

**USING WORD LINK APP AS THE MAIN ACTIVITY TO
IMPROVE THE WORD RETENTION**

By :

Yogi Prasetya

A Script



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
2022**

ABSTRACT

USING WORD LINK AS APP AS THE MAIN ACTIVITY TO IMPROVE THE WORD RETENTION

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The objectives of this research were to find out whether there is a significant difference in students' word retention of vocabulary before and after the implementation of word link and to measure that the mobile assisted learning app enhance learners word retention of vocabulary of same difficulty levels. The population of this research was the second grades students of SMPN 22 Bandar Lampung. The sample of this research was VIII. X which consisted of 30 students. The data were obtained through a pre-test and a post-test in which the results were analyzed by using *Paired Sample T-Test*.

The first result of the research showed that there was a significant different in students' word retention of vocabulary since the t-value was 9.706 with a significance level of 0.00. The result of the post-test score (68.7) was higher than the pre-test score (53.96).

In brief, it can be concluded that there is an improvement in the students' vocabulary after being taught by Word Link for the second-grade students of SMPN 22 Bandar Lampung.

Keywords: vocabulary, word retention, word link app

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THE WORD RETENTION**

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Submitted in a Partial Fullfilment of

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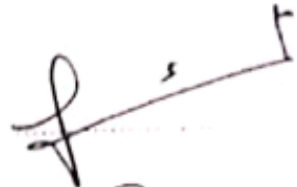
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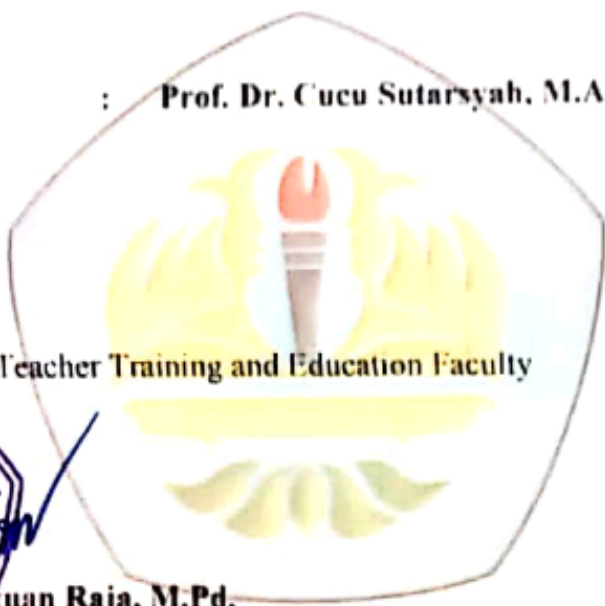
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang sepengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Yogi Prasetya

CURRICULUM VITAE

The writer's name is Yogi Prasetya. He was born in tanjong raja, on September 17th 1998. He is the second child of a lovely couple, Abdul Malik and Zuliyah. He has one brother namely Oki Triwansyah and two sisters namely Camelia and Tuti Mela Tiara. He graduated from SD N 23 Tanjung Raja in 2004 and graduated in 2010. In the same year, he continued his study at MTs N Tanjung Raja. After graduating from Junior High School in 2013, he went to SMAN 1 Tanjung Raja and graduated in 2016. He continued his study at the University of Lampung in 2016. He was registered as a student of the English Department through SNMPTN from June 2016 to Juni 2022, he did KKN in Sumber Jaya, West Lampung and he conducted a teaching practice program (PPL) at SMPN 1 Sumber Jaya from July to August 2019. He did his research in SMPN 22 Bandar Lampung in October 2020.

DEDICATION

By the name of Allah Subhanahu wa Ta'Ala, this script is proudly dedicated to:

My beloved parents, Abdul Malik and Zuliyah

My dearest brother, Oki Triwansyah.

My beloved sisters, Camelia and Tuti Mela Tiara

My lecturers at English Department

My beloved friends in English Education Study Program 2016

My almamater, University of Lampung

MOTTO

“whatever you are, be a good one”

“Knowing what it feels to be in pain, is exactly why we try to be kind to other’s”

“ People need to be educated so that they can make intelligent moral choices”
(Gary L. Francione)

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Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and determination to finish this script. This script, entitled “Using Word Link As App As The Main Activity To Improve The Word Retention” is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfilment of the requirements for S-1 degree. It is important to know that the script would never have come into existence without any supports, encouragement, and assistance from several generous people. The writer would like to express his sincere gratitude and respect to:

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The writer believes that his writing is far from perfection. There might be weaknesses in this research; comments, critics and suggestions are needed for better

research. Besides, the writer hopes this research would give a positive contribution to educational development, readers and the other researchers.

Bandar Lampung, Juni 2022
The Author,



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CONTENTS

ABSTRACT	ii
CURRICULUM VITAE	iii
DEDICATION	iv
MOTTO	v
ACKNOWLEDGEMENT	viii
CONTENTS	ix
TABLES	xii
APPENDICES	
I. INTRODUCTION	
1.1 Background	1
1.2 Research Questions.....	5
1.3 Objectives.....	5
1.4 Uses	5
1.5 Scope	5
1.6 Definition of Terms	6
II. LITERATURE REVIEW	
2.1 Concept of Vocabulary	7
2.2 Aspect of Vocabulary	9
2.3 Kind of Vocabulary.....	11
2.4 Concept of Teaching Vocabulary	16
2.5 Vocabulary Knowledge Retention.....	20
2.6 Mobile Language Learning	21
2.7 Concept of Word Link	23
2.8 Advantages and Disadvantages of Using Game	23
2.9 Theoretical Assumption	24
2.10 Hypotheses	25
III. METHODOLOGY	
3.1 Research Design	26
3.2 Population and Sample	26

3.3	Variables	27
3.4	Data Collecting Technique	27
3.5	Instruments	28
3.6	Validity and Reliability of the Instruments.....	29
	3.6.1 Validity	29
	3.6.2 Reliability	31
3.7	Level of Difficulty	32
3.8	Discrimination Power	33
3.9	Research Procedure	33
3.10	Data Analysis	34
3.11	Hypotheses Testing	35
IV.	RESULT AND DISCUSSION	
4.1	Result of Research.....	36
	4.1.1 Result of PreTest.....	36
	4.1.2 Result of Post Test	38
	4.1.3 The Improvement of Students' Vocabulary	39
	4.1.4 Hypothesis Testing.....	41
	4.1.5 Normality Test	42
4.2	Discussion of Research Finding.....	43
	4.2.1 The Significant Improvement and In Students' Vocabulary Through Word Link	43
	4.2.2 Which Aspects Improve The Most Of Vocabulary Through Word Link	44
V.	CONCLUSION AND SUGGESTION	
5.1	Conclusions.....	45
5.2	Suggestions.....	46
	REFERENCES	
	APPENDICES.....	

TABLES

Table

1. What is involved in knowing a word	10
2. Level of reliability.....	32
3. Distribution of Pre-Test Score	38
4. Percentage of Aspects of Vocabulary in Pre-Test.....	38
5. Distribution of Post-Test Score.....	39
6. Percentage of aspects of vocabulary in post test.....	40
7. The Improvement of Students' vocabulary.....	40
8. The Improvement of Students' vocabulary.....	41
9. Finding Verb.....	42
10. Finding Noun	43
11. Students' Improvement of Each Aspect in vocabulary.....	44

I. INTRODUCTION

1.1 Background

Learning a foreign language means learning vocabulary which is considered complicated because it involves the knowledge of definition and its typical nations in sentence construction, e. g understanding of parts of speech. In line with this fact, Rivers (1970: 462) says that it would be impossible to learn without vocabulary. It means that vocabulary plays an important role in language. Nothing can be conveyed without it, but in fact, the students who learn English as a Foreign language find it difficult to learn the vocabulary of English. They do not understand English word that they listen, read, speak and write. In other words, they find difficulties to use appropriate words. Harmer (2001: 16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

Vocabulary is one of the important language components and the fundamental step in EFL; it helps learners to understand well spoken and written language. Then, many studies carried out in order to raise the capacity in learning vocabulary through using mobile technology which is encouraging students to benefit independent learning and allowing students to choose the approach what they like.

Technological development has contributed to the use of modern innovation in the fields of education. Mobile technology based on learning as guidelines approaches to increase EFL learners. Additionally, the headway of advances have changed the way of teaching and learning such as Laptops, Smart Phones, and Tablets which are very beneficial for the objectives of learners.

Vocabulary knowledge is perhaps the most important component for foreign and second language learners in higher education surroundings (Chen & Chung, 2008; Huckin, Haynes, & Coady, 1993), as vocabulary is one of the building blocks of a language (Nation, 2001). Previous researchers have found that second and foreign language learners struggle with learning and memorizing vocabulary (Oxford, 1990; Schmitt, 2010). Consequently, it is vital to provide learners with an effective learning tool to facilitate their vocabulary acquisition.

Mobile assisted language learning has proven itself a capable educational tool to aid the retention of newly acquired language using ubiquitous learning (Chinnery, 2006; Hwang & Chang, 2011; Hwang & Tsai, 2011). Among the various mobile assisted language learning technologies available, smartphones have perhaps the highest potential for enhancing the educational process and creating interesting, motivating, stimulating and unconventional learning opportunities (Cui & Bull, 2005). This has led to a drastic increase in available vocabulary applications that may help foreign and second language learners to acquire vocabulary knowledge.

This research was conducted because most students especially Junior High school students do not know about the meaning of vocabulary even the familiar vocabulary for the example, when the researcher ask the vocabulary of daily activities and the researcher assumed that they are still low and poor in vocabulary achieved, they did

not have adequate vocabulary. It makes them difficult to use English in order to communicate to others.

Teaching learning process, which emphasizes only on memorizing the list of vocabulary without training the students to develop their vocabulary and involving them in the activity can make them difficult to learnt vocabulary. Cedder (1987:136) stated that learning vocabulary is not only a matter of memorizing a number of words, but how to present them in various communications set. It is difficult for the students to keep in mind and produce the English words they actually have learnt from a list of words; they will forget them soon. In memorizing word list, students cannot remember the words immediately, but needs a process, perhaps, after remembering the words from the list of words; students are able to remember them. It is because learning word list does not pass through some steps or strategies that make the meaning of target words will stick in students' mind. The lack of students' vocabulary is also caused by the lack of strategy to arouse their attention and motivation to study, so they are bored in learning English. It is teacher's responsibility to make students interested in learning English especially in learning vocabulary. The teacher must create a suitable technique or media in order to make the teaching learning process runs well.

One of the techniques that can be used is by using games (Richards & Rodgers, 2001). By using games teacher will create an atmosphere that will enhance the students' desire to learn the language. The students learn better when they have feeling that they are making progress and games provide opportunity for students to practice and omit their fear. It is supported by Ersoz (2000) who believes that games are highly motivating in foreign language teaching because they are amusing

and interesting they can be used to give practices in all language skills and can be used to practice all types of communication. Wright, Betteridge, & Buckby (2005) mentions that games provide a context for meaningful communication, which takes place as the students seek to understand how to play the game and as they communicate about the game. By doing games learners are offered a density of communicative language practice as conventional drill exercises, but in a rather meaningful way by working language as living communication to convey information and opinion. By doing so, learners are immersed in using the target language in all four skills, which assists them to better internalize a new language. According to Napa (1991), there are many media, which can be used to develop students' vocabulary achievement, such as flashcard, game, picture, text, translation, etc. A suitable technique should be chosen to make the material interesting, challenging and enjoyable so that the teacher can motivate the students to study and help them to lessen their boredom and laziness.

In teaching learning process, the teacher is a facilitator who helps her students in developing language skills. Thus, the teacher should be able to use suitable techniques or media. One of them is game. In this research, game "Word Link" is chosen as a media in teaching vocabulary of daily activity. In this research, the researcher interested in game "Word Link" as a media in teaching English vocabulary. It is expected that this media can help the students achieve English vocabulary. Applying game "Word Link" in teaching English vocabulary were more enjoying, interesting, and motivating for the students.

1.2 Research Question

1. Is there any significant difference in students' word retention of vocabulary before and after the implementation of word link?
2. To what extent can the mobile assisted language learning program enhance learners' word retention of vocabulary of same difficulty levels?

1.3 Objectives of The Research

1. To find out if there is any significant difference in students' word retention of vocabulary before and after the implementation of word link
2. To measure that the mobile assisted learning app enhance learners' word retention of vocabulary of same difficulty levels

1.4 Uses of The Research

Hopefully, the findings of the research was expected to be beneficial result in the following points:

1. Theoretically, the result of this research is expected to confirm the previous theories of teaching vocabulary by Word link app.
2. Practically, the result of this research is expected to give information to the English teacher about technique in teaching, and improve vocabulary skill of students especially by using word link app. Besides, it also explains about the influence of word link app to improve students' vocabulary skill.

1.5 Scope of The Research

This study was focused on find out the result of students' vocabulary acquisition before and after taught through Word Link app and which aspect of vocabulary improve the most after using Word Link app. The subject of this research was conducted in junior high school and the sample was the students which are the

second grade. The students are expected to be able to comprehend some aspect of vocabulary: denotation, connotation and collocation.

1.6 Definition of Terms

In order to avoid misunderstanding, definition of terms are presented here:

1. Vocabulary is a list or set of words for a particular language or a list set of word that individual speaker of language might use (Hatch and Brown quoted in Budi Setiawan 2010).
2. Word Link is a word puzzle game where you have to compose as many words as you can by combining the letters on game board. When you link the letters to form words, new letters will replace the used one. Create as many words as you can within the time limit.

II. LITERATURE REVIEW

This chapter explains about concept of vocabulary, aspect of vocabulary, kind of vocabulary, concept of teaching vocabulary, teaching vocabulary through word link, and the advantages of using word link in teaching vocabulary.

2.1 Concept of Vocabulary

Vocabulary is considered as the most important part in learning a language. With a limited vocabulary anyone can also has a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Napa (1991:6) says that vocabulary is one of the language components and that no language exists without words. Through this statement it can be inferred that the more words we learn, the more ideas we could have, so we can communicate the ideas more effectively. Through vocabulary, people can exchange their thought and ideas. According to Hughes (2003:179) vocabulary supports language skills such as listening, speaking, reading, and writing, and it must be mastered when learning a foreign language like English. It means that vocabulary knowledge is a basic knowledge for learners to learn the four English skills that learners have to comprehend and use well both in written and spoken language.

In learning language, students use vocabulary to communicate, share their ideas and opinion with others. On the other hand, language is nothing without knowing the vocabulary.

Troike (1976:19) also states that acquiring an adequate vocabulary is the most obviously important needing learning a second language, so by mastering a great a

mount of vocabulary, it can be easy for the students to learn foreign language. Furthermore, Hornby(1995:1331) mentions that vocabulary is the total number of words in a language known to a person or used in a particular book, subject, etcetera. Dealing with the idea above, teaching and learning vocabulary is important because when we teach certain language skills to the learners, we teach our students' vocabulary at the same time too. Therefore, it is important for the teacher to create some ways in teaching and learning vocabulary. In this case, the teachers do not only present the material but also make the teaching and learning process alive and enjoyable in order to make the students understand the lesson easily. By mastering a great number of vocabularies, it is hope that the students to learn a foreign language and use it for communication.

Referring to the explanation above, the teacher needs an appropriate technique to achieve the success in teaching vocabulary. The teacher must be able to choose the words correctly because vocabulary is important to be learnt. It also makes the students easier to understand. Therefore the teacher should be aware that learning vocabulary is not only to memorize the words, it should be taught in meaningful content and practice to communicate.

Schmitt (1997) gave the definition of vocabulary as follows. Vocabulary is a basis of language which is very important to be mastered first. We cannot speak well and understand written materials if we do not master it. Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any range of meaning.

Vocabulary is a set of lexeme including a single word, compound word, and idiom. Simple word is a single word that may not have a prefix and suffix, example: book, pen, bag, etc (Lamb, 1963). Compound word is two or more existing words, which are simply combining. Idiom is a group of words with meaning which is different from the individual words and often difficult to understand, for example: move on, look up, look at, look in, etc.

2.2 The Aspects of Vocabulary

The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are form, meaning, and use (Nation, 2001).

a. Form

The form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). An example of word parts can be seen with the word un-communicative, where the prefix un- means negative or opposite, communicate is the root word, and -ive is a suffix denoting that someone or something can do something. Here, they all go together to refer to someone or something that is not able to communicate, hence uncommunicative.

b. Meaning

Meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression.

c. Use

Use involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth.

For form, meaning, and use, Nation (2001) declared there is both a receptive and productive dimension, so knowing these three aspects for each word or phrase involves 18 different types of lexical knowledge, as summarized in Table.

Table.1 What Is Involved in Knowing a Word

Aspect	Component	Receptive Knowledge	Productive knowledge
Form	Speaking	What does the word sound like?	How is the word pronounced?
	Writing	What does the word look like?	How is the word written and spelled?
	Word part	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	Concepts and referents	What is included in this concept?	What items can the concept refer to?
	Associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	Grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
		What words or types of words	

	Collocations	occur with this one?	What words or types of words must people use with this one?
	Constraints on use (register, frequency . . .)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

Source: Adopted from Nation (2001)

2.3 Kind of Vocabulary

As stated by Fries (1974:4), vocabulary can be classified into some types namely:

2.2.1 Content Words

a. Name of subject or things, that is: nouns.

Nouns are words used to identify people, places, things, and ideas. It also word which occurs as a part of subject o a sentence or an object of a verb. Crystal (1995: 206) defines eight kind of noun as follows:

1. Adjectival Noun

Adjectival noun is an adjective that functions as a noun. The examples of adjectival noun are highlighted, 1) The other is still on the way, 2) The poor asked any food from the rich.

2. Animate Noun

Animate noun refers to a person, animal, or other creature. This sometimes has different noun endings which make the gender clear. Examples of animate noun are: 1) The actor act perfectly, 2) The teacher is writing in the white board.

3. Collective noun

Collective noun is a word used to define a group of objects, where the objects can be people, animals, emotions, concept or other thing. It is a noun that refers to things or people as a unit. Example:

1) The team joins the match; 2) The audience gives their applause to the singer.

4. Concrete noun

Concrete noun refers to entities which can be observed and measured. Example: 1) She holds many books. 2) My parents buy a house. 3) They drive the motorcycle quickly.

5. Abstract noun

Abstract noun refers to unobservable nations, such as difficulty, idea, certainty, etc. Example: I put my sister's art up on the fridge.

6. Countable noun

Countable noun refers to individual, countable entities, such as books, houses, flowers, for example: He bought three books of psychology.

7. Uncountable noun

Uncountable noun refers to an undifferentiated mass or notion, such as butter, water, sugar. For example: I add some sugar in his coffee.

8. Proper noun

Proper nouns are names of specific people, place, time, occasions, events, publications and so on. Proper nouns are not usually used with the determiners. It is also written with an initial of capital letter. The examples of proper nouns are: 1) I love Indonesia 2) I went to a beach on Sunday 3) They watch the FIFA World Cup Championship.

b. Action done by with those things, that is: verb.

It is the words which express an action or help to make a statement. The verb is perhaps the most important part of sentence. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or state of

being. It occurs as a part of predicate of a sentence and sometimes carries numbers of grammatical categories, such as tense, aspect, and mood. There are some types of verbs. They are:

1. Auxiliary verb

Auxiliary verb is also called as helping verb. This helping verb assists the main verb in a clause to express several basic grammatical contrasts, such as in a person, number and tense. They do not follow the same grammatical rules as main verb, which is why they must be considered as a separate class. Auxiliaries can be used before the word “not”. It is also put before the subject in order to ask a question. The examples are: 1) They do not understand what he said. 2) Does she have a boyfriend? 3) Sinta does not want to meet her anymore.

2. Inchoative verb

Inchoative verb is a verb that describes a change of state. The examples of inchoative verb are freeze, dry, burn, rise, etc. The examples in the sentences are:

1) The refrigerator freezes everything in it. 2) The fire burns the wood.

3. Modals

Modal verbs convey a range of judgments about the likelihood of events. The function of modals is only as an auxiliary verb, expressing meaning which is much less definable, focused, and independent than those of lexical verbs. There are nine verbs in this class: can, could, may, might, will, would, shall, should and with dare, need, ought to and used to having a very similar function. Here are the examples of using modals in sentences: 1) I will go to the beach. 2) You should obey your parents.

4. Phrasal verb

Phrasal verb is a set of verbs which demonstrate some unique properties. It appears with what looks to be a preposition, traditionally referred to as particle. Here are the examples of phrasal verb: 1) The plane took off. 2) I am looking for my watch.

5. Regular and irregular verb

A regular verb is the verb that follows the pattern of taking –ed for the past tense and past participle or –d if the word ends in e, such as walk=walked, for example: He walked alone to school. An irregular verb is the verb that does not take the –ed ending for the past tense and past participle forms. Some irregular verbs do not change: put=put=put, while others change completely: drink, drank, drunk, for example: 1) He put my book on the table, 2) She drank a cup of milk.

c. Qualities of the things, that is: adjectives.

It is the word used to qualify noun and pronoun. An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.

In the following examples, the italic words are adjectives: 1) The *small* boat *foundered* on the *wine dark* sea. 2) The *back* room was filled with *large, yellow* rain boots.

An adjective can be modified by an adverb, or by a phrase or clause functioning as an adverb in the sentence, for example: 1) My husband knits *intricately* patterned mittens.

1. Possessive adjective

A possessive adjective (my, your, her, his, its, our, and their) is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or

a noun phrase, as in following sentences: 1) I can't complete my assignment because I don't have the text book. 2) What is your phone number?

2. Demonstrative Adjective

The demonstrative adjective this, these, that, those, and what are the identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases, as in the following sentences: 1) When the librarian tripped over that cord, she dropped a pile of books. 2) This apartment needs to be fumigated.

2.2.2 Function words

Function words are those words which one is used as a means of expressing relation of grammar or structure, such as conjunction (and, however, but), e.g.:

- a. Andi is cleverer than Indah but Ronnie is not like him.(conjunction)
- b. Dian and Desy have a cat.

2.2.3 Substitute words

Substitute words are those words which represent the individual things or specific action as substitutes for whole form classes of words (anybody, anyone, somebody, and someone), e.g.:

- a. Everyone has left the room.
- b. Nobody is perfect

2.2.4. Distributed words

Distributed words are those word that distributed in use according to grammatical matter as the presence or absence of a negative, such as any, either, etc, e.g.:

- a. You do not allow to pass this line and neither do I.
- b. She cannot finish the task and I don't either.

Based on the all the kinds of vocabulary above, the writer focused on content words that consist of noun, verb and adjective. Those three kinds of content word were considered as the most important word in the part of speech or word order.

As mentioned by Yuliana (2011) the vocabulary items for SMP students based on 2004 English Curriculum are divided into two kinds. Those are the classification of word according to the theme and class. The theme for the second year students according to Department National Education are: Flora and Fauna, Friendship, Travel, Health, Teenage life, Recreation, Seasons.

Vocabulary items based on the theme consist of words that should be learned in context. It is also taught in a different theme. The theme which was related to vocabulary is considered to fill the competence target. Moreover, vocabulary items are produced from genre: descriptive, narrative, recount, procedure, report, etc. For the second grade student of SMP, genre is classified based on the semester. In the first semester for example, students are learning narrative text and for the second semester, students are learning descriptive text. In descriptive text, the social function is to describe flora and fauna, place or thing.

2.4 Concept of Teaching Vocabulary

In teaching vocabulary, the teachers have responsibility to make their teaching successful. Scoot (2007) says that there are four ways of teaching vocabulary.

1. Definitional methods include anything where a student is given a word and a definition. The students may be given a list of words and have to look them up in the dictionary or the teacher may simply give an oral definition for new vocabulary words without discussing the meaning beyond the definition. According to Nagy & Scot (1997), traditional practices of vocabulary leaning are based on the definitional

approach. The focus of this approach is to learn the meanings of the words either looking up in dictionary or glossary or by drill. It is considered the easiest and less time consuming approach to vocabulary learning. It saves time of teacher as well the students and makes them able to study maximum words in minimum time. However, it is not a guarantee that this approach improves comprehension of the students and increases the active vocabulary of the learner. Sometimes, learning definition does not necessarily helpful in the integration of the knowledge. There is a need of background information for the integration of the knowledge.

2. Contextual methods of vocabulary instructions ask the students to create a meaning for a word based on the rest of sentence or paragraph. The instructional method also teaches students how to use a new vocabulary word in the right context by writing original sentences using the new word. According to Weatherford (1990), Context Based Approach of vocabulary learning is the most effective, and it saves lot of time of the learner that is wasted in going to dictionary again and again. Contextual evidence helps the learner to find out the meanings of the new words. It is based on teaching the meanings of new words by having them used in different contexts surrounding the words. There are two types of context: Pedagogical context/ instructional context and natural context. The instructional context refers to sentences specifically written to introduce the meanings of the new words. The natural context refers to text sentences written to communicate ideas of the text. To understand the meanings of the new words, the students need to know the information related to the topic in which the words are embedded. Difficult words can also be explained by giving summary of it. For example, she speaks without break and do not give chance to anybody else to speak in the meeting. She

is really a loquacious lady. In this respect, referent words, synonyms, antonyms, hyponyms, definitions, alternative and restatement help to reach at the meanings of the words. Context based approach not only helps the reader to know the meaning of the words but also help and facilitate in the use of them. It develops independent learning habits, inculcate problem solving approach and promote active learning process.

The words that have got different meanings with the same spellings and pronunciation are very difficult to be learnt without context based approach. For example, the word pen is also used as a noun and verb, and at the same time it has also got the meanings a shed where poultry birds are kept. In the same way, the sentence such as his fur coat was coated with ice; He left her alone on the left bank of the river; There is no point in drying your clothes if they are already dry; She pointed at me and made a very pointed remark. She drew the curtains to make the room lighter, and then lighted her cigarette with a lighter; After he had drunk the whisky, the drunk was very drunk indeed; The referee who refereed the match matched the toughness of the player. It is very difficult to memorize the meanings of the words without any context. The contextual information helps the learner to understand the meanings of the words that have got different meanings.

3. Organizational or semantic framework instruction, students learn relationship between and among similar words. This type of instruction includes the use of concepts maps, semantics maps, and other graphic organizer. When semantic maps are used as a vocabulary teaching technique, the teacher chooses a central word from the text, and key ideas together with new related vocabulary words grouped and listed by categories. During discussion of the map, students become aware of

the meanings of the new words, learning new meanings for old words, and discover the relationships that hold between the various vocabulary items and the ideas discussed and mapped (Hague, 1987; Johnson & Pearson, 1984). Semantic processing techniques such as semantic mapping are characterized by two processes: first, learners focus on the meaning of the new words under study; second, they integrate these new words into their existing semantic system and their previous experiences (Brown & Perry, 1991; Hague, 1987). In sum, semantic mapping enables learners to understand the relationships among words by helping them use their prior knowledge since the right “interpretation of new information hinges on its congruency with the schemata currently activated” (Nassaji, 2007, p. 82).

4. Mnemonic instructional methods make use of vital images as a way of help students learn and remember new terminology. Instead of memorizing abstract definitions, students are encouraged the picture something that helps them associate a word meaning. Structural methods of vocabulary instruction show students how to look at the parts of the word for clues about what the new word means. A previous study which claims that this type of morphological word study is especially useful to the students who are learning English as an additional language (Scoot, 2007). According to Filmore and Snow (2000), structural approach of teaching vocabulary is based on the morphological analyses of the word. It is process of breaking the words into prefixes, root and suffixes to illustrate the meanings. It is considered easy and practical approach of vocabulary building. The morphological features of the language such as prefixes, suffixes, and root help the learner to identify the meanings. The students do not analyze the sentences to find out the meanings of the

word but analyze the word to follow its meanings. Knowledge about the root form of the word helps them to build up their vocabulary in logical and in sequenced way. After getting command over the root form of the word, there is no more difficulty to modify it as different parts of speech and build up the vocabulary. The words that are generated by the learner can be recalled easily as compared to merely listened or read. It is, therefore, necessary that the students must be provided opportunities to generate new words from the given exercises. For example, the students might be asked to form adjectives and adverbs from nouns or verbs. These exercises will greatly improve the vocabulary of the students. In the same way punctuation marks also help the reader to understand the meanings of difficult words such as Full stop indicates the completion of the thought, comma indicates continuation of the thought and semi colon, colon indicate the reversal of the thought.

All of the ways above is good to teach vocabulary, but in this research the researcher used the contextual method because the researcher assumed that those learning method helped the students to memorize the vocabulary and it was also suitable with word link.

2.5 Vocabulary Knowledge Retention

Vocabulary acquisition is an essential component within the language learning framework, and the most widespread source of difficulty among language learners (Ali & Ghazali, 2016; Viberg & Grönlund, 2013). Based on the literature, there are two major approaches to effective retrieval and long-term retention of vocabulary items. One is multimodal presentation, which displays word knowledge in multiple media forms. According to the cognitive theory of multimedia learning (Mayer,

2005; Mayer & Moreno, 2003), word knowledge develops through two channels: visual and audial. When learners see word knowledge in multimedia forms, it stimulates and uses both channels, and it establishes connections between knowledge forms and their storage in memory, thereby facilitating learners' memory retention and expediting their knowledge retrieval (Chun & Plass, 1996). The other is spaced repetition: a programmed system providing a series of presentations and exercises of word knowledge, which is a particularly important approach to maximizing learners' exposure to lexical terms, deepening their understanding and elongating their knowledge retention (Schmitt, 2010). Wozniak and Gorzelanczyk (1994) and Thalheimer (2006) argued that the repetition intervals between knowledge presentations should be as long as possible so long as learners still retain the knowledge; Nation (2001) postulated that the optimal number of repetitions should range from five to seven, and Nation argued that educators should personalise the repetition method and adapt it to the levels and preferences of individual learners. The spotlight of this study is on the increasing integration of multimedia technology into mobile learning (Alseghayer, 2001; Joseph & Uther, 2009; Yeh & Wang, 2003; Zarei & Khazaie, 2011), its wide accessibility without traditional constraints of time and space (Chookaew, Wanichsan, Hwang, & Panjaburee, 2015) and the likelihood that it can have a facilitative effect in enhancing learners' word knowledge retention.

2.6 Mobile Language Learning

In the literature, there has been acknowledgement of the benefits of mobile applications for language learning (Burston, 2014; Godwin-Jones, 2011; K. Kim & Kwon, 2012; Lafford, 2011) based on their potential to engage students in activities

to learn, practice and enhance their overall language proficiency. However, as with most language learning resources, the features and potential of apps are quite varied. Many researchers have investigated the implementation of mobile learning in educational contexts, and they have found generally positive attitudes from students (Castañeda & Cho, 2016; Dashtestani, 2016; D. Kim, Rueckert, Kim, & Seo, 2013). Specifically, if the applications incorporate user-friendly experience, touchscreen function, flexibility and ability to personalize learning, students respond well (Zou & Li, 2015). Mason and Zhang (2017), in their study on Chinese learners, discovered that 132 of 140 learners of Chinese utilised apps autonomously and found that the apps supported their language acquisition; however, the learners only used some of the available functions. Accordingly, Stockwell and Hubbard (2013) called for additional studies into how students actually use the apps and how this might differ from the original intentions of the app designers/developers.

In recent studies, a consensus has emerged that mobile-assisted vocabulary learning leads to increases in students' vocabulary accuracy (Castañeda & Cho, 2016; Sandberg, Maris, & Hoogendoorn, 2014), and that it can enhance students' vocabulary acquisition and reduce "the burden of memorization" (Wu, 2015, p. 176). Moreover, some have found the effectiveness of apps comparable to face-to-face teaching (Rachels & Rockinson-Szapkiw, 2017), and researchers have found improvements in vocabulary acquisition (Steel, 2012; Yıldız, 2012). Calvo-Ferrer (2015) found that applications are highly effective tools for foreign and second language learners to acquire new vocabulary. The present study investigated the facilitative effect of mobile vocabulary learning programmer in improving learners' knowledge retention in their learning of discipline vocabulary.

2.7 Concept of Word Link

In teaching vocabulary, unless there is challenging way or technique, the students may not be interested in learning. But word link given the students chance to improve the students' vocabulary.

A Word Link game is a word puzzle game where you have to compose as many words as you can by combining the letters on game board. When you link the letters to form words, new letters will replace the used one. The students create as many words as they can within the time limit.

According to Nation (1990:24) the characteristic of a good game are:

1. Game should be suitable in all students' level.
2. Game should motivate students to enlarge their vocabulary.
3. The materials of game should challenge the students.

2.8 Advantages and Disadvantages Of Using Game

As we know that there are many techniques in teaching vocabulary and game could be the one of them. Some expert says that games used by teaching vocabulary have many advantages. Gertrude in her book said that: game have proven to have advantages and effectiveness in learning vocabulary in various ways:

1. game bring relaxation and fun for students, thus help them learn and retain new words more easily.
2. Games usually involved friendly competition and they keep learners interested.

3. Vocabulary games bring real word context into the classroom and enhance students' use of English in a flexible, communicative way. Games are highly motivating and they give the students more opportunity to express their opinions and feelings.
4. Games add diversion to the regular classroom activities, "break the ice" , but they are also used to introduce new ideas.
5. Word link can be played online or offline, so students do not to worry about internet connection, students can play them without an internet connection.
6. Word link can be assessed anywhere and everywhere.

Every media for learning have a positive and negative side according to the situation and condition of learning. The disadvantages of using game are:

1. The teacher has a problem in managing the class.
2. The teacher cannot use the time efficiently and effectively.
3. Playing this game sometimes resulted noisiness that can make the students out of control and disturb other classes.
4. Playing word link online will bring up ads on each of stage.

As long as the teacher can manage the class, the time will be used effectively and also noisiness can be reduced by managing the class well.

2.9 Theoretical Assumption

According to the previous theory presented, this research is focus to investigate whether the use of *Word Link* as the main activity in language teaching can improve

students' vocabulary mastery and also find the significant difference in students' vocabulary mastery after the implementation of using word link in teaching English at the second grade of a junior high school student. And then the students' response regarding the implementation of using *word link* to improve students' vocabulary mastery. Students should be able to have enough vocabulary. Teaching vocabulary for junior high school students in learning a language is very important. Teaching vocabulary through games can involve the students in the process of teaching and learning activity. Using games made them fun and enjoyable in the teaching-learning process. Also, at the same time, it provided a lot of opportunities for the students to enrich their vocabulary. Word link is the way of developing vocabulary achievement and it can be applied in teaching vocabulary because it can develop the learners' memory in memorizing vocabulary and it can help the students to memorize the words in long-term memory.

11.10 Hypothesis

The hypothesis is the provisional answer to the problems of the research that is theoretically considered possibly or highest the level of the truth. It is provisional truth determined by researcher that should be tested and proved. (Suharsimi Arikunto, 71).

H₁ : There is a significant difference in students' word retention of vocabulary before and after the implementation of word link.

H₀ : There is no significant difference in students' word retention of vocabulary before and after the implementation of word link.

III. METHODOLOGY

3.1 Research Design.

This research was used as quantitative study which used One Group Pre-test Post-test Design in order to find out the significant difference of students' vocabulary before and after being taught through word link. The design used one class, as the experimental class which received the treatment of word link. In this research, pre-test (T1) was given before the observer teaches by using word link and in order to measure the students' competence before they are given the treatment. Then, the treatment was given in three times by using word link to improve students' vocabulary. Post-test (T2) was given after implementing word link and to measure how far the students' improvement after they get the treatment.

In this design, there must be a different between the pre-test and post-test scores.

The research design could be represented as follows:

T1 X T2

T1 : Administering the pre-test

X : Three times treatments using word link game

T2 : Administering the post-test and (Setiyadi, 2018).

3.2. Population and Sample

The population of this research were the second grades students at junior high school in second semester. Each class consists of 29-31 students. In this research, the sample is one class as experimental class, which is selected by using cluster Random Sampling. Cluster Random Sampling is a probability sampling technique

where researchers divide the population into multiple groups (clusters) for research. VIII was chosen as the sample of the research.

3.3. Variables

In this study, there were two types of variables, they are independent variable and dependent variable. Independent variable is variable which do not depend on another variable and the dependent variable is in the vice versa. The independent variable of this study is word link.

3.4 Data collecting technique

the data was collected by pre-test and post-test.

1. Pre test

The data was administered to students before giving the treatment in order to find out the basic of students' vocabulary to see the students mean score in vocabulary test before treatment. The result of vocabulary test try-out presented by the test administer in order to determine the quality of the test as instrument of the research.

2. Post test

The post-test was administered after conducting the treatments for the students. The post-test is given in order to find out the result of teaching learning process whether they have progress or not after being taught through scanning technique. The aim of the test is to find out the students' vocabulary after giving the treatments.

3.5. Instrument

In order to gain the data of the research, the researcher used some instruments to gain the data.

Vocabulary Test:

In assessing students vocabulary mastery, the researcher used the multiple choices questions which consisted of a, b, c, and d. There were 40 items of question in the vocabulary test. The questions was given at the end of each cycle. This test was used to know how far students understand the material being taught.

There are some criteria of a good test. The test should have the reliability and validity. For reliability of the test, the researcher used two raters or called interrater reliability. And for the validity, the researcher used the content and construct validity to measure the validity of the test. To fulfill the content validity, the researcher should look at the questions and analyzed whether the test had represented the whole material which would be measured. If the test had represented all the idea of the material which would be measured, the test had fulfilled the content validity (Setiyadi, 2006). The researcher had made the vocabulary test based on the curriculum, so the researcher assumed that this test has fulfilled the content validity. While the construct validity is needed to the test which has some indicators in one aspect, for example, if the test was made to measure vocabulary mastery, the construct validity could be measured by evaluating the questions. If the questions have measured the vocabulary mastery, the test has fulfilled the construct validity. In this test, the researcher used the theory from Nation (2001) who said that knowing a word involves knowing its 'form', 'meaning' and 'use'. There are three main parts of 'form', they are spoken, written,

and word parts. While there are three main parts of ‘meaning’, they are form and meaning, concept and references, and associations. And the last, there are four main points of ‘use’, they are grammatical, collocations, constraint on use, register and fluency.

To test the students whether they know how the selected words are written and spelled, can be tested by a ‘dictation’; To test the students about the usage of the selected words, the students can be asked to identify the words with the closest meanings in a multiple-choice vocabulary test; To test the students whether they know the grammatical functions, the collocations and the constraints on the use of the selected words, can be tested by a cloze test, or a guided writing test to elicit the relevant lexical knowledge from the students.

3.6. Validity and Reliability of the Instruments

In doing the research, the researcher will use some instruments, and those instruments are proved whether the instruments have fulfilled the validity and the reliability aspects.

3.6.1 Validity

Validity refers to which instrument measures the particular skill or the objectives are intended to be measured and suitable with the criteria (Hatch and Farhady, 1982):

Vocabulary Tests.

vocabulary tests administrated to see students vocabulary mastery towards the implementation of word link. There are the speaking pre-test and the vocabulary post-test of the vocabulary test. The pre-test is administrated to see students

vocabulary before the treatment (word link). The post-test was administrated to see students vocabulary after the treatment (word link).

A test will be said to be valid if it measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). According to Setiyadi (2006), he says that “validity is used to measure perception, language behaviour, motivation, even the language ability”. A valid instrument has a high validity. On the other hand, the instrument which is lack of goodness has a low validity”. An instrument can be called valid if it can show the data of variable are researched correctly. There are two types of validity be used in this research: namely construct validity and content validity.

a. Content validity

Content validity is intended to know whether the test items are good reflection of what will be covered or not. The test items which are adopted from the materials that have been taught to the students should be constructed as contain a representative sample of the course (Heaton, 1988). To get content validity, the researcher will the material suited with the syllabus of the second grade of junior high school. In other words, the researcher made the test based on the materials in English Curriculum (2013) for Junior High School.

b. Construct Validity

According to Hatch and Farhady (1982: 252-253) construct validity is concerned whether or not the test performance can be described psychologically. The procedure was to determine experimentally what

factors are related to test performance. A measure must relate construct to the real world observation. so, construct validity was concern with whether the test was actually in line of the theory of what reading comprehension means or not.

3.6.2 Reliability

Reliability refers to the extent to which the test is consistent in its score, and gives an indication of how accurate the test score is (Hatch and Farhady, 1982:244). Setiyadi (2006:16) states that reliability is a measure that refers to the extent to which measuring devices can produce the same size, although done at a different times and under different conditions. The test is determined by using Pearson Project Moment Formula (Arikunto, 1997:69) which measures the correlation coefficient of the reliability between odd and even number (reliability of half test) in the following formula:

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

Explanations:

R_{xy} = Correlation coefficient between X variable with Y variable

N = Total of students

X = the number of half answer from the students in upper score

Y = the number of half answer from the students in a lower score

As for knowing the level of reliability of the instrument, the researcher used the following:

Table. 3.1. level of reliability

Value	Category
0, 800 - 1, 000	Very high
0, 600 - 0, 799	Higer
0, 400 - 0, 500	Enough
0, 200 - 0, 399	Low
0, 000 - 0, 199	Very low

3.7 Level of Difficulty

Level of difficulty related to the ease and difficulty of the items based on the students' points of view who take the test. It is important since test items are too easy and all of the students can answer it correctly or the test item are too difficult and all of the students cannot answer it. If this situation happens, it shows that the items of the test are not working well. The level of difficulty describes the ease and difficulty of the items to the students (Heaton, 1975).

$$LD = \frac{U + L}{N}$$

Where:

LD : Level of difficulty

U : the number of upper group who answer correctly

L : the number of lower group who answer correctly

N : the total number of students in upper and lower groups

The criteria are as follows:

<0.03 : difficult

0.03 – 0.07 : average

> 0.07 : easy

3.8 Discrimination Power

Discrimination power refers to the extent to which the items can differentiate between the high and low-level students on the test. Discrimination power is used to differentiate between the students who have high ability and those who have low ability.

$$DP = \frac{U - L}{1/2 N}$$

DP : discrimination power

U : the number of students from the upper who answer correctly

L : the number of students from the lower group who answer correctly

N : the number of the students

The criteria are:

DP: 0.00 - 0.19 = Poor items

DP: 0.20 - 0.39 = Satisfactory items

DP: 0.40 - 0.69 = Good items

DP: 0.70 - 1.00 = Excellent items

DP: - (Negative) = Bad items, should be omitted

3.9 Research Procedure

The procedure of the research as follows:

1. *Determining the population and sample of the research:* the sample of the research is determined through random probability sampling. It means that the sample is selected randomly by lottery.
2. *Selecting the instrument material:* The materials are searched and added from the internet and based on the students' handbook of junior high school.

3. *Administering the pre-test:* pre-test was administered for about 40 minutes on the first week, it is conducted before the treatment, it is done to check student vocabulary.
4. *Giving treatment:* the treatments was given by using Word Link as media in teaching-learning the vocabulary via Zoom, it is given in three times in three meetings for the treatments, the treatments are classroom activity.
5. *Conducting post-test:* post-test was conducted to find out whether there is an effect of the students' vocabulary achievement after the treatments. It is administered for 40 minutes.
6. *Analyzing the data:* this step was to find out the students' vocabulary comprehension achievement using English songs as the media of teaching. The data will be computerized through the statistical package for social sciences (SPSS).
7. The researcher due a coordinated assessment before the class. Before the class is starting the researcher have to make sure that every students are ready to attend the online class.

3.9. Data Analysis

After conducting a pre-test and post-test, the researcher analyses the data to know whether there is a significant increase in the students' vocabulary mastery. The researcher analyses the students' vocabulary mastery by doing this activity:

1. Scoring the pre-test and post-test,
2. Tabulating the score of students' vocabulary test result using repeated measures T-test,

3. Drawing conclusions from the tabulated result of the pre-test administering that is statistically analyzed using SPSS (Statistical Program for Social Sciences) to test whether the increase in the students' gain is significant or not.

3.10 Hypothesis Testing

The researcher uses the hypothesis to prove whether the proposed hypothesis is accepted and rejected. The researcher used Repeated Measure T-test towards the average score of pre-test and post-test since the aim of the Repeated Measure T-test is to compare two data or mean from the same sample. In this case, the researcher used a significant level of 0.05 in which the hypothesis is approved if $\text{Sig} < \alpha$.

The criteria for accepting the hypothesis were as follow:

H_1 : There is a significant difference in students' word retention of vocabulary before and after the implementation of word link.

H_0 : There is no significant difference in students' word retention of vocabulary before and after the implementation of word link.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use the word link as the main activity and for those who want to conduct similar research.

5.1 Conclusion

This research was concerned with the word link as the main activity to improve the students' vocabulary and which aspects of vocabulary that improve the most at the second grade of SMP Negeri 22 Bandar Lampung. Concerning the research finding and discussion, the researcher would like to state conclusions as follows:

1. There is significant the students' improvement in vocabulary, it is concluded that using word link as the main activity is considered an interesting and attractive strategy for the students in vocabulary. There is an improvement in each aspect of vocabulary after the implementation of the Word Link in teaching vocabulary for three times of treatment. It can be seen that the total mean score increased from 53.96 in the pre-test to 61.75 in the post-test. The gain is 7.31 with a percentage of 100%. Furthermore, it can be good solution to use word link in this pandemic to improve their motivation to learn.
2. This research is focus to investigate whether the use of Word Link as the main activity in language teaching can improve students' vocabulary mastery and also find the significant difference in students' vocabulary mastery after the implementation of using word link in teaching English at the second grade of a junior high school student. Word link is the way of developing vocabulary achievement and it can be applied in teaching vocabulary because it can develop the learners' memory in memorizing vocabulary and it can help the students to memorize the words in long-term memory. And then the students' response

regarding the implementation of using word link to improve students' vocabulary mastery. Teaching vocabulary through games can involve the students in the process of teaching and learning activity.

3. by analyzing students vocabulary to find out which aspect of vocabulary improves the most. The researcher found that most of the students lack of vocabulary. The results were from the pre-test and post-test the problems that students found in finding the main idea: lack of interest of students, lack of vocabulary knowledge.

5.2 Suggestion

Using word link as the main activity is a good technique that can be used to improve the students' vocabulary. As a result, it can be known that the students enjoy teaching and learning vocabulary by using word link. Considering the conclusion of the research, the researcher would like to recommend some suggestions as follows:

1. The English Teachers

In the process of teaching and learning English, especially vocabulary. English teachers should be able to create some activities which can accommodate the student to access their background knowledge from the new material. Such activities helped the students in understanding the text since a text does not bring its meanings by itself. In addition, using word link as a media teaching learning can increase students vocabulary mastery. As a result, the process of teaching and learning becomes more interesting. Make sure the students have a smartphone or laptop play word link.

2. The Students

The students should have good motivation and should be more active to learn English especially vocabulary. They also have to participate well in the class so

that their ability to comprehending vocabulary can improve maximally.

3. **The Further Researchers**

The researcher realizes that there are many weaknesses in this research. Further researchers are recommended to use word link on different levels of education to see the effectiveness of word link as media in improving students' vocabulary. Then, the further researcher can add another instrument such as a questionnaire to find out students' responses towards word link as the main activity to support the result of the research.

In brief, those are the conclusions of the research findings and the suggestions for English teachers who want to try to implement word link as the main activity in teaching vocabulary and for further researchers who want to investigate the research about this technique.

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