

REFERENCES

- Adrijana Biba Starman. (2013). *The case study is a type of qualitative research*.
<https://www.researchgate.net/publication/26568289>
- Alem, D. D. (2020). Approaches and methods in language teaching: A summary. *Noble International Journal of Social Sciences Research*, 5(9), 135–151.
<https://ideas.repec.org/a/nap/nijssr/2020p135-151.html>
- Aliza, G. N. (2022). *English student teachers' perceptions during performing reflective practice in a reflective micro-teaching class* [Siliwangi University]. <http://repositori.unsil.ac.id/id/eprint/5916>
- Allen, V. F. (1983). *Techniques in teaching vocabulary*. Oxford University Press, p. 200 Madison Ave., New York, NY 10016 (ISBN 0-19-434130-5, \$4.95)
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International journal of teaching and education*, 3(3), 21-34. <http://www.iises.net/international-journal-of-teaching-education/publication-detail-213>
- Bakhsh, S. A. (2016). Using games as a tool in teaching vocabulary to young learners. *English language teaching*, 9(7), 120–128.
<https://eric.ed.gov/?id=EJ1101751>
- Bandura, A., & Adams, N. E. (1977). Analysis of self-efficacy theory of behavioral change. *Cognitive therapy and research*, 1(4), 287-310.
- Barsalou, L. W. (2008). Grounded cognition. *Annu. Rev. Psychol.*, 59(1), 617-645.
- Berne, J. I., & Blachowicz, C. L. (2008). What reading teachers say about vocabulary instruction: Voices from the classroom. *The reading teacher*, 62(4), 314-323. <https://doi.org/10.1598/RT.62.4.4>
- Bonwell, C. C., & Eison, J. A. (1991). Active learning: Creating excitement in the classroom. 1991 ASHE-ERIC higher education reports. ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183.

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
<https://doi.org/10.1191/1478088706qp063oa>
- Brown, H. D., & Principles, T. B. (2001). An interactive approach to language pedagogy. NY: Longman, 430.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Charsky, D., & Ressler, W. (2011). “Games are made for fun”: Lessons on the effects of concept maps in the classroom use of computer games. *Computers & Education*, 56(3), 604-615.
<https://doi.org/10.1016/j.compedu.2010.10.001>
- Craik, F. I. (2022). Depth of processing in recall and recognition. In *Attention and Performance VI* (pp. 679-697). Routledge.
- Crystal, D. (2003). *English as a global language*. Cambridge University Press.
- Csikszentmihalyi, M., Montijo, M. N., & Mouton, A. R. (2018). Flow theory: Optimizing elite performance in the creative realm.
- Deci, E. L., & Ryan, R. M. (2012). Self-determination theory. *Handbook of theories of social psychology*, 1(20), 416-436.
- Démuth, A. (2013). Perception theories. *Kraków: Trnavská univerzita*, 2549.
- Deterding, S., Sicart, M., Nacke, L., O'Hara, K., & Dixon, D. (2011). Gamification using game-design elements in non-gaming contexts. In CHI'11 extended abstracts on human factors in computing systems (pp. 2425-2428).
- Dörnyei, Z. (2000). Motivation in action: Towards a process-oriented conceptualisation of student motivation. *British journal of educational psychology*, 70(4), 519-538.
- Dörnyei, Z. (2001). Motivational strategies in the language classroom.
- Dörnyei, Z. (2009). The L2 motivational self-system. *Motivation, language identity, and the L2 self/Multilingual Matters*.
- Dudovskiy, J. Research Process. Retrieved July 16, 2021. From: <https://research-methodology.net/research-methodology/research-process>

- Fard, F. M., & Boroujeni, S. A. (2013). Incidental vocabulary acquisition via reading for pleasure. *IOSR Journal of Humanities And Social Science*, 11(5), 69-73.
- Fitriani, L. (2021). *The teacher's strategies in teaching vocabulary to the eleventh-grade students of SMA Negeri 1 Banyumas Pringsewu in the academic year of 2020/2021* [State Islamic University of Lampung].
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. *American psychologist*, 34(10), 906.
- Hatch, E., & Brown, C. (1995). *Vocabulary, semantics, and language education*. Cambridge University Press, p. 40 West 20th Street, New York, NY 10011-4211 (hardback: ISBN-0-521-47409-4; paperback: ISBN-0-521-47942-8).
- Hazar, E. (2020). Use of digital games in teaching vocabulary to young learners. *Educatia* 21, (19), 98-104. <https://doi.org/10.24193/ed21.2020.19.12>
- Hornby, A. (2006). *Oxford advanced learner's dictionary*. New York: Oxford University Press.
- Horton, J., Macve, R., & Struyven, G. (2004). *Qualitative research: Experiences in using semi-structured interviews*. 339–357. <https://doi.org/10.1016/B978-008043972-3/50022-0>
- Hukom, S. J. (2021). Board race games as an alternative strategy in teaching vocabulary. *Tahuri*, 18(2), 50-55.
- Husman, J., & Shell, D. F. (2008). Beliefs and perceptions about the future: A measurement of future time perspective. *Learning and individual differences*, 18(2), 166-175.
- Ibrahim, A. (2017). Advantages of language games in teaching English as a foreign language in Sudan primary schools. *American Scientific Research Journal for Engineering, Technology, and Sciences (ASRJETS)*, 37(1), 140–150.
- Jacobs, G. M., & Liu, K. K. (1996). We are integrating language functions and collaborative skills in the second language classroom. *TESL Reporter*, 29, 13-13.
- Jannah, M. (2011). Using games in improving student's vocabulary: classroom action research at the seventh grade of Yayasan Miftahul Jannah (YMJ)

junior high school Ciputat.

<http://repository.uinjkt.ac.id/dspace/handle/123456789/5083>

Kelendonu, R. S., & Katemba, C. V. (2023). Using song, social media, and games to improve vocabulary: students' perception. *TELL-US Journal*, 9(1).

<https://doi.org/10.22202/tus.2023.v9i1.6663>

Kolb, D. A., Boyatzis, R. E., & Mainemelis, C. (2014). Experiential learning theory: Previous research and new directions. In *Perspectives on thinking, learning, and cognitive styles* (pp. 227-247). Routledge.

Krashen, S. (1982). Principles and practice in second language acquisition.

Küçük, T. (2023). The importance of mime games in vocabulary teaching to EFL students at a private university in Iraq. *International Journal of Social Sciences & Educational Studies*, 10(2), 109.

Kusumawati, F. P. (2017, December). Board race to boost students' vocabulary mastery. In *Proceedings of International Conference on English Language Teaching (INACELT)* (Vol. 1, No. 1, pp. 113-120). <https://e-proceedings.iain-palangkaraya.ac.id/index.php/INACELT/article/view/49>

Lander, E. (2018). 10 Best ESL games for English teachers abroad. <https://www.gooverseas.com/blog/10-best-games-esl-teachers>

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.

Lelawati, S., Dhiya, S., & Mailani, P. N. (2018). The teaching of English vocabulary to young learners. *PROJECT (Professional Journal of English Education)*, 1(2), 95–100. <http://dx.doi.org/10.22460/project.vli2.p95-100>

Locke, E., & Latham, G. (2015). Goal-setting theory. In *Organizational Behavior* 1 (pp. 159-183). Routledge.

Lockhart, R. S., & Craik, F. I. (1990). Levels of processing: A retrospective commentary on a framework for memory research. *Canadian Journal of Psychology/Revue canadienne de psychologie*, 44(1), 87.

Mardianawati, L. I. E. S. (2012). Vocabulary teaching strategies used by teachers of junior high school. *Unpublished Bachelor Thesis, Purwokerto: Muhammadiyah University of Purwokerto*, 11.

- Mayer, R. E. (2024). The past, present, and future of the cognitive theory of multimedia learning. *Educational Psychology Review*, 36(1), 8.
- McCarten, J. (2007). Teaching vocabulary. *Lessons from the Corpus. Lessons from the Classroom*.
- Mujahidah, N. (2020). *Improving vocabulary achievement by using a story system*. [Muhammadiyah University of Makassar].
https://digilibadmin.unismuh.ac.id/upload/10889-Full_Text.pdf
- Nation, I. S., & Nation, I. S. P. (2001). *Learning vocabulary in another language* (Vol. 10). Cambridge: Cambridge University Press.
<https://doi.org/10.1017/9781009093873>
- Nation, P. (2022). Teaching and learning vocabulary. In *Handbook of Practical Second Language Teaching and Learning* (pp. 397-408). Routledge.
- Octaviani, R., Handayani, I., & Hamer, W. (2019). Applying board race game to increase students' vocabulary mastery in Uttayan Suksa Krabi School, Thailand. *Journal of English Education Studies*, 2(2), 101–110.
<https://doi.org/10.30653/005.201922.40>
- Paivio, A. (2014). *Mind and its evolution: A dual coding theoretical approach*. Psychology press.
- Pathak, A., & Intratat, C. (2012). Semi-structured interviews were used to investigate teacher perceptions of student collaboration in the background of the project. *Malaysian Journal of ELT Research*, 8(1), 1–10.
www.melta.org.my
- Permatasari, I., Wijayanto, A., & Kristina, D. (2020). The strengths and weaknesses of extensive reading using Wattpad; Students' perceptions. *Indonesian Journal of EFL and Linguistics*, 5(2), 373.
<https://doi.org/10.21462/ijefl.v5i2.292>
- Pratiwi, W. R., & Nur, M. A. (2019). The use of board race games in improving students' vocabulary mastery at second grade of tsanawiyah Babul Khaer Bulukumba. *Klasikal: Journal of Education, Language Teaching and Science*, 1(3), 75-86.

- Rachel, R. (2017). Students' Perception toward the use of written test in learning English by the fifth semester students of English department of FKIP UKI Toraja. *Teaching English as a Foreign Language Overseas Journal*, 5(3), 31-48.s
- Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Roediger, H. L., & Butler, A. C. (2011). The critical role of retrieval practice in long-term retention. *Trends in cognitive sciences*, 15(1), 20-27.
- Sari, E. P. (2018). *The use of games as a strategy to teach English to young learners*. [Sanata Dharma University].
- Setyowati, M. S. (2019). Students' perception toward English zone in English study program of Iain Curup. *Journal of English Education and Teaching*, 3(4), 506-521. <https://doi.org/10.33369/jeet.3.4.506-521>
- Schmitt, N., & Schmitt, D. (2000). *Vocabulary in language teaching*. Cambridge University Press.
- Shabaneh, Y., & Farrah, M. (2019). The effect of games on vocabulary retention. *Indonesian Journal of Learning and Instruction*, 2(01). <https://doi.org/10.25134/ijli.v2i01.1687>
- Stahl, S. (2005). *Vocabulary development*. Newton Upper Falls, MA: Brookline Books.
- Sweller, J. (1994). Cognitive load theory, learning difficulty, and instructional design. *Learning and instruction*, 4(4), 295-312.
- Syaputra, A. D., Bunau, E., & Surmiyati, S. The use of board race game: A library research on the improvement of students' vocabulary mastery. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 12(2), 763-769.
- Susanto, A. (2017). The teaching of vocabulary: A perspective. *Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra*, 1(2), 182-191.
- Tedjasaputra, M. S., & Bermain, M. (2001). *Permainan untuk pendidikan anak usia dini*. Jakarta: PT Gramedia.

- Vygotsky, L., & Cole, M. (2018). Lev Vygotsky: Learning and social constructivism. *Learning Theories for Early Years Practice*. UK: SAGE Publications Inc, 68-73.
- Wigfield, A., & Eccles, J. S. (2000). Expectancy–value theory of achievement motivation. *Contemporary educational psychology*, 25(1), 68-81.
- Willis, J. (1996). A flexible framework for task-based learning. *Challenge and change in language teaching*, 52, 62.
- Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for language learning*. Cambridge University Press.
- Yin, R.K., (1984). *Case study research: Design and methods*. Beverly Hills, Calif: Sage Publications.
- Zaenal, A., Qalbi, N., & Setiadi, M. A. (2020). The effectiveness of the board race method in improving students' vocabulary mastery. *Jurnal Keguruan dan Ilmu Pendidikan (JKIP)*, 7(2), 197-210.
- Zainal, Z. (2007). *Case study as a research method*.