

The Effect Of Role Play Strategy In Teaching Vocabulary At The Eighth Grade Of SMP Negeri 5 Pematang Siantar

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ABSTRAK

Tujuan dari penelitian ini adalah untuk melihat Pengaruh Strategi Role Play Dalam Pengajaran Kosa Kata Di Kelas Delapan Smp Negeri 5 Pematang Siantar. Penelitian ini menggunakan desain eksperimen semu dengan jenis penelitian kuantitatif dan metodologi "pre-test dan post-test". Tujuan dari penelitian ini adalah untuk mengetahui apakah anak-anak kelas delapan mempelajari kosa kata dengan baik melalui permainan peran atau tidak. Peneliti hanya menggunakan dua kelas sebagai sampel. Kelompok eksperimen adalah VIII-3, sedangkan kelompok kontrol adalah VIII-4. Rata-rata pencapaian kedua kelompok ini sebanding. Dimana setiap kelas mempunyai 31 siswa. Kelas VIII-3 ditetapkan sebagai kelompok eksperimen, dan mereka akan mengajar melalui Strategi Role Play, sedangkan kelas VIII-4 ditetapkan sebagai kelompok kontrol, dan mereka tidak akan menggunakan Strategi Role Play apa pun. Dari hasil analisis data pada penelitian sebelumnya, dapat disimpulkan bahwa Strategi Role Play berperan penting dalam membantu siswa meningkatkan kosa kata mereka. Penggunaan Strategi Role Play dapat membantu siswa menjadi lebih mahir dalam kosakata. Selama pelajaran kosakata di kelas, siswa menjadi lebih terlibat dan menunjukkan kreativitas dan inovasi yang lebih besar. Uji $t > T$ tabel ($3,9 > 1,671$), berdasarkan hasil analisis pada taraf signifikansi 5%. Hal ini juga menunjukkan bahwa (H_0) ditolak tetapi (H_a) diterima. Kebaruan penelitian ini adalah siswa lebih aktif dan tertarik dalam proses pembelajaran, siswa lebih mudah memahami materi, dan siswa mempunyai rasa ingin tahu yang lebih besar.

Kata Kunci: Strategi Bermain Peran; Pengajaran; Kosakata

ABSTRACT

The aim of this research is to look at The Effect Of Role Play Strategy In Teaching Vocabulary At The Eighth Grade Of Smp Negeri 5 Pematang Siantar. This research would employ a quasi-experimental design with a quantitative research and a "pre-test and post-test" methodology. The objective of the research was to determine whether or not eighth grade children learn vocabulary well through role-playing. The researcher used just two classes as samples. The experimental group is VIII-3, whereas the control group is VIII-4. The mean achievement of these two groups is comparable. Where each class has 31 students. The VIII-3 class was designated as the experimental group, and they would teach through Role Play Strategy, while the VIII-4 class was designated as the control group, and they would not be employing any Role Play Strategy. From the results of the data analysis in the previous study, it can be concluded that Role Play Strategy plays a key role in helping students improve their vocabulary. The use of the Role Play Strategy can help students become more proficient in vocabulary. During the

vocabulary lesson in the classroom, the students are more engaged and exhibit greater creativity and innovation. T-test > T-table (3.9 > 1.671), based on the analysis results at the 5% significance level. It also shows that (Ho) was rejected but (Ha) was accepted. The novelty of this research is that students are more active and interested in the learning process, students understand the material more easily, and students have a greater curiosity.

Keyword: Role Play Strategy; Teaching; Vocabulary

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1. PENDAHULUAN

Since humans are social creatures, they require language to communicate thoughts, feelings, and criticism. Everyone must be able to speak and understand the language. Naturally occurring, language is a component of the human mind, physically represented in the mind, and inherent to the species' biology (Abizar, Fawaid, Nurtanto, Nurhaji, & Setiyani, 2021). Language is a system of random, creative, dynamic, unique, and human sound symbols. DH. Berutu (2022) cites Chaer (2004:11). Language is the primary tool of man and cannot be separated from man in daily life. Language is the vocabulary that every human being who want to communicate can absorb and speak. Herman (2017:72), language is a tool for communication that allows us to convey our thoughts and feelings to people and converse with them. According to Siahaan, language is a special human inheritance that is essential to daily activities including thinking, communicating, and bargaining. In everyday human life, they need to communicate with each other through language, which serves as a mediator. People who didn't comprehend the language will not be able to comprehend what others are saying and can't communicate well. Language is also a source of fundamental social problems (Abidinsyah, Ramdiah, & Royani, 2019).

When a human speaks, his mind processes what should be communicated, so the right and left brains will collaborate in the processing of ideas or words. The right brain is identical with creative and artistic things, while the left brain tends to think logically and analytically. With differences in brainstem capture power, the right and left brains will create language that is easily understood by the speaker (Beijaard, 2019). The correct language is considered good when used according to circumstances. For example, since school activity is an official situation, the language to be used is the basic Indonesian language. Indonesian is a unifying language, so as an Indonesian society that cares and respects its national language, we must protect and preserve our language. If we use the Indonesian language properly and correctly, the people around us will be directly transmitted so that Indonesia will remain and continue to evolve.

The four components of English proficiency reading, writing, speaking, and listening are intimately linked to vocabulary mastery. Skills and vocabulary depend on each other. Mastering vocabularies for example, can help students understand reading. English teachers use a different approach to teaching vocabulary. This includes playing roles, using visual tools, learning words in a particular cultural context, and using a variety of techniques and approaches that work well in a range of situations and contexts (F. A, Asfar, & Asfar, 2020).

Richards state The core of language proficiency is vocabulary, which also provides a large portion of the foundation for kids' ability to read, write, talk, and listen. Vocabulary is an important skill because in communicating humans need to have a lot of vocabulary to be able to understand what is being talked about. Vocabulary is enhance reading and writing abilities and have a mediocre relationship with speaking and listening skills (Ramdani & Sapriya, 2017). Without vocabulary, communication is impossible, therefore vocabulary is crucial. Language users use words as a tool to express thoughts, feelings, and opinions, as well as manifestations of human thoughts. Compared to other language components that are considered more important from a linguistic point of view, dictionaries seem to play a more significant role than grammar functions. Without vocabulary claim that not much can be spoken. Responsive vocabulary is a term used to describe the words faced by readers while reading and listening. This is a term used by readers and listeners to understand the message (Koval, 2019).

Active and passive vocabulary are the two categories of vocabulary. When speaking or writing, one uses active (productive) vocabulary, which is made up of words that instantly spring to mind when a phrase needs to be produced. Conversely, people are aware of passive (receptive) terminology but do not employ it. When people read or hear it, they comprehend it. Receptive words are connected to listening and reading. On the other hand, a useful dictionary is a collection of words that are put together to convey a message. The dictionary instructions cover a lot of things besides finding and using words in sentences. Productive words are connected to speaking and writing. Their contribution to improving acceptance and productive skills is another equally important factor for these kinds of words. Many studies have shown that it affects a variety of language skills, such as reading skills, speech skills, and voice testing abilities (Akbari, Heidari Tabrizi, & Chalak, 2021).

Understanding written and spoken languages will be difficult for students who lack vocabulary. If students have a limited number of vocabulary, they may have trouble learning a language. Thornbury (2002:23) stated that in addition to acquiring a large vocabulary, kids must to be able to recall it. Without a sufficient vocabulary, they will not be able to write, translate, or communicate in English. They consequently realized how crucial the word was for interpersonal communication.

Role play is a one well-liked educational tool in communicative language instruction is role play., Brown (2004:174). Role play is an acting out a particular persona or character is known as role play, and it can be used for psychotherapy or teaching. (Oxford Dictionary, 2015). Role-playing is a speaking exercise where you either remain in your own location while imagining yourself in another person's shoes, or you can both. situations. In role play, students

act out a scenario in which they can take on the roles of others or of themselves. Students can behave in a range of interaction patterns in this fashion. Through a range of exercises, they role-play outside of the classroom, sometimes taking on the part of someone else, and using language appropriate for this new situation (Salem, 2019).

According to Khoiri (2010:45), role-playing is a method that focuses on practicing a dialogue. Role-playing is a holistic teaching method that promotes the process of critical thinking, awakens emotions and moral values, and provides objective data. Many students are involved in this technique, which makes the kids delighted to learn and makes it easier for students to remember vocabulary. In addition, some students will feel challenged and imagination about what the teacher have given through role play. This will boost their enthusiasm and encourage them.

The researcher discovered after completing teaching practice at SMP Negeri 5 Pematang Siantar, particularly in the eighth grade that there are some students are still lacking in their vocabulary. Students' performance in mastering the vocabulary of SMP Negeri 5 Pematang Siantar does not yet meet the minimum mastery criteria or KKM. The KKM score for the subject English is 70. In 2022, 45.2% of students will qualify for the KKM and the minimum competency criterion reaches a score of 54.8% of them are not yet in optimal condition. In 2021, 33.4% of students qualify with the KKM and the minimum mastery criteria, while 66.6% of them qualify (Merlin & Toneva, 2022). In 2020 there are 43.75% of students who qualify based on the KKM and minimum mastery criteria receive points, while 56.25% of them. Some of the problems in learning vocabulary consist of: students do not have an interest in learning, limited learning time, students have difficulties remembering vocabulary, and students don't care about English lessons. The reasons why the students don't understand the lesson is the teacher uses vocabulary learning techniques whose process monotonous, unpleasant, not easy, and boring. So, it makes the students hard to comprehend the materials, even the vocabulary (Iheduru-Anderson, 2020).

However, from these problems, the researcher chooses different strategy to solve the problem of students who were weak in remembering vocabulary. The strategy choose by the researcher is a role-play strategy (Jocius et al., 2021). After reading some theories researcher was interested in using this strategy in solving vocabulary problems in the eighth grade especially at SMP Negeri 5 Pematang Siantar. Where this strategy can attract the attention of students so that students can be enthusiastic about learning and give attention to English lessons. With this strategy, the researcher expects the students to understand and remember vocabulary well (Primasari, Sari, & Sutanti, 2021).

Based on the explanation above, the researcher formulates a topic of research namely "The Effect of Role Play Strategy in Teaching Vocabulary at the Eighth Grade of SMP Negeri 5 Pematang Siantar"

2. METODE PENELITIAN

This research would employ a quasi-experimental design with a quantitative research and a "pre-test and post-test" methodology. The objective of the research was to determine

whether or not eighth grade children learn vocabulary well through role-playing. According to Creswell (2012:13), quantitative research can be used to identify research problems based on industry trends or the need to provide an explanation for an event. A typical quantitative research method entails the gathering of numerical data and statistical analysis (Gao, Wang, & Lee, 2020).

Because there are few participants available and the student population at the school was sufficient to support the researcher's sample size, this research would employ a quasi-experimental design. Furthermore, the participants in the class were well-organized, making randomization impractical, which is another reason the researcher opted for a quasi-experimental method. Assignment of participants to groups was a component of quasi-experiments, but it was not done at random Creswell (2012:309). The two groups received distinct treatments from the researcher: the first is an experimental group that employs role-playing techniques, and the second was a control group that won't.

This research aims to demonstrate how role-play strategies affect in students' vocabulary achievement for the eighth grade SMP Negeri 5 Pematang Siantar by comparing students' scores before and after Role Play Strategy would be applied.

The location of this research was SMP Negeri 5 Pematang Siantar, which is at Jl. Cornel Simanjuntak, Martimbang, Kec. Siantar Selatan, Kota Pematang Siantar, Sumatera Utara, 21125. This location was chosen because the researcher has done the practice of teaching in the school and therefore the place and the atmosphere have been well known by the researcher. This research is going to be carried out in August for the 2023/2024 academic year.

The research population was the eighth grade of SMP Negeri 5 Pematang Siantar in the 2023/2024 academic year. The population is the broader group to which the outcome was intended to be applied. The eighth grade students of this school consist of 6 classes; each class consists of 31, 32, and 33 students. There are 192 students enrolled in SMP Negeri 5 Pematang Siantar's eighth grade (Ackermann, Hepach, & Mani, 2020).

Sample was an example of a population or subject that has been studied and analyzed to adjust results or conclusions. Donald Ary (2010: 649) explains that a sample was a subset of the population that has been selected for observation in a research. Here, the researcher uses purposive sampling because the researcher already knows the characteristics of the class that would be used as a research-based sample. Purposive sampling can be especially useful for situations where the researcher needs to reach.

The researcher used just two classes as samples. The experimental group is VIII-3, whereas the control group is VIII-4. The mean achievement of these two groups is comparable. Where each class has 31 students. The VIII-3 class was designated as the experimental group, and they would teach through Role Play Strategy, while the VIII-4 class was designated as the control group, and they would not employ any Role Play Strategy (García & Weiss, 2019). To analyze the excel data will be used by researcher. Cohen, Manion, and Marrison (2007:501) provide a straightforward explanation for this decision, stating that "Software, such as the Statistical Package for Social Sciences SPSS can be used to perform numerical analysis." Following the test's data collection, the researcher used the following to analyze techniques:

- a. Reading the students' answers that have been collected.
- b. Evaluating the students' answers for pre-test and post-test.
- c. Scoring in table.
- d. Calculating total pre-test and post-test scores in experimental group.

3. HASIL DAN PEMBAHASAN

Hasil

Data Analysis

Data was obtained by eighth grade students of SMP Negeri 5 Pematang Siantar. The sample consisted of 63 students. Students of class VIII-3 as the experimental group and students of class VIII-4 as the control group. Data obtained by a multiple choice test of 20 questions. It was taken after the experimental group received traditional instruction from the researcher and the experimental group received role-playing instruction on descriptive texts. Both took the same test, namely the post-test of 20 questions and the pre-test of 20 questions. The researcher then applied the method from chapter III to obtain student scores and analyze them (Chen, Li, & Wang, 2019).

Data Analysis of Experimental Class

The Result of Pre-test and Post-test in Experimental class (X1)

Experimental class for this research coverage of 32 students by VIII-3 in SMP Negeri 5 Pematang Siantar. This research used Role Play Strategy for teaching in the experimental class. The results of the pre-test and post-test in teaching vocabulary in descriptive text using Role Play Strategy from the experimental class can be seen in the table. To seeking of student's score in this research, the researcher uses symbolized with (X₁) to the pre-test students score and gained the post-test score symbolized with (X₂) there is 32 students of the experimental class.

Table 1. Scoring of the Pre-Test and Post-Test in Experimental Class

No	Initial Name of Students	Pre-test Score (X ₁)	(X ₁) ²	Post-test Score (X ₂)	(X ₂) ²
1	ANS	60	3600	80	6400
2	BJP	50	2500	85	7225
3	CDT	45	2025	80	6400
4	CFT	60	3600	85	7225
5	CPS	50	2500	80	6400
6	DDP	30	900	75	5625
7	EMA	65	4225	85	7225
8	GIS	40	1600	85	7225
9	GSP	70	4900	90	8100
10	HKG	50	2500	85	7225
11	IM	40	1600	70	4900
12	IS	50	2500	70	4900
13	JRP	35	1225	70	4900
14	JJS	45	2025	80	6400
15	JMK	75	5625	75	5625
16	KH	50	2500	75	5625

No	Initial Name of Students	Pre-test Score (X ₁)	(X ₁) ²	Post-test Score (X ₂)	(X ₂) ²
17	KCN	70	4900	85	7225
18	KIS	25	625	75	5625
19	KAS	55	3025	75	5625
20	LAS	80	6400	90	8100
21	LKS	35	1225	85	7225
22	MES	40	1600	85	7225
23	MFS	50	2500	85	7225
24	MCS	55	3025	75	5625
25	MNO	40	1600	80	6400
26	OS	60	3600	85	7225
27	RAS	35	1225	80	6400
28	SSS	50	2500	75	5625
29	SDS	40	1600	80	6400
30	SRB	30	900	70	4900
31	JSR	40	1600	80	6400
	N = 31	ΣX= 1.520	ΣX²= 80.150	ΣX= 2.475	ΣX²= 198.625

Table showed that in experimental classes, the highest 80 marks and the lowest 25 marks in the pre-test. Highest score in the post-test match was 8100 and the lowest score was 4900. The mean score of the post-test was higher than the mean score of the pre-test. It means that Role Play Strategy was effective in improving vocabulary (Yuni, 2022).

Data Analysis Using T-Test Formula

The T-test formula was used to calculate the data in order to ascertain the extent to which students of vocabulary teaching by using Role Play Strategy in improving vocabulary:

$$t_{\text{test}} = \frac{\bar{X}_e - \bar{X}_c}{SE(X_e - X_c)}$$

$$t_{\text{test}} = \frac{79.83 - 69.03}{2.74}$$

$$t_{\text{test}} = \frac{10.8}{2.74}$$

$$t_{\text{test}} = 3.9$$

After resulting the t-test result of 3.9, the researcher appraisal the degree of freedom (df) using the formula shown below:

$$Df = (N_e + N_c - 2)$$

$$= 31 + 31 - 2$$

$$= 62 - 2$$

$$= 60$$

Following the implementation of the data to the t-test procedure, the t-table value was 1.671 and the t-test was 3.9. The following hypothesis was developed since the null hypothesis was rejected if the t-test exceeded the ttable pertaining to this.:

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

$$3.9 > 1.671$$

The test results show that implementing Role Play Strategy as a strategy in improving vocabulary has significant effects on eighth grade students at SMP Negeri 5 Pematang Siantar.

Hypothesis testing

Hypothesis testing should be done to know whether to receive or reject this study. The basis of hypothesis testing is:

1. Hypothesis test is accepted if $t\text{-test} > t\text{-table}$.
2. Hypothesis test is rejected if $t\text{-test} < t\text{-table}$.

After receiving the t-test result, $t\text{-test}$ more than $t\text{-table}$ ($3,9 > 1,671$). It means that the hypothesis that the researcher has researched about the students' vocabulary through the Role Play Strategy on eighth grade students of SMP Negeri 5 Pematang Siantar is that alternative hypothesis (H_a) is received and the null hypothesis is rejected.

Finding research

Based on findings of the data analysis, researcher discovered that applying Role Play Strategy had significant effects in increasing vocabulary ability of eighth grade students at SMP Negeri 5 Pematang Siantar. Some of the findings are as follows:

1. Students who used the Role Play Strategy scored higher than those who received instruction in the traditional manner. The experimental group's pre-test mean of 49,03, the control group's pre-test mean of 32,7, and the control group's post-test mean of 69,03 all serve as examples of this. There are 198,625 squares of respondents in the post-test experimental class and 153,750 squares in the post-test control class. Following the test, the experimental group's standard deviation was 5,84, whereas the control group's standard deviation was 14,16. It was found that the experimental group's students outperformed the control group's in terms of score.
2. The $t\text{-table}$ at a level of significance of 5% was 1.671, and the degree of freedom (df) was 60. At the 5% level of significance, the testing hypothesis was accepted because the $t\text{-test}$ is greater than the $t\text{-table}$ ($3,9 > 1.670$). It indicated that applying Role Play Strategy was significantly in increasing vocabulary of eighth grade students at SMP Negeri 5 Pematang Siantar. As a result, the alternative hypothesis (H_a) was received, while the null hypothesis (H_0) was rejected.

Discussion

Role Play Strategy was used in the process of learning in the classroom when teaching vocabulary. This strategy has the effect of making students more active and interested in their studies, especially their improving vocabulary (Wildani, 2021). Pursuant the analysis of data hypotheses, the resulted $t\text{-test}$ by formula $t\text{-test}$, where the researcher found out alternative hypothesis (H_a) was received and null hypothesis (H_0) was rejected, used this strategy, Role Play Strategy. Researcher used pre-tests and post-tests with basic multiple choice, and based on the resulted data, Role Play Strategy has been effective in improving the vocabulary students (Wazeer, 2023).

From the analyzed data, researcher found out that the mean of the pre-test experimental group score was 49,03 and the post-test score is 79,83. This meant that the post-test used Role Play Strategy very well to teach vocabulary. So on, the pre-test of the control

group score was 32,7, and the post-test of the control group score was 69,03, which meant the use conventional strategy and the teacher is poor because teaching vocabulary did not develop for students. The researcher also found out the variation and standard deviation of the experimental group, with a total of 5,74 variation and 5,84 standard deviations (Harahap, Sari, Ramadhani, Safriyani, & Harahap, 2020). But the variation and standard deviation of the control group were 13,93 variation and 14,16 standard deviations. The researcher found out t-test too, using the formula t-test, and the score is 3,9, where t-test was higher than t-table 1,671 at 5% level significance with $df = 60$. Since the t-test was greater than the t-table, the accepted hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected, so the hypothesis is verify. It means that there are different vocabulary scores for eighth grade students of SMP Negeri 5 Pematang Siantar before and after teaching using Role Play Strategy (Munthe, 2020).

After the researcher applied the strategy, it actually helped students on vocabulary, as shown by the results of the post-test, and students focused on the types of vocabulary only on verb and adjective (Sun & Yin, 2022). Even though Role Play Strategy. wastes time for students, it is significant. The resultant conventional teacher strategy did not have an effect on students because it was still difficult to look at types of the vocabulary and did not interest them in learning vocabulary.

4. KESIMPULAN

From the results of the data analysis in the previous study, it can be concluded that Role Play Strategy plays a key role in helping students enhance their vocabulary. The use of the Role Play Strategy can help students become more proficient in vocabulary. During the vocabulary lesson in the classroom, the students are more engaged and exhibit greater creativity and innovation. T-test > T-table ($3,9 > 1.671$), based on the analysis results at the 5% significance level. It also shows that (H_o) was rejected but (H_a) was accepted. The newly of this research is that students are more active and interested in the learning process, students understand the material more easily, and students have a greater curiosity.

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