

## **Improving the students' ability to use adjective through bingo game at the second year of SMP Buq'atun Mubarakah Gombara Makassar**

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**Abstract:** The objective of this research was to find out whether or not the bingo game can improve students' ability to use adjective effectively. The population of this research was the second year of SMP Buq'atun Mubarakah Gombara Makassar with the total 40 students. The researcher used total sampling technique in choosing the sample of the research and employed quasi experimental design where VIII.A which consists of 20 students will be in the experimental group and VIII.B which consists of 20 students will be in the controlled group. The instrument of this research was a vocabulary test used in pre and post test. The result of the data indicated there was a significant difference between students' post-test in experimental class and controlled class. The mean score of post-test (80.35) in experimental class was greater than the mean score of post-test (73.55) in controlled class and the standard deviation of post-test (8.29) in experimental class was greater than the standard deviation of post-test in controlled class (5.17). From t-test, the researcher found that the value of t-test (3.24) was greater than t-table (2.021) at the level of significance. It means that this is a significant difference between the result of the students' pre-test and post-test. Based on the finding and discussion of the research, the researcher drew a conclusion that the use of the Bingo Game can improve the students' ability to use adjective at the second year of SMP Buq'atun Mubarakah Gombara Makassar.

Keywords: improving, adjective, bingo game

### **Introduction**

There are many languages in the world with many varieties in their form and use. Besides of them, English is the most widely used. More people use English in many activities in the world of interaction and communication and also for Indonesian people. Moreover, to make a good communication, people need mastery the four skills: listening, speaking, reading and writing. Mastery the skills are not easy because the rules of English are different from Indonesian language.

In Indonesia, English has been chosen as the first foreign language to be taught as compulsory subject from the first year of junior high school up to the first year of college (Saleh, 1997:2). There are four components of language to be taught to junior high school students, they are structure or grammar, pronunciation, vocabulary, and spelling. Vocabulary is one components that has to be learned and mastered, but some students still face problem in learning one specially adjective

Besides, the students will learn the language aspects; pronunciation, grammar, and

vocabulary to support their language skills. Mastery vocabulary is one of the most important things to communicate fluently.

Krenzke (2001:209) states "when people know a lot of words, it's easier to say exactly what we want to say". It means that when people mastery many of words or vocabulary especially adjective, we can speak and make the communication feels good. If the students have very limited vocabulary especially adjective, they will find some difficulties in communications and also for reading and other skills if they are lack of vocabulary. The lack of vocabulary is a real problem.

Suyanto (2007:47) states that teaching vocabulary is better one if the materials are used still in children world contexts in order to make easier n practice for communicate. Therefore, teacher has led role to help their students to develop their students' ability in mastering vocabulary especially for Junior High School. To teach adjective to the students of Junior High School is really important to use media, one of them is Game. Game is one of the alternative

media that can be used by the teacher in teaching vocabulary especially in teaching adjective.

According to Sadiman, Raharajo, and Haryono (2005:75) game is competition among the players that interact each other by following rules to achieve certain purposes too in relation to it. Cezanne (1895 point out) that game is structured or semi structured activity, usually under taken for enjoyment and sometimes also used as an education tool. In this study the writer uses Bingo game in improving the students' ability to use adjective at the second year of SMP Buq'atun Mubarakah Gombara Makassar.

According to (Huntley, 2009) With directions language, the minimum requirement for the bingo game to work would be knowledge of basic directions, including relevant prepositions especially in improving the students' ability to use adjective through bingo game at the second year of SMP buq'atun Mubarakah Gombara Makassar.

Therefore, this research is attempting to find out whether it is effective or not to improve the students' ability to use adjective through bingo game at the second year of SMP Buq'atun Mubarakah Gombara Makassar.

## **Literature review**

According to Webster (1983:304): "Vocabulary is list of word and sometimes phrases usually arranged in alphabetical order and are defined as dictionary, glosary, and lexicon". Kustaryo(1988:2): "Pointed out that to understand a language students must have a good command of the vocabulary of the target language although learning english does not mean merely learning word but vocabulary proficiency". It will enable the students to acquire the skill of listening, speaking, reading and writing.

Hornby (1974) defines vocabulary as, total number of word that make up the language and body of word known to a person or used in particularly book, subject etc. According River in Faradhiba(1989:33): " point out that it would be impossible to learn language without vocabulary, language is not dry bone. It's living thing, growing entity, clothed in the flash of word.

Based on the definition previous, the writer concludes that vocabulary is the meaningful words which are used to communicate in all sides of human relationships and interest. There are many classification of vocabulary, one of them is adjective.

An adjective is a word that describes, identifies, modifies, or quantifies something (a noun or a pronoun). In the phrase, "the black cat" the word black is an adjective because it describes the cat. In English, an adjective usually comes before the noun it pertains to. for example: a red apple or a cute cat.

There are some definitions of adjective based on experts, Selby (1991:255) state that" Adjective are words that describe, clarify or limit, modify noun or pronoun. They are usually easy to recognize because they answer the question word as which one? What kind? How many? One word adjective generally comes before the words the modify. Hornby ( 1974 : 11) state that" Word that names a quality, or that defines or limits a noun. According to Drs. Rudy Hariyono (2002:40) adjective is a word used to provide properties on an object. or it can said also that the adjective is a word used to restrict the use of nouns. Veit (1986 : 28) state that" The word that describes(modifies) a noun.

Considering the definition above, the writer concludes that adjective is word to modify nouns and pronouns. They can be placed after to be and before nouns. Adjectives also can classified into many categories. In English, adjectives are generally used in the order: **quantity, opinion, size, age, shape, color, origin, material, purpose**. Some of these categories are (roughly in the order in which adjectives are used in English):

- **Quantity**; few, no, one, two, three, four, several, many, all, some, every, etc.
- **Opinion** ; good, better, best, bad, worse, worst, mediocre, awful, fantastic, pretty, ugly, clean, dirty, wasteful, difficult, comfortable, valuable, worthless, useful, useless, important, evil, angelic, rare, scarce, poor, rich, lovely, disgusting, amazing, surprising, loathsome, unusual, usual, pointless.
- **personality/emotion**; happy, sad, excited, scared, frightened, outgoing, funny, sad, zany, grumpy, cheerful, jolly, carefree, quick-witted, blissful, lonely, elated.

- **Sound;** loud, soft, silent, vociferous, screaming, shouting, thunderous, blaring, quiet, noisy, talkative, rowdy, deafening, faint, muffled, mute, speechless, whispered, hushed.
- **Taste;** sweet, sour, acidic, bitter, salty, tasty, delicious, savory, delectable, yummy, bland, tasteless, palatable, yummy, luscious, appetizing, tasteless, spicy, watery.
- **Touch;** hard, soft, silky, velvety, bumpy, smooth, grainy, coarse, pitted, irregular, scaly, polished, glossy, lumpy, wiry, scratchy, rough, glassy.
- **Size, Weight;** heavy, light, big, small, tiny, tall, short, fat, thin, slender, willowy, lean, svelte, scrawny, skeletal, underweight, lanky, wide, enormous, huge, vast, great, gigantic, monstrous, mountainous, jumbo, wee, dense, weighty, slim, trim, hulking, hefty, giant, plump, tubby, obese, portly.
- **Smell;** perfumed, acrid, putrid, burnt, smelly, reeking, noxious, pungent, aromatic, fragrant, scented, musty, sweet-smelling.
- **Speed;** quick, fast, slow, speeding, rushing, bustling, rapid, snappy, whirlwind, swift, hasty, prompt, brief.
- **Temperature;** hot, cold, freezing, icy, frigid, sweltering, wintry, frosty, frozen, nippy, chilly, sizzling, scalding, burning, feverish, fiery, steaming.
- **Age;** young, old, baby, babyish, teenage, ancient, antique, old-fashioned, youthful, elderly, mature, adolescent, infantile, bygone, recent, modern.
- **Distance;** short, long, far, distant, nearby, close, faraway, outlying, remote, far-flung, neighboring, handy.
- **Shape;** round, circular, square, triangular, oval, sleek, blobby, flat, rotund, globular, spherical, wavy, straight, cylindrical, oblong, elliptical, zigzag, squiggly, crooked, winding, serpentine, warped, distorted.
- **Miscellaneous Qualities;** full, empty, wet, dry, open, closed, ornate.
- **Brightness;** light, dark, bright, shadowy, drab, radiant, shining, pale, dull, glowing, shimmering, luminous, gleaming.
- **Color;** pink, red, orange, yellowish, dark-green, blue, purple, black, white, gray, brown, tanned, pastel.
- **Time;** early, late, morning, night, evening, everlasting, initial, first, last, overdue, belated, long-term, delayed, punctual.
- **Origin/Location;** lunar, northern, oceanic, polar, equatorial, Floridian, American, Spanish, Canadian, Mexican, French, Irish, English, Australian.
- **Material;** glass, wooden, cloth, concrete, fabric, cotton, plastic, leather, ceramic, china, metal, steel.
- **Purpose;** folding, swinging, work, racing, cooking, sleeping, dance, rolling, walking.

#### Example of the Sequence of Multiple Adjectives in Chart Form:

Quantity	Opinion	Size	Age	Shape	Color	Origin	Material	Purpose	Noun
Five	Good	huge	Young		black	Canadian			Bears
Much	Battered	big	Old	shapeless	Gray	indonesian	Cotton	work	Pants
Many	Magnificent	medium	Antique		green	British		reference	Books
One	Studious		Teenaged		white	American			Boy
Few	Shiny			round	Blue	Indian			Gems
Many	well-made	tiny		elongated	brown	italian	wooden	fishing	Boats
Several	Cheap	large			purple		polyester	sleeping	Bags

Best on the definition above, the writer draw conclusion that: adjective is a word that describes, identifies, modifies, or quantifies something (a noun or a pronoun) and an adjective usually comes before the noun it pertains to. for example: a red apple or a cute cat.

According to Marcella Frank types of adjective are:(1972:109), a). Articles: The, A and An. The words The, A, and An are known as articles and are classified as adjectives too. 'A' and 'An' are called the indefinite articles, as they do not indicate a specific noun; whereas, 'The' is called the definite article, because it does point to a

specific noun. b). Demonstrative adjectives: this plural these, that plural those. The demonstrative adjectives; this, these, that, those, and what are identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases, as in the following sentences: When the librarian tripped over **that** cord, she dropped a pile of books. In this sentence, the demonstrative adjective "**that**" modifies the noun "cord" and the noun phrase "that cord" is the object of the preposition "over.". c) Possessive adjectives: Pronouns: (my, your, his, her, our and their), and Nouns: jhon's, the girl's. A possessive adjective (my, your, his, her, 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 the following sentences: I can't complete my assignment because I don't have the textbook. In this sentence, the possessive adjective **my** modifies assignment and the noun phrase **my** assignment functions as an object. Note that the possessive pronoun form **Mine** is not used to modify a noun or noun phrase. d). Numeral adjectives: one, two, three, four and five, etc. Cardinal: four, five, twenty and one hundred, Ordinal: fourth, fifth, one hundredth, etc.

Numbers are classified as adjectives too. ▶ Four dolphins stayed with the boat until dawn. (The adjective 'four' modifies the noun 'dolphins'.) ▶ All we could muster was 9 cans of beans. (The adjective '9' modifies the noun 'cans'.)

- a) Adjective of indefinite quantity: some, few, all, more, etc. An indefinite adjective is similar to an indefinite pronoun, except that it modifies a noun, pronoun, or noun phrase, as in the following sentences: Many people believe that corporations are under-taxed. The indefinite adjective, many modifies the noun people and the noun phrase, many people is the subject of the sentence.
- b) Relative and interrogative adjective: whose, what, which, etc. An interrogative adjective (which or what) is like an interrogative pronoun, except that it modifies a noun or noun phrase rather than standing on its own. **Which** plants should be watered twice a week? Like other adjectives, which can be used to modify a noun or a noun phrase. In this example, which modifies plants and the noun phrase which plants is the

subject of the compound verb should be watered.

**What** book are you reading?

In this sentence, what modifies book and the noun phrase what book is the direct object of the compound verb are reading.

All of these determiners except the articles and the possessive adjectives of the personal pronoun my function as pronoun when not followed by nouns. Personal pronoun have separate forms for the possessive used without a noun for examples:

- My (adjective) book.
- The book is mine(pronoun).

According to drs. Rudy hariyono(2002:40) adjective can classified into eight part:

- a) Descriptive adjective
- b) Numeral adjective
- c) Quantitative adjective
- d) Demonstrative adjective
- e) Proper adjective
- f) Interrogative adjective
- g) Possesive adjective
- h) Distributive adjective

The functions of adjectives : a) adjective modifying a noun. For examples: The big boy and The boy is big. b). Adjective modifying a pronoun. For examples: He is small and Everybody else. In improving the students' ability to use adjective, there are many ways can be applied. One of them is game. Saleh (1997:57) states that a game is a kind of play that can be used to practice certain language features at certain phrases in learning process in order to develop communication skills.

According to Ersoz (2000:1): "games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. Uberman (1998:20): "states that many experienced textbook and methodology manuals writers have argued that games are not just time filling activities but have a great educational value. Lee (1979:2): " holds that most language games make learners use the language instead of thinking about learning the correct format.

In addition, Hornby (1987:353): states that games mean a form of play or sport especially

with rules. Games encourage, entertain, teach and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times. In conclusion, games help encourage and participants to sustain their interest in English. The writer realized that games motivated the students to acquire knowledge, vocabulary, grammars, and the like.

Dobson (1970:4): state that "A game is an activity with rules, goal and set of fun. The competitive game is players or team face to face to reach the goal and cooperative game, on the other hand is the players or team work together toward a communication on the goal.

Language learning is not easy work. Effort and patience are required at every moment and must be maintained over a long period of time.

According to Wright, et al, (1984:1): "games help and encourage many learners to sustain their interest and work. Learning a new language can be a hard and need long journey. Agoestyowati (2008:xiii): "state that the use of games in learning environment will not only change the dynamic of class, but it will also make easier for students and help the brain to learn more effectively.

It is possible to learn a language as well as enjoy oneself at same time. One of the best ways of doing this is through games. Su Kim (in <http://www.teflgames.com/games.html>, 1995:35) clarifies many advantages of using games in classroom:

- a) Games are a welcome break from the usual routine of language class.
- b) They are motivating and challenging.
- c) Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- d) Games provide language practice in the various skills-speaking, writing, listening and reading.
- e) They encourage students to interact and communicate.
- f) They create a meaningful context for language use.

Affective: Games can encourage creative and spontaneous use of language, Games can promotes communicative competence, Games can motivates and fun for students

Cognitive: Games allow students to focuses on grammar communicatively

Class Dynamics: Games make teacher acts only as facilitator, Games builds class cohesion, Games promotes healthy competition

Adaptability: Games is easily adjusted for age, level, and interest, Games as utilizes all four skills.

Based on the views above, a game allows students to: work cooperatively, learn form others, learn from mistakes, and allow people to have fun. There are many kinds of game, one of them is Bingo Game. According to Rini (2008:34): "Bingo is one of the most popular games in teaching foreign language. This game is really effective to train the students in improving their English spelling ability individually or group. Furthermore, Jeannie (2000) states that Bingo game is a game for the whole class, which encourages students to study and review their Vocabulary. In addition Kavaliuskiene (2000) adds that Bingo games is an ideal tool in assessing and teaching English especially vocabulary. In this game the students are asked to mark all the adjective on their Bingo cards by giving a check (√) on it. The students have no mark adjective which are the same adjective that mentioned by the teacher adjective on his Bingo card will shout Bingo and win the game. In applying this game material based on the students level. It is advisable for the teacher to add pictures on the students. Bingo cards to attract their interest. In this case the teachers could prepare the Bingo cards before playing or asking the students make the card by themselves. To make Bingo cards the teachers should follow steps, they are: a). Prepare several things such as : papers, pen, ruler, and pictures, b). Draw a big square of a paper and divided it into 9 small squares, c). Write on one word and picture in each small square.

## Methodology

The design of the research was quasi experimental design with one group experiment and control design. It means that, the sample will be selected randomly and they will be assigned into experimental group and control group by using pretest and posttest. It aims at finding out whether or not the Prototype Theory can improve the students' vocabulary after giving treatments. The design of this research is pre-experimental design with pre-test & pos-test

design. The comparison between the pre-test and post-test score depends on the result of the treatment. The populations of this research were the second year of SMP Buq'atun Mubarakah Gombara Makassar with the total 40 students. The researcher will use total sampling technique in choosing the sample of the research. The researcher will divided the two classes namely: VIII.A which consists of 20 students will be in

the experimental group and VIII.B which consists of 20 students will be in the controlled group. The instrument of this research is vocabulary test consisting of pretest and posttest. The pretest has the aim to know the basic vocabulary of the students. Therefore in the posttest is intended to know the students' vocabulary after giving treatment through the Bingo Game.

## Findings

### 1. *The Classification of Students' Pretest and Posttest Scores in Experimental Class*

*Table 1. The rate percentage of score experimental class in pretest*

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0 %
2.	Good	76 – 90	8	40%
3	Fair	61 – 75	12	60%
4.	Poor	51 – 60	0	0 %
5.	Very Poor	Less than 50	0	0 %
<b>Total</b>			<b>20</b>	<b>100%</b>

Table 1 above shows the rate percentage of score of experimental class in pretest from 20 students, none of the student got very good. There were 8

students (40%) got good score, 12 students (60%) got fair score, and none students got poor and very poor score

*Table 2. The rate percentage of score experimental class in posttest*

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	1	5%
2.	Good	76 – 90	12	60%
3	Fair	61 – 75	7	35%
4.	Poor	51 – 60	0	0 %
5.	Very Poor	Less than 50	0	0 %
<b>Total</b>			<b>20</b>	<b>100%</b>

While, the rate percentage of score of experimental class in posttest from 20 students as table 2 above shows that there were 1 students (5%) got very good score, 12 students (60%)

got good score, 7 students (35%) got fair score, and none of students got poor and very poor score.

### 2. *The Classification of Students' Pretest and Posttest Scores in Controlled Class*

*Table 3. The rate percentage of score controlled class in pretest*

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0%
2.	Good	76 – 90	6	30%

3	Fair	61 – 75	13	65%
4.	Poor	51 – 60	1	5%
5.	Very Poor	Less than 50	0	0%
<b>Total</b>			<b>20</b>	<b>100 %</b>

Table 3 shows the rate percentage of score of controlled class in pretest from 20 students, none of the student got very good score. There was 6

students (30%) got good score, 13 students (65%) got fair score, 1 student (5%) got poor and none of students got very poor score.

Table 4. The rate percentage of score controlled class in posttest

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0%
2.	Good	76 – 90	8	40%
3	Fair	61 – 75	12	60%
4.	Poor	51 – 60	0	0%
5.	Very Poor	Less than 50	0	0%
<b>Total</b>			<b>20</b>	<b>100%</b>

While, the rate percentage of score of controlled class in posttest from 20 students as table 4 above shows, none of the students got very good score. There were 8 students (40%) got good score, 12 students (60%) got fair score, and none of students got poor and very poor score.

Based on the table 3 and 4, it can be concluded that the rate percentage in posttest was greater than the rate percentage in pretest.

### 3. The Mean Score and Standard Deviation of Experimental Class and Controlled Class

After calculating the result of the students score, the mean score and standard deviation of both classes be presented in the following table :

Table 5: The mean score and standard deviation of experimental class and controlled class in posttest

Class	Mean Score	Standard Deviation
Experimental	80.35	8.29
Controlled	73.55	5.17

The table above shows that, the mean score of experimental class in posttest was (80.35) and the standard deviation of experimental class was (8.29), while the mean score of controlled class

in posttest was (73.55) and its standard deviation was (5.17). It means that, the mean score of controlled class was lower than mean score of experimental class.

The significant score between experimental and controlled class can be known by using t-test. The result of t-test can be seen in table 6 as follows:

Table 6: Distribution the value of t-test and t-table in pre-test

Variable	t-test value	t-table value
Posttest	3.24	2.021

The table above shows that t-test value was great than t-table. The result of the test shows there was significant difference between t-table and t-test ( $2.021 < 3.24$ ), it means that, t-table was lower than t-test. The result of the t-test statistical analysis shows that there was significant difference between the experimental class who got treatment through with controlled class who got treatment by verbal explanation, even though different both of them was not enough high. The statement was proved by the t-test value (3.24) which higher than t-table value (2,021), at the level of significance 0.05 and the degree of freedom  $(N_1 + N_2) - 2 = (20 + 20) - 2 = 38$ .

## Discussion

The rate percentage of score of experimental class in posttest from 20 students as table 2 above shows that there were 1 students (5%) got very good score, 12 students (60%) got good score, 7 students (35%) got fair score, and none of students got poor and very poor score. The table above shows that t-test value was great than t-table. The result of the test shows there was significant difference between t-table and t-test ( $2.021 < 3.24$ ), it means that, t-table was lower than t-test.

While, the rate percentage of score of controlled class in posttest from 20 students as table 4 above shows, none of the students got very good score. There were 8 students (40%) got good score, 12 students (60%) got fair score, and none of students got poor and very poor score. It can be concluded that, using Bingo Game to improve the students' vocabulary of the second year students of SMP Buq'atun Mubarakah Gombara Makassar was effective, because the data shows a very significant different between t-test and t-table.

## Conclusion

Based on the result of the data analysis and the research findings and discussion in the previous chapter, the researcher has come to the following conclusions. Bingo Game is an affective way in improving English vocabulary mastery especially adjective vocabulary at the second year students of SMP Buq'atun Mubarakah Gombara Makassar. It is proved by the t-test value that is 3.24 greater than the t-table 2.021. In this case, Bingo game is an interesting way in teaching vocabulary, beside that, it is very helpful to activate the students' background

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