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The Effect of Total Physical Response (TPR) on The Students' Vocabulary Mastery of Grade X at SMA Swasta Kampus Nommensen Pematangsiantar

Selly Wanti Hutahaeen^{1✉}, Selviana Napitupulu², Novra Melisa P. Hutabarat³

University of HKBP Nommensen Pematangsiantar

Email: sellybrhutahaeen@gmail.com^{1✉}

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh metode Total Physical Response (TPR) terhadap penguasaan kosakata siswa kelas X di SMA Swasta Kampus Nommensen Pematangsiantar. Desain penelitian ini adalah metode penelitian kuantitatif dengan desain eksperimen semu. Populasi adalah siswa kelas X SMA Swasta Kampus Nommensen Pematangsiantar. Peneliti menggunakan dua kelas yang masing-masing berjumlah 30 siswa sebagai sampel, dimana satu kelas sebagai kelas eksperimen dan satu lagi sebagai kelas kontrol. Kelas X-3 sebagai kelas eksperimen dan kelas X-1 sebagai kelas kontrol. Instrumen pengumpulan data adalah 20 tes pilihan ganda. Analisis data dilakukan dengan menggunakan uji-t. Diketahui T-hitung 2,6 lebih besar dari T-tabel 1,672 pada taraf signifikansi 5%. Jadi hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Artinya penggunaan metode Total Physical Response (TPR) efektif terhadap penguasaan kosakata siswa di SMA Kampus Nommensen Pematangsiantar.

Kata Kunci: *Kosakata, Penguasaan Kosakata, Metode Pengajaran, Respon Fisik Total (TPR)*

Abstract

The aim of this research was to know the effect of Total Physical Response (TPR) method on students' vocabulary mastery of Grade X at SMA Swasta Kampus Nommensen Pematangsiantar. This research design is quantitative research method with quasi-experimental design. The populations are Grade X students at SMA Swasta Kampus Nommensen Pematangsiantar. The researcher use two classes are 30 students both of class as sample, where one class as the experimental class and the other one as the control class. Class X-3 as the experimental class and class X-1 as the control class. The instrument for collecting data is 20 multiple choice test. The data are analysis by applying T-test. It is found that the T-test 2,6 is higher than T-table 1,672 at the level of significance 5%. So null hypothesis (H0) is rejected and alternative hypothesis (Ha) is accepted. This meant that using Total Physical Response (TPR) method is effective on the students' vocabulary mastery at SMA Kampus Nommensen Pematangsiantar.

Keywords: *Vocabulary, Vocabulary Mastery, Teaching Method, Total Physical Response (TPR)*

INTRODUCTION

Language plays a significant role in our daily interactions. Language is used by people to convey their motions and interactions with one another. A group of individuals utilize a signalling system called language, which uses symbolic vocal sounds, to communicate with one another. Vocabulary acquisition and language learning are inextricably linked (Jocius et al., 2021). Put another way, vocabulary is a prerequisite for learning a new language. In communication, vocabulary helps the speaker convey their thoughts, feelings, and opinions. A large enough vocabulary to work on all four language skills is necessary while learning English as a second language. Mastering English requires proficiency in reading, writing, speaking, and listening. Learning vocabulary is essential to learning any language, and learning vocabulary in English starts with vocabulary (Bin-Tahir et al., 2017). This explains why teaching vocabulary to students is so crucial. Using vocabulary is crucial when learning a language (Dewi, 2022).

People can understand the meaning of spoken or written language by first mastering vocabulary. It implies that someone can converse in English with ease if they have a large vocabulary. One of the most crucial components of understanding course materials, particularly while learning a foreign language, is vocabulary. Since vocabulary is the most crucial feature of language, a person who struggles with vocabulary will also struggle with the other four components of language mastery. To speak effectively in English, they must become proficient in both vocabulary and grammar (Salem, 2019). A researcher discovered that many students still lack vocabulary based on her observations while doing teaching

training at SMA Swasta Kampus Nommensen Pematangsiantar. When the teacher asks students to translate a word from English to Indonesian or vice versa, this is evident.

Students still struggle to understand it, and their limited language makes it challenging for them to express what they are thinking. The students' lack of interest in learning due to the boring nature of the subject matter is another factor. When learning, they would rather play and pay less attention to the teacher. The teacher offered them an assignment about a text, but they were unable to understand it because they lacked the necessary vocabulary. In addition, the question had synonyms and antonyms, which made it challenging for them to complete the project. As a consequence, they received a 66.6% percentage score. Out of 30 students, it was determined from the findings that 10 students achieved the KKM > 72 and 20 other students did not. This motivates the researcher to use a different approach from the one used by the previous teacher in order to boost the pupils' excitement for learning (Bavi, 2018).

In order to build vocabulary, a teacher must take the initiative to inspire students to take an active and interest in studying English. Students who lack vocabulary struggle to understand the meaning of the words they read in a book. because the educational styles or approaches used by these students leave them feeling extremely bored. As a result, English vocabulary teaching techniques need to further enhance students' success in acquiring English vocabulary. To address the aforementioned issues, the researcher will employ the Total Physical Response (TPR) Method, which involves making movements to keep pupils engaged and out of boredom. The Total Physical Response (TPR) approach uses Physical movement to respond to spoken input in order to teach vocabulary or linguistic ideas. Reminiscent of how newborns pick up their first language, the method lowers stress levels and lowers student inhabitants (Rahandi et al., 2020).

The goal of TPR is to improve language and vocabulary development by forging a neural connection between voice and action. Total Physical Response (TPR) exercises can aid with word retention since they pique students' interest and enthusiasm for their lessons. Because the primary task of TPR is to obey a command based on teacher teaching using an imperative sentence, this method lowers student anxiety and pressure and enables kids to respond to language without overanalyzing it. If children learn imperative sentences with their bodies, it will be simple for them to remember the words they have learned. The identical strategy has been the subject of some prior study. The first study, The Effectiveness of Teaching Vocabulary using Total Physical Response Method, was published in 2011 by Fadillah. In Jakarta, at MTs Khanzanah Kebajikan Pondok Cabe Ilir, the study was carried out.

The researcher came to the conclusion that the pupils comprehension of vocabulary is significantly influenced by the total physical response (Quiroz et al., 2021).

The research by Astri (2018) titled The Use of Total Physical Response Method for Different Learning Styles in English Vocabulary Development is another study that can bolster this one. She came to the conclusion that Total Physical Response is 100% significant vocabulary development. Additionally, Imah (2020) named Improving Students' Vocabulary Mastery at MTs Hdayatusallam Seventh Grade Students using the Total Physical Response Method. Total Physical Response (TPR) has been employed successfully by the researcher to raise a student's vocabulary proficiency. Additionally, in an effort to enhance students' language mastery, the researcher plans to test the whole body response. For this reason, the researcher employed a research design in which the control class used conventional procedures and the experimental class used the Total Physical Response (TPR) approach for pre-test, treatment, and post-test (Zhang et al., 2019).

In the explanation above, the researcher conducted the research entitled "The Effect of TPR (Total Physical Response) on The Students' Vocabulary Mastery of Grade X at SMA Swasta Kampus Nommensen Pematangsiantar".

RESEARCH METHOD

Quasi-experimental design are used in quantitative research project a quasi-experiment, according to Creswell (2008:313), is an experimental setup in which the researcher assigns participants to groups—but not at random—because it is not possible for the experimental to intentionally form groups for the experiment. The pre-test and post-test design are also used by the researcher according to Creswell, a pre-test gives participants in an experiment a gauge of certain qualities or features that are evaluated prior to the receiving therapy (Gao et al., 2020) a post-test, on the other hand, is a measurement of certain traits or qualities that are evaluated for experiment participants following a treatment. Two variables were used in this study. The dependent variable is the second, and the independent variable is the first. The dependent variable is represented by "Y" and the independent variable is represented by "X" in this example. The usage of the whole total physical response method is the independent variable. In this study, two courses were compared. The Total Physical Response Method was used to treat the first experimental class. The second was the control group, which was taught using the lecture method (Ackermann et al., 2020).

This research was carried out at SMA Swasta Kampus Nommensen Pematangsiantar, which is located at JL Sangnawaluh No 4, Sub-district Sapat Suhu, Pematangsiantar in this

research, the researcher was investigated Grade X students in the academic year 2023/2024. The subject of this research was the students in grades X-1 and X-3. Has been implemented in October 2023.

The research design has a population and a sample. Population and Sample is the research process to decide the subjects or students of the school to be observed. The population and sample in this research are.

A population, in the words of Creswell (2012:142), is a collection of people who share a particular trait before gathering a sample, a researcher must thoroughly identify the population, including the characteristics of each individual who will be included. All members of a class of people, events or things are referred to as the population. The Ary group (2010:148) Sugiyono (2006:89) asserts that the population encompasses all of the attributes of the subject or object in addition to the amount that will be learned about it. The participants in this study were all Grade X students at SMA Swasta Kampus Nommensen Pematangsiantar (Firdaus, 2019). There are four courses in the 120-student class: X-1, X-2, X-3, and X-4. Each class comprises thirty pupils.

Ary et al. (2010:148) define a sample as a small group that is under observation. Furthermore, the sample is a segment of the target population that the researcher intends to analyse in order to draw generalisations about the target population. According to Creswell (2012:142). In order to obtain data based on the variable's indicators, the researcher employed the purposive sampling technique. Two classes of 120 Grade X pupils were used as samples. The researcher selects two classes from the population to act as the experimental and control groups using purposive sampling. Purposive sampling is adopted by the researcher because it is one of the most efficient and quickly accessible sampling techniques. Two classes are used in the research. Both classes have 30 students' each: the first class, X-3, is experimental class, while the second class, X-1, and is a control class. The sample includes a total of 60 pupils. The two classes were chosen because, according to observations from the two classrooms, they each have a varied level of proficiency with language (Sun & Yin, 2022).

One class is selected as the experimental group, and the other is selected as the control group. The control group is the group that gets a different treatment, is treated as usual, or does not apply the total physical response to vocabulary mastery. The experimental group is the group that gets the treatment or uses the total physical response to vocabulary mastery (Munthe, 2020). Two classes are used for sampling, namely X-1 and X-3. The main class X-1 is taken from 30 students as the control class, and the main class X-3 is taken from 30 students as the experimental class.

RESULT AND DISCUSSION

Data Analysis

The word mastery scores from the pre- and post-tests served as the research's data. The data analysis process outlined in the preceding chapter was adhered to while analysing the data.

The Students' Scores of Pre-test and Post-test in Experimental Class

After scoring all the students test, the results of pre-test and post-test of experimental class can be seen in the table below:

Table 1. The result of the Pre-test and Post-test in Experimental Class

| No | Name | Pre-Test | Post-Test |
|----|------|----------|-----------|
| 1 | BOG | 40 | 75 |
| 2 | BAP | 40 | 75 |
| 3 | COS | 55 | 80 |
| 4 | DAS | 40 | 65 |
| 5 | DATS | 50 | 75 |
| 6 | ES | 60 | 75 |
| 7 | EV | 40 | 85 |
| 8 | FDP | 40 | 60 |
| 9 | GHS | 45 | 70 |
| 10 | GM | 55 | 80 |
| 11 | GMS | 40 | 75 |
| 12 | IOS | 50 | 70 |
| 13 | JIS | 60 | 75 |
| 14 | MWS | 55 | 75 |
| 15 | MLCT | 60 | 85 |
| 16 | OTSL | 50 | 65 |
| 17 | PSG | 60 | 80 |
| 18 | RVL | 55 | 70 |
| 19 | RPS | 40 | 55 |
| 20 | RHS | 45 | 75 |
| 21 | SNS | 45 | 85 |
| 22 | TPS | 40 | 75 |
| 23 | YLM | 45 | 80 |
| 24 | YHS | 45 | 80 |

| | | | |
|----|----------|------|------|
| 25 | HS | 50 | 80 |
| 26 | WAS | 45 | 75 |
| 27 | SAP | 55 | 80 |
| 28 | LHS | 50 | 80 |
| 29 | DBT | 45 | 75 |
| 30 | NAS | 55 | 75 |
| | Σ | 1455 | 2235 |
| | MEAN | 48,5 | 74,5 |

Table shows that the experimental group's pre-test score ranged from 40 to 60, with 40 being the lowest and 60 being the highest. Eight students received a score of forty. Seventh graders received a score of 45. Five pupils received a score of 50. Six pupils received a score of 55. Four pupils received a score of 60. In the experimental class, the pre-test average was 48,5 the experimental group, the lowest post-test score was 55, and the highest score was 85. One student received a score of 55. One student received a score of 60. Two pupils received a score of 65 (Sari & Aminatun, 2021). Three pupils achieved a score of 70. Twelve pupils received a score of 75. Eight students received an 80. Three pupils achieved a score of 85. In the experimental class, the average post-test score was 74,5.

Finding Out t-test

$$t_{\text{test}} = \frac{\bar{X}_e - \bar{X}_c}{SE(X^e - X^c)}$$

$$t_{\text{test}} = \frac{74,5 - 63,3}{4,22}$$

$$t_{\text{test}} = \frac{11,2}{4,22} = 2,6$$

Finding Out the Degree of Freedom (df)

$$df = (N_e - N_c) - 2$$

$$df = (30 + 30) - 2$$

$$df = 60 - 2$$

$$df = 58$$

The null hypothesis was rejected if the t-test was greater than the t-table referring to this, therefore the hypothesis was formed as follows: the t-table at a 5% level of significance was 1,672 based on the formula of the previously designed hypothesis.

$$t_{\text{test}} > t_{\text{table of 5\%}}$$

$$2,6 > 1,672$$

Given that the t-test score of 2,6 was greater than the t-table score of 1,672 at the 5% level of significance for a two-tailed test, the alternative hypothesis, H_a , was accepted and the null hypothesis, H_o , was rejected.

Utilizing Total Physical Response (TPR) has an impact on pupils' vocabulary mastery, according to the data analysis. The results of the research shown below demonstrate this:

1. The students scores in the Total Physical Response (TPR)-taught experimental class were higher than those in the control group. The experimental class's post-test mean of 74,5 and the control class's post-test mean of 63,3 serve as evidence for this claim.
2. There are 2235 respondents per square in the post-test experimental class.
3. There are 1900 respondents per square in the post-test control class.
4. The experimental post-test class has a standard deviation of 7,58
5. The standard deviation for the post-test control class is 6,34
6. The experimental class's standard error was 4,22 for the control class.
7. The degree of freedom (df) was 58 and the t-table for a two-tailed test was 1,672 at a threshold of significance of 5%.

According to the testing hypothesis, at the 5% level of significance, the t-test is greater than the t-table ($2,6 > 1,672$). It demonstrates how SMA Swasta Kampus Pematangsiantar use of Total Physical Response (TPR) on Grade X pupils greatly improved.

Discussion

Following data analysis the researcher discovered that the experimental class's vocabulary mastery post-test mean score was greater than the control class's vocabulary mastery post-test mean score. The experimental class's mean post-test score was 74,5 which was higher than the control class's mean post-test score of 63,3. In the experimental class, three students had the maximum post-test score of 85, while the lowest score was 55. In contrast, one student in the control class received the maximum post-test score of 80, while the lowest score was 55. It suggests that compared to the kids in the control class, the experimental class's students had a higher Vocabulary mastery score. According to the findings of the hypothesis test, the table value at the 5% level of significance was 1,672, and the t-test value was 2,6. This indicates that at SMA Swasta Kampus Nommensen Pematangsiantar students comprehension of vocabulary is greatly impacted by the Total Physical Response (Rahmadani et al., 2021). The researcher compared the results of this investigation to those of the other students that have been previously described. The entail study was carried out in 2011 by Misra Fadilah. "*The Effectiveness of the Total Physical Response Method in Vocabulary Instruction.*" The study was carried out in Jakarta at MTs

Khazanah Kebajikan Pondok Cabe Ilir The results of the post-test showed differences between the experimental and control groups, according to the research findings for the experimental class, they were 72,2%, while for the controlled class, they were 66,54% It means that the students in the experimental class were better able to increase their vocabulary knowledge than the students in the control group who followed the traditional method The subsequent 2020 Ika Nurhalimah Lbs *improving Students' Vocabulary Mastery with the Total Physical Response Method at Seventh Grade Students of Mts Hidlayatussalam* The study was done in two cycles, with two meetings in each cycle Four processes were used to conduct the research planning acting observing and reflecting (Reyes-Chua & Lidawan, 2019). Data come in two flavors qualitative and quantitative The interview and observation sheet results, dairy notes, and documentation were used to gather the qualitative data Quantitative information was also gathered from the vocabulary test results of the students, including pre-test, post-test I, and post-test The data analysis result showed that using the Total Physical Response method improved students' language mastery Every cycle, the students' scores improved In this school, a score of 75 was considered to be passing (KKM) The analysis of the data revealed that the pre-test mean was 56,3, the post-test mean was 79,4, and the post-test I mean was 83,2 It is evident that each cycle saw an improvement in the mean Additionally the proportion of pupils who scored well rose (Ho et al., 2020). There were just 5i students (20%) who passed the pre-test with a score of ≥ 75 17 students (68% of the total) passed the post-test I The increase was 48% from the pre-test to the post-test I There were 23 students that scored a 92% on the post-test There was a 24% increase from the post-test I every cycle, the proportion of pupils with improved scores increased In conclusion applying the TPR method helped the students become more proficient in vocabulary In the thrd study, Zuli Astr (2018)i was the author *The Use of Total Physical Response Method for Different Learning Styles in English Vocabulary Development* One experiment groupi with ai pre-i and post-test comprised the research design. A vocabulary exam, interviews,i classroomi observatons,i and the Barsch Learnngi Style Inventoryi questionnaire were used toi gatheri data Accordngi toi the Learnngi Style Inventoryi (LS),i 10%i ofi students were kinesthetc,i whereas the majorityi ofi students (40%)i and 40%)i were visuali and audtory Some children combine theri learnngi preferences,i such as visual-audtoryi learners (6.67%)i and visual-kinesthetc,i learners (3.33%),i and 75%i ofi visuali learners sgnficantlyi increase theri vocabularyi usngi the TPRi method Onlyi 66.67%i ofi audtoryi learners whoi receved materials usngi the TPRi approach showed substantali vocabularyi growth TPRi approach was successfuli fori kinesthetc,i learners snce it sgnficantlyi increased vocabularyi in 100%i ofi kinesthetic learners Because 100%i ofi visual-audtoryi

learners create meaningful vocabulary with the TPRi method (Wazeer, 2023), it is also acceptable for them. The fact that only one visual-kinesthetic learner is unable to adapt materials using the TPR approach is shown by their minimal progress using it. And Abd Rauf's most recent study (2018) *Enhancing Students' Vocabulary Through Complete Physical Response at Iain Prepare a Memberi ofi Lintasan Imajinasi Bahasa mahasiswa (Libam)*. Pre-test and post-test results were used in this study's pre-experimental design, with the difference between the two tests scores serving as a proxy for the treatment's effectiveness (Derakhshan & Khatir, 2015). By comparing the pre-test and post-test results, the effectiveness of the treatment is assessed. Pre-test and post-test instrument tests were utilized by the researcher to gather data. The researcher discovered that Total Physical Response can enhance language mastering based on the analysis. Students' language mastery appears to have improved significantly as a result of Total Physical Response. The study's findings demonstrated that Total Physical Response could enhance pupils' language mastery. According to the summary of the results above, the pre-test mean score was 60.75, while the post-test mean score increased to 84.5. The t-test (7.71) then outperformed the t-table (1.72). It indicates that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It demonstrated how using Total Physical Response to teach vocabulary might help students become more proficient in the language (Yuni, 2022).

CONCLUSION

The results demonstrate the effectiveness of the Total Physical Response (TPR) Method in helping pupils master language. The fact that the experimental class's students scored higher than those in the control class demonstrated this. It may be inferred from the research findings and the backing of some prior researchers that the application of the Total Physical Response Method is highly beneficial in increasing students' vocabulary at Grade X of SMA Nommensen, Swasta Kampus Pematangsiantar.

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