collection of words that someone knows". When acquiring a new language, it's often assumed that mastering a foreign language is equivalent to mastering the language itself. Additionally, the significance of vocabulary in the instruction and acquisition of English cannot be overstated (Zaabalawi & Gould, 2017).

Brown elaborated on the concept that learning entails the acquisition of knowledge or expertise through a combination of education, personal experience, and guidance. Learning encompasses the process of gaining and retaining information and skills, often involving practical application and potentially receiving reinforcement through training (Bui, 2021).

Class atmosphere is one of the most important predictors of students. This means that the more often you use English in class, the more students will get used to hearing it. That is, learning Playing a game offers numerous advantages when it comes to acquiring a new language. Games also have a motivating impact on students and are fun at challenging times. So that it creates a competition effect in language development (Sari & Gulö, 2019). Regarding game effectiveness, According to the findings of Huyen and Nga (2003:81), students appear to grasp information more quickly and remember what they've learned more effectively when they are in a relaxed and comfortable setting. That is, Playing a game offers numerous advantages when it comes to acquiring a new language.. Games also have a motivating impact on students and are fun at challenging times. So that it creates a competition effect in language development (Pratiwi, 2918).

Play is a freely chosen activity, but not a freeform activity. Games always have a structure, and that structure comes from the rules in the minds of the players, Peter Gray (2013:3). The emphasis on the importance of means in play is further extended by the rule-based structure of the game. These rules serve as the means by which the game unfolds. Unlike the laws of physics or automatic biological instincts, the game's rules are not inherently followed. Instead, they are mental constructs that often require conscious effort to recall and adhere to (Damayanti & Ismowati, 2021).

According to the Oxford Advanced Learner Dictionary, a game is defined as an engagement in an action or pursuit in which individuals or teams compete with one another. Additionally, Wright, Betteridge, and Buckby (2006:3) enumerate several rationales for the utilization of games in the educational process. To begin with, acquiring a new language can be a challenging endeavor. Language learners are required to comprehend the foreign language they are studying and expend effort in using it in conversations or written compositions to become familiar with it (Damayanti & Ismowati, 2021)

The research utilizes a spelling bee game, which Sebba (2011:3) describes as a contest where participants are tasked with spelling words. The primary goal is to enable students to reap the benefits of this game, primarily aiding them in effectively committing correct spellings of words to memory.

A spelling bee is a competitive endeavor that, as per the national bee, seeks to enhance students' spelling skills, expand their vocabulary, and cultivate a strong command of the English language that will benefit them in their future. It goes beyond mere rote memorization of words or their constituent letters, involving a multifaceted cognitive process, as noted by Jeani in 2009 on page 3 (Anabel & Simanjuntak, 2022).

The objective of this game is to assist students in enhancing their abilities in spelling, vocabulary, understanding of concepts, and refining their English language usage. Additionally, employing the Spelling Bee offers various benefits. It can enhance students' spelling and vocabulary proficiency, improve their comprehension of the provided text, and aid students in honing their concentration and memory skills (Andriani et al., 2021).

In connection with the above background, researchers are desire to engage in research on "The Effectiveness Of Using Spelling Bee Game To Improve Students' Vocabulary At Eight Grade Of Smp Negeri 7 Pematangsiantar".

RESEARCH METHOD

This research employed a quantitative methodology, this researcher will use Quasi Experimental Design as suggested by John W. Creswell in 2012. Experimental design is a

conventional approach in quantitative research, and it involves two distinct groups: one group serves as the experimental class, while the other acts as the control class. In the experimental group, the researcher implemented the Spelling Bee Game as a method for teaching vocabulary, while the control group received conventional teaching methods. Both the experimental and control groups underwent pre-test and post-test assessments. The primary objective was to evaluate the effectiveness of using the Spelling Bee Game for teaching vocabulary to students. This was achieved by comparing the pre-test and post-test results in both the experimental and control groups to determine the significance of the instructional method (Firman et al., 2018).

The place of the research will be conducted at SMP N 7 Pematangsiantar, which is located in Jl. Sisingamangaraja No.20, Sigulang Gulang, Kec. Siantar Utara, Kota Pematangsiantar, Sumatera Utara 21143. This research is going to carry out in two classes of academic year 2023/2024.

According to Creswell (2012), he observes that population refers to a collective of individuals sharing a common trait. In this particular research, the population under scrutiny comprises the students of class VIII at SMP N 7 Pematangsiantar for the academic year 2023. As per David's research in 2017, a sample refers to a limited set of proportions drawn from the entire population, chosen with the specific intent of participating in research. In this study, the researchers employed purposive sampling. To obtain a representative dataset, two classes were selected as samples and subsequently, the students were divided into two distinct groups: the experimental class and the control class. The researcher selected Class VIII-7, consisting of 32 students, to be part of the experimental group, while Class VIII-9, also comprising 32 students, was assigned to the control group (Birnie et al., 2019).

This experimental research involves two key factors, specifically the independent variable and the dependent variable, as stated by Creswell (2014:132). The independent variable pertains to a quality or feature that has an impact on the outcome or the dependent variable, as outlined by Creswell (2014:131). On the one hand, the variable that stands alone as a factor in this study is the Spelling Bee Game, a pedagogical tool designed to enhance students' English proficiency, particularly their vocabulary. On the other hand, the dependent variable represents the students' vocabulary. This investigation seeks to determine whether the utilization of the Spelling Bee Game has an impact on students' mastery of vocabulary (Guerberof Arenas & Moorkens, 2019).

The research instrument was in the form of a test that aimed to determine students' abilities in vocabulary, comprising both a pre-test and a post-test section. All of the number

of vocabulary questions are 25, they are is 15 questions puzzle and 10 questions essay for the pre-test and post-test.

Try words and instructing them to memorize the terms results in disinterest and boredom among students during the learning process. This approach proves ineffective, as students merely retain the vocabulary without genuine comprehension in just a few days. So that teachers really need an approach to train students' vocabulary and apply new methods that can stick longer in students' minds. One method for nurturing students' development involves incorporating an 'egg-laying' game. According to Ellis and Brewster (2002:2), games offer not only motivation and entertainment but also serve as valuable tools for enhancing pronunciation, expanding vocabulary, strengthening grammar, and honing the four language skills. The act of playing games is regarded as highly effective, as it allows educators to infuse an element of enjoyment and relaxation into vocabulary exercises.

RESULT AND DISCUSSION

Data Analysis

The researcher involved two groups, specifically the control group and the experimental group, both comprising VIII Grade students from SMP Negeri 7 Pematangsiantar. The experimental group had 32 students, while the control group also consisted of 32 students, making a total of 64 students. The first group, VIII-7, served as the experimental group, where the Spelling Bee Game was employed as a method to enhance students' vocabulary skills. The second group, VIII-9, acted as the control group, and they didn't utilize the Spelling Bee Game as a vocabulary enhancement method

Student's Test Result of Experimental Class

Table 1. Pre-test score of Experimental Class

No	Students	Pre-test
1.	ALS	56
2.	BAS	72
3.	BRS	64
4.	CFP	56
5.	CFM	56
6.	DS	64
7.	DPS	64
8.	DRS	60
9.	EAG	52
10.	EP	64

11.	FS	52
12.	GCG	44
13.	ISS	60
14.	JKM	56
15.	JBS	60
16.	KES	52
17.	MRP	64
18.	OM	44
19.	RBB	40
20.	RMS	44
21.	RS	60
22.	RGS	64
23.	RGWS	64
24.	RDL	56
25.	RFB	44
26.	SPS	64
27.	SAS	64
28.	TSS	44
29.	TFP	60
30.	VN	76
31.	YTS	44
32.	YSS	52

According to the data in the provided table, the experimental class had 32 students who participated in the pre-test. Among these students, the highest pre-test score achieved was 76 and the lowest score was 40. Score 76 only one student obtaining this score. There was another student who scored 72 one student. Additionally, there were 9 students who get scored 64, there were 5 students who get scored 60, and another there were 5 students who get scored 56. Furthermore, there were 4 students received a score of 52, there were 6 students who get scored 44, and was 1 student achieved the lowest pre-test score of 40.

T-Test

The author employed a t-test within the framework of SPSS 23 software to ascertain the level of significance in the disparity between students' vocabulary knowledge in the experimental and control classes. Following the analysis of the data, the outcomes of the t-test provided a response to the research query regarding the efficiency of the utilization of the Spelling Bee Game in this context. study.

The data can be summarized or restated as follows:

Table 2. Test Result of Post-Test Scores

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-Test	Post-Test Experimental Class	32	72.0938	4.57454	.80867
	Post-test Control Class	32	68.0000	6.32456	1.11803

Based on the information presented in the table, the researcher conducted a comparison between the compared tvalue a and ttable to determine the effectiveness of using the Spelling Bee Game for enhancing students' vocabulary. The results indicated that the calculated tvalue = 2.967 with a Sig (2-tailed) = 0.04. The significance level chosen was 0.05 (5%), and the degrees of freedom (df) were 62. The analysis revealed that the calculated tvalue = 2.967 >ttable =1.671, and the sign (2-tailed) significance level was 0.04 <0.05. These results indicate that using the Spelling Bee Game can genuinely enhance students' vocabulary.

Hypothesis

The purpose of hypothesis testing is to determine whether the utilization of the spelling bee game as a teaching technique has a noteworthy impact on the vocabulary proficiency of VIII Grade Students at SMP Negeri 7 Pematangsiantar. In order to address this inquiry, the investigator formulated an alternative hypothesis (Ha) as presented below:

Furthermore, it operates under the assumption of a statistical hypothesis: If the $t_0 < t_{table}$ at a significance level of 0.05, or if the Sig (2-tailed) $< \alpha = 0.05$ (5%), In that case, the null hypothesis (H0) is upheld while the alternative hypothesis (Ha) is dismissed. This implies that the mean score of the experimental group is either equal to or lower than the mean score of the control group (Aharoni et al., 2019). Consequently, it indicates that the utilization of the spelling bee game method does not effectively enhance students' vocabulary mastery in the VIII Grade class at SMP Negeri 7 Pematangsiantar

The evaluation of post-test outcomes in both the experimental and control groups resulted in the determination that the t_0 value (2.967) exceeded the critical t_{table} value (1.671) at a significance level of $\alpha = 0.05$ (5%). Consequently, as $t_0 > t_{table}$ this indicated the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (H0). This, in turn, Indicates that the incorporation of the spelling bee game successfully improved the vocabulary proficiency of VIII grade students at SMP Negeri 7 Pematangsiantar

Findings

After examining the data, certain conclusions can be summarized as follows:

The utilization of the spelling bee game approach had a notably positive and successful impact on the vocabulary of eighth-grade students at SMP Negeri 7 Pematangsiantar. It is safe to conclude that employing the spelling bee game as an instructional tool proved to be a fitting method for enhancing students' vocabulary skills and elevating their English grades. For instance, EP (initial name) displayed a substantial improvement, transitioning from a pre-test score of 64 to a post-test score of 76. Similarly, BAS (initial name) improved from a pre-test score of 72 to an impressive 74 in the post-test, while VN (initial name) jumped from 72 in the pre-test to an outstanding score of 78 in the post-test (Cowie, 2018).

In the experimental class where the Spelling Bee Game learning method was employed, students exhibited heightened levels of engagement and enthusiasm when learning vocabulary, whether individually or in groups. Their vocabulary proficiency flourished through the utilization of the spelling bee game method, and they also honed their ability to grasp the meanings of vocabulary words. Furthermore, students honed their spelling and comprehension of word meanings. Consequently, they effectively addressed their academic challenges and achieved superior results when compared to the control class, which did not utilize the Spelling Bee Game as a learning method (Agustin & Ayu, 2021).

The impact of the learning method that did not include the Spelling Bee Game on the vocabulary of VIII grade students at SMP Negeri 7 Pematangsiantar was rather unfavorable. The students did not enhance their vocabulary through the utilization of the Spelling Bee Game as an instructional instrument. Their motivation and interest in retaining vocabulary were lacking, resulting in a limited vocabulary base that hindered their ability to grasp word spellings and meanings. This is evident in their performance on the post-test, where the majority of students struggled to complete the researcher's assessment. To illustrate, an initial student, DAH scored 30 in the pre-test but improved to 60 in the post-test, while another student, RPP scored 44 in the pre-test and achieved a score of 60 in the post-test. Similarly, HS another student, scored 40 in the pre-test but reached a score of 70 in the post-test. In the control class where the Spelling Bee game learning method was not employed, students faced the same challenge of limited vocabulary, which posed difficulties in comprehending word spellings and meanings (Gamboa Galarza, 2022).

The use of the Spelling Bee Game as an instructional tool has a substantial impact on the vocabulary skills of VIII grade students at SMP Negeri 7 Pematangsiantar when it comes

to both spelling and word meanings. The data analysis results indicated that the t value of was greater than f (2.967-1.671) at a significance level of 0.05, with $df-N-2$, signifying the text's significance. This outcome also suggests that there is a discernible influence of employing the Spelling Bee Game as a teaching method on the vocabulary of VIII grade Students at SMP Negeri 7 Pematangsiantar, specifically concerning their ability to spell and understand words.

Discussion

To assess the impact of using the Spelling Bee Game as an instructional approach on students' proficiency in spelling words and understanding their meanings, the researcher administered written assessments in the form of both a pre-test and a post-test. Following the completion of these assessments, the researcher gathered data comprising scores from the pre-test and post-test. Subsequently, the data was subjected to analysis using a t -test. If the computed t -value surpasses the critical t -value, it signifies a noteworthy effect of employing the Spelling Bee Game method on students' ability to master vocabulary, encompassing spelling and word comprehension.

The utilization of the Spelling Bee Game as learning method to the creation of a T -test chart. By employing the Spelling Bee Game as an educational tool, it fostered vocabulary expansion and heightened students' engagement in comprehending and studying the subject matter. Additionally, it facilitated researchers in elucidating concepts to students more effectively, consequently enhancing students' motivation to learn. As a result, it encouraged students to be more actively involved and enthusiastic about acquiring new vocabulary (Liu, 2021).

CONCLUSION

Referring to the previous chapter's discussion, it is apparent that employing the Spelling Bee Game has the potential to enhance students' understanding of vocabulary. Initially, students' performance on vocabulary tests was subpar before they began using the Spelling Bee Game. However, this situation saw a significant improvement after introducing the game as indicated by the students' post-test scores. These post-test results surpassed the pre-test scores, effectively showcasing the game's beneficial influence on students' vocabulary skills. Integrating the Spelling Bee Game into educational practices plays a crucial role in enhancing students' understanding of words and, consequently, boosting their vocabulary proficiency.

This is supported by the t -test result of 2.967, surpassing the critical t -table value of

1.671. This implies the acceptance of the alternative hypothesis, indicating that the Spelling Bee game effectively enhances the vocabulary of students at SMP N 7 Pematangsiantar, while rejecting the null hypothesis.

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