



## The Use of Cue Card in Cooperative Learning for Teaching Vocabulary

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### Abstract

Vocabulary is the basic of English that is very important and difficult to master. Vocabulary will help students to master the four skills of language. Therefore, teacher have to make creative and interesting a way for teaching vocabulary. This study concern about how cue card and cooperative learning is used for teaching vocabulary. This study focused on the use cue card as learning media and cooperative learning as learning method. The subject of this study was seven grade student of SMP N 41 Semarang. The aim of this study was to describe the implementation of cue card with cooperative learning in teaching vocabulary to the students in the classroom. This study was a qualitative case research. The observation, questionnaire, interview, and document analysis was used to collect the data. The questionnaire was given at the end of the study. The observation sheet used to monitor the students and teacher's activities during the teaching learning process. The interview was done at the end of the meeting. Based on the result, the researcher concluded that the use of cue card for teaching English vocabulary is interesting, effective, efficient, and affordable. In addition, cooperative learning was helpful to increase the student's confidence.

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## INTRODUCTION

English as international language is very important to the society because English is used in several aspects such as education, social, culture etc. As Brown says that language is a system of arbitrary of conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate intelligibly with one another (Brown, 2000:5). Indonesian curriculum has stated that English is one of the compulsory subjects that have to be taught in Junior and Senior High School. Base on Curriculum 2013 Junior High School student will get English at the first time because some of them do not get English in Elementary School.

There are four skills in English. They are listening, speaking, reading, and writing. To be competent in English, the students should have a good skill especially those four skills. Without those four skills student will not be able to communicate and write. To be competent in those four skills student must master vocabulary. Mastering English vocabulary as foreign language is not easy as mastering Indonesia vocabulary. The fact that English is considered as inconsistence language is very crucial since its spelling is different from its pronunciation. In addition, memorizing is also claimed as a bored and difficult activity for some Junior High School student. Based on those opinions, the teacher should be creative and active.

Vocabulary is the most important component language because it affects the four language skills. That is why students should improve their vocabularies. According to Nugroho et al (2012), that matter is indicated from two indicators; first is viewed from vocabulary mastery and second is viewed from the student's motivation during teaching-learning process. In addition, I find several problems about student's vocabulary mastery such as difficulties in understanding the meaning of words, difficulties in pronouncing words correctly, and they could not spell the words correctly.

With regard to vocabulary mastery, it also connects to the student's motivation. According to Purnama (2016) Junior High School students are different from adults or Senior High School students. They need more motivation from the teachers to mastering vocabularies. The indicators are: a) some students were busy talking with their friends when learning process was occurring; b) some students were busy drawing picture to their books; c) the students were not actively involved in the leaning process; they tended to be passive; d) some students ignored the teacher's instruction. Base my experience in training practice in Junior High School 41 knows why those problems arose. One of them is that the teacher often teaches by doing the task on LKS, so the students did not have enough experience in learning vocabulary. It also made the students bored and they were not interested with the lesson. Based on the facts above, it can be concluded that the main reason causing the problem is the teacher not creative to use media in teaching vocabulary mastery.

In order to improve student's vocabularies, a teacher should concern about the students' motivation, and interest. The use of media, however, would help the students to reach the objective of teaching and help the students in understanding and learning a particular lesson. According to Sofwan (2013) these strategies hoped can help students to understand the materials and to stimulate student's interest during teaching learning activities. There are several techniques concerning in teaching of vocabulary if they want to present a new vocabulary or lexical items to their students that want students to remember new vocabulary. For instance, if we want to mention name of animal, media like dolls, realia, pictures, and so forth might help the students in visualizing the shape of those animals easily.

Some previous studies show that pictures and game give much contribution to the teaching vocabulary. The students will more active and interesting in picture. They will more understand and easy to remember the words. Therefore, I decide to use cue card to teach vocabulary. Cue card is card with picture and word. Budiastuti (2007) point that cue card is card with words or picture on, which is used to encourage the students to respond. Cue card is interesting due to its simplicity and attractiveness. The use of media is significant as it would help the students in understanding and learning particular lesson. We are so familiar with pictures. We can find many pictures in every corner of the street. Cue card is claimed as the simple and attractive card.

In this research I use cooperative learning as learning method. Cooperative learning model focuses on student's cooperative learning which means every student is accustomed to share their knowledge, experience, duty and responsibility. The teacher is only the facilitator but the student is the subject of the study. Sofwan (2013) said that using cooperative learning is effective to increase the students' vocabulary. It was proved that result of students' average score increase, from 64.1 in cycle 1, to 84.2. in cycle 2.

Vocabulary is the basic of English that will help to master the four skill of language. Junior High School students are different from adults or Senior High School students. They need more

motivation and guidance from the teachers to mastering English vocabulary. Without mastering vocabulary, student will not be able to mastering the four English skills. The difficulties that are faced by the student in mastering vocabulary are difficulties in memorizing and less motivation in classroom activities. According to those statements I have mention above, I would like to use cue card as learning media to take the student attention and cooperative learning is learning method in improving student's vocabulary to make interesting atmosphere in the classroom. I sought to answer how cue card used with cooperative learning for teaching English vocabulary in Junior High School EFL classroom. I would like to analyze the teaching and learning process using cue card and cooperative learning.

## **METHODS**

The research method that I used is a qualitative method. I used qualitative case study since the main purpose of this study is to explore the used of cue card in cooperative learning for teaching vocabulary. The research was conducted at SMA N 41 Semarang in the academic year of 2018/2019. I choose grade VII A in SMP N 41 Semarang. It consists of 32 students that are 17 girls and 15 boys. In conducting the study, I collaborated with Miss Miming in preparing lesson plans, choosing the class, and designing the media.

The instruments of this study were observation guideline, questionnaire guideline, interview guideline, and document analysis guideline. In order to collect the data efficiently, I firstly did an observation at the class. The purpose of observation is to know the students' behavior and teacher's performance in the teaching-learning process. It helped me to observe the class situation. In terms of the chosen the classes, we choose them randomly.

Secondly, I interviewed the teacher to get deeper information about the students' interest, like and dislike, and also an opinion about the use of cue card and cooperative learning for teaching vocabulary. I did the interview at the end of the meeting. I did semi-structured interview. I was recording and write the result of the interview. The interviews were used in order to get information from the English teachers whether (1) they found difficulties in teaching and learning using cue card and cooperative learning, (2) what kinds of problems they faced, (3) what caused the problems, (4) how they solved the problems, and also (5) what the different between using media and without media for the student.

Third, I gave the questionnaire to the students. The questionnaire was an open ended question. There are 10 questions. The questions were related to the student knowledge about cue card and cooperative learning and their opinion about teaching learning using cue card and cooperative learning. The questionnaire collected data information from the students based on the needs, interest, like and dislike about the teaching learning process. The questionnaire was given to the students at the end of learning process. The document analyzed was the lesson plan of the English teachers. I and Miss Budi made the lesson plan together.

However, I took some pictures as another supporting data. The purpose is to find the evidence of what the observation sheet stated. It means whether or not the student interest, like or dislike in the use of cue card during the lesson. It also means whether or not learning activities of cooperative learning help the students develop student vocabularies.

The steps of data analysis in this study are data reduction, data display, conclusion drawing and verification. Data reduction can be interpreted as the process of selection, simplification, and transformation, of the data to the field note. Data display includes many types of columns, tables and charts. The data display of this research is provided in the descriptive form. I drew the conclusion throughout the course by verifying the data. The conclusion was be gained based on the data obtained.

## **FINDINGS AND DISCUSSION**

### **Findings**

The research findings are purposed to answer the research question of the study that is how cue card in cooperative learning is used for teaching English vocabulary, specifically in SMP N 41 Semarang. The data were gathered from the classroom observations, the questionnaires, the interviews, and document analysis. Since this research was a qualitative case study, I would present the findings in the form of a rich description of the studied phenomenon.

*Cue Card as Interesting Media*

Cue card is an interesting method for teaching English vocabulary. It helped the student to remember the word more easily. Based on the result of student's questionnaire was conducted on 8<sup>th</sup> Augustus 2018, the students were happy. They said that cue card and cooperative learning were more interesting rather than remembering. It helped them to understand the meaning, the pronunciation, and remember the word easier. It was also easy to use and simple. By using cue card, they will be more understood not only meaning but also the pronunciation of the word. There were a picture and word in each card. It was difficult for them to understand the materials without understanding the meaning and knowledge in the picture or the thing as stated by one of the students:

*The student said that they are very happy and want to study using cue card and cooperative learning (Student's Questionnaire).*

Media is very important in teaching and learning process. They were bored since the teacher did not use any media for the teaching and learning process. Miss Budi often uses media for teaching and learning process. She thought that cue card is very useful for teaching and learning English. It can attract the student's attention. Miss Budi as a teacher stated that:

*Media is number one. It can take student attention. The student will be less motivation and concentration when she did not use media (Teacher's Interview, 08082018).*

First of all Miss Budi introduce the cue card to the student and how to use it. She used cue card by showing the picture and pronouncing its expression fluently, the students repeat it after her. Miss Budi distributed five cue card and student's worksheet to the leader of the group. The cue card contains a picture and dialog that express the picture and situation. The teacher and the student discuss about the materials. The student asked to match the picture with the correct expression and situation. The teacher gave question and answer to the students. The students discussed with their groups. They practice some expression on the cue card. The teacher used the cue card to give example to the student about the vocabulary, the pronunciation, and the expression. By using cue card and cooperative learning, the teaching and learning process run very well and the students looked interested on it. The students were very enjoyed and confident.

Based on the observation that was conducted on 25<sup>th</sup> July 2018, there is one student did not come. The total of the student were 32 students. Since most of the students were less concentration and make noisy, she tried to get the student attention by using cue card. It is effective to use cue card to take student attention. After getting the student attention, she gave instruction to look at the paper.

The students were active in a group and their self. They were able to read and remember the expression in the cue card. In doing duty, they divided the duty with their groups to answer the question. After that, they write the answer in the paper. In this time, they were very interesting and easy to arrange. They were very interesting to come forward. They confident to read the expression even they still fell shy (Observation, 01082018).

The students look enthusiastic and enjoy in the teaching-learning activity using cue card in cooperative learning for teaching English vocabulary. Most of the student paid attention to the teacher. They followed the teacher's instruction. They were able to make a group quickly. They were active in response to the teacher's questions. Some of them were able to answer the questions. They had been able to discuss in a group. They looked enjoy and interesting. They read the book and expression loudly. They were able to response the expression individually. They did the work in groups. They had known the roles of the activities (Observation, 06082018).

They look enthusiastic to the teaching-learning activity using cue card in cooperative learning for teaching vocabulary. They asked the teacher to use a cue card again. They were able to follow the teacher's instruction. They were able to make a group quickly and needed only a few minutes. They were active in response to the teacher's question. They were able to discuss in a group. They were able to response the expression individually. They did the work in groups (Observation, 08082018).

Based on the student's questionnaire was conducted on 8<sup>th</sup> Augustus 2018, I also found that this is the first time the student study using cue card. They had studied in a group in elementary

school but it was not frequency. Most of them are enjoyable and interesting teaching and learning using cue card in cooperative learning. They enjoyed with the picture and the materials.

In sum, we know that a cue card is an interesting method. Students enjoy and they were happy to use it. They looked very happy and interesting in teaching and learning process using cue card in cooperative learning. In the first meeting may be they feel difficult the role but after a few meeting, they have known the role. They looked like understand the role of activities and be able to enjoy the activities. They are more relaxed and confident in teaching and learning process. They were more relaxed when they studied with their friends.

#### *Teacher's and Students' Perceptions of Cue Card as a Teaching Medium*

Based on the teacher's and students' perceptions, cue card is effective and easiest media. We know that there are some methods in teaching and learning process. One of them is a cue card. According to Harmer (2001) cue card is cards with words or picture on that, which are used to encourage the students to respond in pair or group work. This is the first time Miss Budi used cue card. She thought that cue card was an effective and efficient method. It was very cheap and simple. She usually used LCD, flash card, and realia. She ever used cooperative learning. She thinks that using cooperative learning student would be able to work together. By doing work together, they would also be able to share their knowledge and ability with their friend. The student ability would be more spread evenly. She also said that cue card and cooperative learning were efficient and effective to teach English vocabulary and it is also easy to use. She said that the teacher did not need much cost to make it. They only need to look for the materials and print it the buffalo (Interview, 08082018).

In the second meeting, there were some students that were very noisy. They talked with their friend out of the topic. The teacher tried to get student attention using cue card. Most of them paid attention to the teacher but there were some of them that were playing with their groups. The teacher gave stimulation to make them more active and confident. They followed the teacher instruction to make a group (Field note, 30072018).

Some of them were able to come forward. Actually, they were afraid to make mistake but they continue to come forward and read the expressions. The teacher gave motivation to all of the students. The students did not be able to change their mind yet. They did not be able to remember all the expression yet but they were able to guess the expression by looking at the picture. They were very enthusiastic about teaching and learning process (Field note, 30072018).

Based on the result of the interview was conducted on 8<sup>th</sup> August, she said that cue card and cooperative learning is a complete package. In one time we can use the cue card for a deeper understanding of the material and use cooperative learning to teach social aspect. Cue card is easy to make and easy to use. We can take the picture from the magazine, paper, and also the internet. It is very cheap. We only need to print it and the media is ready to use. We can use it not only to teach vocabulary but also improved their speaking skill. It is very useful.

Based on the student's questionnaire was hold on 8<sup>th</sup> Augustus 2018, I found that this is the first time they studied using cue card. When in the elementary school they only used the picture. They also had studied in a group when they were in elementary school but it was not frequency. They said that they sometimes studied in the pair when they in elementary school. They word with their friend beside them.

They said that study using it was more effective and easy to understand. They said that they are very happy and want to study using cue card and cooperative learning. Cue card helped them to remember and know the meaning. They said pictures help them to remember than without picture. By illustrating the object they can understand the meaning quickly. By understanding the meaning they fell more easily to remember the word and expression (Student's questionnaire, 08082018).

Most students think that cue card and cooperative learning gave some profit. Those are easy to use, effective to use, and easy to understand. The teacher explained the role of cue card one by one. All the material was taken from the book. The materials were appropriate for them. They enjoy using cue card in cooperative learning for teaching vocabulary. I know that cue card helps the student to remember the word and expression. Cue card makes them easy to understand the meaning. In another side, grouping makes the student more confidence to express their knowledge and ability.

Base on those statements, we know that cue card is effective and easy to use in teaching and learning English vocabulary. It helped the student to understand and remember the meaning. It also helped to take the student attention.

Based on the teacher's questionnaire, cue card are affordable media. There were some media in the teaching and learning process. Some of them were very expensive that take much cost. Cue card was cheap and easy to make. Miss Budi used cue card which is very cheap and easy to make. She only needed buffalo's paper for the media. She also needed cut to make the card.

In this research, I did an interview on 8<sup>th</sup> Augustus 2018. Based on the result of the interview, Miss Miming said that cue card in not only interesting but also cheap and easy to use. The purpose of the interview was to get deep information from the teacher. How the teacher thought about using cue card in cooperative learning for teaching English vocabulary.

Miss Budi also said that this is the first time she used cue card as media. She realized that media is very important, useful, and helpful in teaching and learning process. It could take student attention. She usually uses LCD, Video, Audiovisual, and PPT. From those four media, she commonly uses Video (Teacher's Questionnaire, 08082018).

Based on the result of Interview on 8<sup>th</sup> Augustus 2018, Miss Budi said that student will be more interesting and active if she used media. When she did not use media, the student will say "Yahhh, why did not we use a picture?" Using media can improve student knowledge and take their attention. It is not must, but it is very important and useful.

In sum, Cue card is easy, practical, and cheap. It is a complete package. We only need to look for the picture and the media from the internet, book and the other source after that we can print it. It was not expensive. It is very cheap and easy to make.

#### *Difficulties in Using Cooperative Learning*

Based on curriculum 2013, we need to use cooperative learning as the learning method. Harmer (2001) said about different models which people have used to describe teaching such as PPP (presentation, practice, and production), task-based learning (which puts first and language study last) and communicative language teaching (with its twin emphasis on appropriate language and Activation methodology). It shows that models in teaching such as cooperative learning are more active to improve the student's vocabulary. Hence, I and Miss Budi tried to use cue card in cooperative learning for teaching and learning process.

Based on the observation was held on 30<sup>th</sup> July 2018, there were two students that did want to join their group. The teacher tried to persuade them, but they still did not want to joint. The teacher tried to go on the show. Even most of the students were afraid, actually, they were able to read and practice the expression. They were only less confident. Most of the student did not able to work in the group yet. They were more concentration to the talk with their friend rather than the materials. In this time, there were four students that able to answer the teacher's questions even though that were wrong. They tried to read the dialog their self, but they were not able to remember the expression yet. They look very interesting in teaching and learning using cue card in cooperative learning.

In this research, Miss Budi used the lesson plan that we made for each meeting. Instead of English, the lesson plan used the Indonesian language. Cooperative learning method was stated in the lesson plan. She used cue card as media and cooperative learning as the method.

At the beginning of the lesson, she explains the procedure using cue card with cooperative learning for the teaching learning process. Based on the document analysis, she implemented the technique with the right steps during the teaching and learning process.

First, Miss Budi opened the class and explained the purpose of the learning and teaching process. Next, she asked the students to make five groups in a class. And then, the student joint to their own groups. She gave the example to the student how to read the expression, what the meaning is, how to pronounce, and the last try to remember some expression. Miss Budi asked the student to discuss the expression from the cue card with their groups. Miss Budi took the student attention and supported them. In the first meeting, the student feels afraid and shy. After a few meeting, the students were not afraid to ask a question if there was something that they did not understand. Many students had to be chosen by the teacher in order to answer the question, yet there were some students who were brave enough raising their hand and coming forward to give their ideas about their answer.

There were some skills that were used in class activities. For instance, writing skill when the students wrote the answer in the paper. Then, speaking skill was applied when the students came in front of the class to present their answer with the reason. During the lesson, the teacher often used Indonesian even Javanese instead of English.

Based on all of the data I obtained and analyzed, it was found that cooperative learning is very good but sometimes we need to manage the student first. She said that it is difficult to make a group. Some student did not want to join with some people. Some of them talked with their friend in a group. There were gaps between them. Some of them talked aloud with their group member.

### **Discussion**

In this section, I discuss the result of research. This study was conducted in SMP N 41 Semarang. This study was conducted in VII A. It consisted of 15 girls and 17 boys. In this research, Miss Budi taught the student used cue card as media and cooperative learning as the method.

The purpose of this research was to find out how cue card in cooperative learning was used for teaching English vocabulary on seventh-grade student of Junior High School 41 Semarang in academic years of 2018/2019.

Based on the observation, it showed that the students were interesting on using cue card for teaching and learning process. They looked enjoyed and confident during the teaching and learning activity. It means that cue card in cooperative learning was effective to attract the students' interest to and help them in remembering some word and expression. On the other hand, the result of the interview showed that cue card was effective to take the student attention. Miss Budi said that cue card helped her to take the student interest and attention. From the first meeting until the last meeting, the student showed some progress. They were more active to speak up. Vocabulary is basic of the English. The student must mastery vocabulary to be mastered in English. To mastering vocabulary, they need to enjoy and interest on it. This result in line with a study conducted by Nation (2001) that vocabulary items play a vital role in all language skill (i.e. listening, speaking, reading, and writing). Vocabulary is central to language teaching and learning English.

The result of the observation also shows that cue card was effective and easiest to teach English vocabulary. In the first meeting, they needed guidance to use it. They need to behave to understand the role of the activity. In the third meeting, they have understood the role and able to follow the role. They were happy and enjoy in teaching and learning process. Base on the result of the interview, Miss Budi said that cue card is very useful. It is a complete package. It is easy to make and use. The picture helped the student to remember the verb. It could be said that cue card in cooperative learning was effective to attract the students' interest to and help them in remembering some word and expression. This result in line with Rizki, Rukmini, Sutopo (2013) that picture game can improve student motivation. The student felt happy so that the student motivation and achievement were improved.

Based on the researcher's observation during teaching practice in SMP Negeri 41 Semarang, I know that in every meeting there is an increase. In the first meeting, the students look very confused and less concentration. They still confuse about the roles. There were still gaps between them. Most of them were afraid and less active. In the next meeting, they have understood the role and look confident. They know what they should do. They are more manageable. Their ability to remember is improved. It means that the student needed habituation. It also means that the cue card is effective to improve student vocabulary.

Every meeting there is an increase. In the first time they still confused, but after that, they enjoy and interested in it. They were less confident before but now they can read and understand the expression confidently. They were able to come forward and they did not afraid again. They feel competitive. In the first meeting there is a gap between girls and boys but in the second meeting, there is no serious gap between the students. They can work with anyone. This is the goal of grouping. This is in line with Fekri (2016) that cooperative learning improved student vocabulary and made a competitive situation in teaching and learning process. Based on the result of the interview, Miss Budi said that cue card is a complete package. It is simple, easy to make and very cheap. She only needs a paper and printout.

Based on the questionnaire, the students thought that cue card and cooperative learning are easy to use. Even this is the first time they used it, but they did not find any serious difficulties. When used cue card in cooperative learning, they can easily to understand the meaning and remember it. It is very useful to improve vocabulary. So, cue card in cooperative learning is very simple, useful, easy, and interesting for teaching and learning English vocabulary.

According to the result of the interview, this is the first time the teacher use cue card. She usually uses PPT, video, and realia. Cooperative learning in here refers to the grouping that is so familiar for the teacher. She sometimes used cooperative learning for teaching and learning process. She thought that cooperative learning sometimes was difficult to apply because the student

sometimes did not pay attention to the teacher and material. They talked to their group member that was out of the topic. Cue card in cooperative learning is an interesting, effective, easiest, and cheap method but we need to manage it carefully. Especially, we need to manage the student to act in their own group and pay attention to the materials.

## CONCLUSION

Based on the research finding and discussion, I draw some conclusions. Firstly, I conclude that the use of cue card for teaching English vocabulary is interesting, effective, efficient, and cheap. It can be seen from the result of observation and questionnaire, almost all of the students were interested in teaching and learning using cue card, therefore teaching and learning process become more interesting. In addition, cue card helped the student to memorize new word or expression more permanently. They will more easy to remember when they illustrate the picture. They not only know the word but also the meaning.

Secondly, I conclude that a cue card in cooperative learning can improve students' vocabulary. However, cue card with cooperative learning was more effective, easy, and cheap to practice. Moreover, the student usually will be more confident to share their problem with their friend rather than their teacher. The student will study to work together and try to change their mind with their friend. It will improve student knowledge, society, and mental. It meant that cue card in cooperative learning is very helpful for students.

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