

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature used in this study. It consists of seven sub chapters. They are (a) vocabulary, (b) teaching vocabulary, (c) testing vocabulary, (d) game, (e) domino cards game, (f) previous study.

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary as one of the language aspects which the people should learn when they are learning language. According to Spache (1964:326), “vocabulary is the number variety of words a person hears, recognizes, understands, and uses in his speech and writing”. In learning listening, speaking, writing, and reading good mastery of vocabulary is important for anyone. A learner of a foreign language will speak fluently and accurately, write easily, or understand what the learner reads or hears if they have enough vocabularies and have the capability of using it accurately. All skills demand much on the vocabulary mastery.

When a student has mastered the fundamental grammatical patterns of language, the next task is to master its vocabulary or at least that part of its vocabulary that the student needs. They need to learn what words mean and how they are used (Harmer. 1991:34). It is obvious that

vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Therefore, it is highly essential for English teacher to help their students master in vocabulary.

The words that students know depend upon their experience. We hope that our students know not only meaning of words, but also using vocabularies in sentence. According to Ur (1996:60), “vocabulary is one of the linguistic aspects that is important in teaching a language, besides structure and pronunciation. As a stock of words used by a person, vocabulary can be defined, roughly, as the words we teach in the foreign language”. From the definition given above, it can be concluded simply that vocabulary is a total of words or stock of words used by a person, class, trade, and profession in communication as a means of expression.

2. The Kinds of Vocabulary

In teaching vocabulary, besides knowing the methods, the teacher should know the material. There are many classifications about the kinds of vocabulary made by the expert in language area. According to Jo Ann Aebersold and Marry Lee Field (1997:139) classified vocabulary into active vocabulary and passive vocabulary:

a. Active Vocabulary

Active vocabulary is all of the words a student's produces during any lesson or event in latter lessons. This term is used in speaking or

writing appropriately it is called as productive vocabulary although it is more difficult to put into practice. It means that to use the productive vocabulary, the students must know and be able to use grammar of the target language; they also must be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skills.

a. Passive Vocabulary

Passive vocabulary is all of the words a student hears or reads. It refers to language items that can be recognized and understood in the context of reading or listening, and are also called as receptive vocabulary.

Corson that is quoted by Nation (1990:94) called those vocabularies as motivated vocabulary and unmotivated vocabulary. Motivated (active) vocabulary consists of all the words we need to use and feel no reluctance in using in our everyday life. While, the unmotivated (passive) vocabulary can be divided into two groups:

- a. Words which are only partly understood and are not well known enough to use actively.
- b. Words which are not needed in daily communication.

The another experts also state the kind of vocabulary, according to Nation (2001:11) we can distinguish four kinds of vocabulary in the text, those are:

a. High-Frequency Words

High-frequency words are vocabulary which mostly appears in text. There is a small group of high frequency which is very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of the language.

b. Academic Words

The text is from academic textbook and contains many words that are common in different kinds of academic text: policy, phase, adjusted, sustained. Typically these words make up about 9% of the running words in the text.

c. Technical Words

The text contains some words that are very closely related to the topic and subject of the text. These words include indigenous, regeneration, pod carp, beech, rimy, and timber. These words are reasonably common in this topic area but not so common elsewhere. As soon as we see them, we know that topic is being dealt with. Technical words like this typically cover about 5% of the running words in a text.

d. Low-Frequency Words

This group is included words like zoned, pioneering and perpetuity, aired and pastoral. They make up over 5% of the words in

an academic text. There are thousands of them in the language, by far the biggest group of word. They consist of the technical words for other subject areas, proper nouns, words that almost include the high frequency list and words that we rarely use in the language.

Scott (2002:15) stated that there are two kinds of vocabulary, they are:

a. Receptive Vocabulary

Receptive vocabulary refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability, the first is making some notes of words and finding out the synonyms and antonyms. Another way is looking in the dictionary.

b. Productive Vocabulary

Productive vocabulary refers to the words which learners use when they speak or write, and it is called as active vocabulary. To increase this active vocabulary ability, the learners should try much their speaking and writing.

These kinds of vocabulary need to learn to limit the vocabulary that is introduced because if too much is introduced, students will be impeded by the need to absorb too many words.

3. Types of Vocabulary

According to Miller (2000:178), there are different types of vocabulary. Those are listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

a. Listening Vocabulary

Listening vocabulary is all the words that can be recognized when listening to speech. This vocabulary is all aided in size by context and tone of voice. Some people may still know words which they do not expose before using cues like tone, gesture, the topic and social context of conversation.

b. Speaking Vocabulary

Speaking vocabulary is all the words which can be used in speech.

c. Reading Vocabulary

Reading vocabulary is all the words that can be recognized when reading text. This is generally the largest type of vocabulary simply because the reader tends to be exposed more words by reading than by listening someone speaks.

d. Writing Vocabulary

Writing vocabulary is all the words that can be employed in writing. Many written words do not commonly appear in speech, the writers generally use a limited set of words when communicating.

B. Teaching Vocabulary

1. Techniques of Teaching Vocabulary

Techniques are way of doing something, especially one that needs special skills. Technique is any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. Besides, Nation in Cameron (2001:85) proposes that there are some listed basic techniques that can be used by teacher in young learner classroom:

a. By demonstration and picture

1) Using an object

In teaching English, teacher should use the real object that are related to the material will be learnt. It can help the teacher to make the students understand about the material.

2) Using gesture

Gesture is one of the aids to help the teacher in explaining the material. Students can know the meaning of the words by gesture of the teachers. It can be used to describe something.

3) Performing and action

In telling the story, it is very important for the teachers to do the action based the situation given because it can make the students interested to the story because the teacher makes the students feel that it is real and they will be easy to understand the story.

4) Photograph

The teachers use the picture to help them in explaining the material. The photograph should be appropriate with the material and children's world.

5) Drawing or diagram on the board

Drawing something or diagram to make the lesson that explained will be clear for the students.

6) Picture from the books

In teaching, the teachers also use the pictures not only from the books but also in TV, video or computer. The pictures can attract students to catch the ideas that teachers delivered.

b. By verbal explanation

1) Putting the new word in defining context

The teacher can help to activate schemas or networks that will in turn help understanding. If the students know hospital, then mention it will help them construct a meaning for ambulance, by activating scenarios connected with hospitals.

2) Translating into another language

The new words can be translated to the source language. It can help the students to know the meaning of the words by translating to another language.

The researcher can conclude that teaching vocabulary is to build knowledge of word. Teaching vocabulary can be presented in many ways, whether it is by oral or written, demonstration or verbal explanation. In teaching vocabulary, teachers can use the media, gestures, or by translating the word. The teachers can use them based on the needs and level of the students. Then the teacher must have expertise in teaching, especially in the teaching of vocabulary. Because making the students comprehend a vocabulary is very important to do. The teacher can use basic stages by teaching techniques that can attract the attention of students to know the material. By the techniques used in teaching vocabulary, teacher firstly must match which techniques are suitable for which material that will be taught. When teachers use the suitable techniques or media and they are matching to the material that would be presented, it could improve students' curiosity and enthusiasm in teaching and learning process.

Gairns and Redman (2005:75) say “There are many techniques of vocabulary teaching. There are: mime and gesture, visual aids, verbal explanation, and contextual guesswork”.

a. Mime and Gesture

In this technique, a teacher uses real object and command. In real object, the teacher can use something available in the classroom such as door, blackboard, chalk, clock, and so on. In using command, a teacher can give command such as: open the window, open your book, etc. Another example is teaching part of body, a teacher can give command such as raise your hand, put your left hand on your head, etc.

b. Visual Aids

In this technique, a teacher can use picture, photographs, flashcards, and blackboard. One of the visual aids is blackboard. It is a writing the words and their meaning on the blackboard, but there are undersized result. Pictures for vocabulary teaching come from many sources. It can be from the magazine, newspaper, or the students' handmade. Pictures can be used to explain the meaning of vocabulary items.

c. Verbal Explanation

1) Use of illustrative situations (oral or written)

This technique can be useful when the words are abstract. In this technique teachers just explain the word so that teachers should use more than one situation or context to ensure that students understand what they explained.

2) Use of synonym and definition

Synonym can be called the words that have similar meaning with other words. Teachers often use this technique to low level students; it would be justifiable at low levels to tell students that miserable mean very sad. Secondly, it is commonly used with higher level students and subsequently qualified, such as male means man.

3) Contrasts and opposites

In this technique, the teacher asks the students the opposite of something for example, what is the opposite of sweet?, what is the opposite of clever? etc.

4) Scales

It can be useful way to get new vocabulary if students have learned contrasting or related gradable items. If students know “hot” and “cold” teachers can ask students a framework for feeding in “warm” and “cool” and later “freezing” and “boiling”

5) Examples of the type

The teachers can use illustration to get the meaning of subordinates, such as furniture, vegetables, and fruits. It is a common produce to exemplify them. For example table, chair, and, bed are all furniture.

d. Translation

Translation is changing some words or sentences from second language or other language to native language with similar meaning. It is one of traditional method. This technique is usually used by the teachers when they taught vocabulary or text in teaching learning process. Translation can be a very effective way of conveying meaning. It can save valuable time that might otherwise be spent on a largely unsuccessful explanation in English, and it can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention.

e. Contextual Guesswork

In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through deducing meaning from context, deducing meaning from form, word association and word formation.

From the explanation above, the teachers should have an interested ways in learning vocabulary. The teachers have to know what they should do and what they should not do well, so it can help students acquire more enjoyable strategies. The teacher can use different and interesting techniques, which make English lesson more exciting and motivating the students. According to Suyanto (2010: 88), there are many techniques in teaching vocabulary.

a. Listen and Repeat

The technique is useful for teaching pronunciation to the students. In teaching new vocabulary, the teachers can use flashcard as an example:

Teacher: "Listen and Repeat"

"It is a cat"

Students: "It is a cat"

b. Listen and Do

In teaching the students, the teachers give an utterance, the students must listen clearly, and then the students give the respond by doing what the teachers say.

Example: Teacher: "Open your book!"

Students: (All the students open their book)

c. Question and Answer

The technique is useful for teaching speaking and reading. In the first time, the teachers ask and answer a question to the students. Then the students repeat the teachers' question and answer.

Example: Question: Are you sleeping?

Answer: Yes, I am

d. In – Pair

The technique is used to teach the students how to interact and communicate with other people. This technique has to be done by two students and then asking and answering question each of them.

Example: Students A: May I borrow your book?

Students B: Yes, of course.

e. Group discussion

The technique gives some advantages to the students. They are: the students learn how to appreciate their classmates' opinions. In practicing this technique, the teachers give a problem to the students and the teachers ask the students to solve the problem.

2. The Purpose of Vocabulary Learning

There are several reasons why we should learn vocabulary. Firstly because different vocabulary gives greatly different feedback for learning, it is important to make sure that learner have a good control of the high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching courses make vocabulary learning more difficult such as grouping, opposites, and synonyms. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the good design of vocabulary and other skill activities.

According to Nation (2001: 6) the goals of vocabulary learning can be the form of questions that we as a learner or the teachers need to answer. First, how much vocabulary do learners need to know? It is useful to be able to set learning goals that will allow us to use the language in the ways we want to. Second, how many words are there in the language?. The most ambitious goal is to know all of the language. However, even native speakers do not know all the vocabulary of the language. So, we only need to know the high-frequency vocabularies that used in the language. Third, how many words do native speakers know. Finally, how much vocabulary do you need to use another language?. By answering the questions above, it can be the standard so that we can set our purpose in vocabulary learning.

From this explanation, vocabulary learning is an important thing to do in learning English language, because by learning, memorizing, and understanding a target language vocabulary the students supposed to apply their vocabulary in speaking and understanding the text and communication. Moreover, vocabulary learning is very important. It means to understand the language that relates with its context, both the Indonesian and English context. To achieve those students need ability to master vocabulary to make students communicate optimally.

3. Principles of Teaching Vocabulary

According to Nunan (2003:135) there are four principles for teaching vocabulary:

a. Focus on the most useful vocabulary first

The most useful vocabulary that English language learner need whether they use the language for listening, speaking, reading and writing or whether they use the language in formal and informal situations.

b. Focus on the vocabulary in the most appropriate way

The teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

c. Give attention to the high frequency words across the four strands of a course

High frequency vocabulary needs to occur in all four strands of a course. High frequency should also be fluently accessible for receptive and productive use.

d. Encourage learners to reflect on and take responsibility for learning.

The learner must be responsible for their own learning that requires:

1) Knowledge of what to learn and the range of options for learning vocabulary.

2) Skill in choosing the best options.

3) The ability to monitor and evaluate progress with those options.

C. Testing Vocabulary

Testing vocabulary is similar to testing in other areas of language knowledge and use (Nation, 2001: 344). It shows that knowledge of vocabulary is essential to development and demonstration of linguistics skills.

In teaching learning activity, the teacher uses the test after teaching to know about students' achievement. Allison (1999: 37) stated the purpose of evaluating the students' language is to help the student to see how far they have already come, since a sense of progress at some stages of language learning is not easy to maintain without supporting evidence. In addition, the purpose of vocabulary tests is to measure the comprehension and production of speaking or writing.

According to Harris (1969: 51) there are two kinds of testing vocabulary,

1. The Testing of Idioms

We have dealt exclusively with the testing of single words, but the test writer should consider the desirability of testing idioms as well. Of particular importance are two-word verbs or verb-adverb combinations in which the English language abounds-idiomatic constructions.

Example: Put off (delay)

Look over (inspect)

Come across (encounter accidentally)

2. Items types, there are five types.

a. Definition (multiple-choice)

It consists of a test word followed by several possible definitions of synonyms.

Example: nap...

- A. a brief sleep
- B. a happy song
- C. a sharp rock
- D. a short meeting

b. Completion (multiple-choice)

It places problem words in the context

Example: The old woman was too.....to push open the heavy door.

- A. Feeble
- B. Sincere
- C. Deaf
- D. Harsh

c. Paraphrase (multiple-choice)

Combining elements of two of the previously discussed devices is to underline a word in context and provide several possible meanings.

Example: John was astounded to hear her answer.

- A. Greatly amused

- B. Greatly surprised
 - C. Greatly angered
 - D. Greatly relieved
- d. Paraphrase (supply type)

Requiring a structured short answer supplied by the examinee.

In this type the problem sentence remains, but the examinees are asked to rewrite the sentence, substituting other words for the underlined portion.

- e. Pictures

In the testing of children who have not yet reached the reading stage, vocabulary may be measured with pictures. Two types of picture items have frequently been used. The first type, the examiner pronounces the name of an object and asks the child to indicate, by pointing or making a pencil mark which one of a set of pictures show the object named.

Either of these item types should function satisfactorily on the beginning level. Having a marked response provides a permanent record of performance and therefore does not require the examiner to stop and score the response himself.

Meanwhile, based on the Madsen (1983: 14) there are four kinds of testing vocabulary, but two kinds has same with above and two kinds are different. Two kinds are.

1. Limited Response

These test items require either a simple physical action like pointing at something or a very simple verbal answer such as “yes” or “no”.

There are two types of limited response:

a. Individual Testing

Directed physical responses can easily to be used when the teacher test one student at the time. When elementary students are taught to read, their teacher generally arrange for small group activity and individual interaction can also very productive when testing language skills of beginning students. A surprising amount of information can be gathered in just to three minutes. After basic commands have been learned (such as “Go to the”), you can check mastery of certain vocabulary by saying, “Please go to the window”. The student can show he understands by doing what he is told. In addition, the teacher can test beginning students by asking for only a very short answer. For example: “Is the book green?” or “What color is the book?"/ “Green”.

b. Group Testing

Nonverbal physical responses are used as well to test the whole class at the same time. A good way is to draw or duplicate a sketch such as the one on the opposite page and give to each person in the class. After an example (such as, “Draw a circle around the boy”), the teacher can say, “Now draw an empty clock face on the paper. The teacher could then have students draw hands on the clock showing, for example that it is 3.30”.

2. Multiple-choice completion

A good vocabulary test type for students who can read in the foreign is multiple-choice completion. It makes the students depend on context clues and sentence meaning. Following steps should be taken in writing multiple-choice completion item: (a) Select the words to be tested. (b) Get the right kind of sentence to put each word in (this sentence context is called stem). (c) Choose several wrong words to put the right word with (this wrong words are called distracters). (d) Finally, prepare clear and simple instructions.

For example: She quicklyher lunch

A. Drank

B. Ate

C. Drove

D. Slept

(The correct choice is “ate”)

3. Multiple-choice paraphrase

Multiple-Choice paraphrase test vocabulary items offer much of the same advantage that multiple-choice completion test do, and the context are much easier to prepare. In writing paraphrase items, we follow the same steps that we took to prepare completion items: (1) select the words to be tested; (2) prepare a sentence context; (3) choose distracters; and (4) write instruction.

For example: My sister is a **pilot**. She cans....

- A. Help sick people
- B. Make clothes
- C. Fly an airplane
- D. Teach students at school

(The answer is "Fly an airplane").

4. Simple Completion (Words)

First, supply a word with a prefix or suffix for each blank in the following sentences. Then prepare simple-completion items.

Example: It was a mostmistake.

(Answer: deplorable (regrettable, inexcusable, etc.)

Moreover, there are other testing vocabularies. Nation (2001: 344) stated kinds of vocabulary test items. There are five:

1. True/ false test

The teacher gives the statement or sentence based on the text and then the learners have to choose T or F. If a sentence or statement is true, the learners write T and write F if it is not true.

2. Depth test

The learners choose four words that go with the test word. They choose at least one from each of the two boxes.

Example:

Beautiful	Quick	Change	Doctor
Surprising	Thirsty	Noise	School

3. Completion test

The learners choose one word from the list on the right to complete the sentence.

Example:

A journey straight to a place is..... Faint

An illness that is very serious is..... Acute

A river that is very wide is..... Common

4. Multiple-choice test

The multiple choice type of item has probably achieved its most spectacular success in vocabulary tests.

For example: The opposite of **strong** is.....

A. Short

B. Poor

C. Weak

D. Good

(The true answer is “Weak”).

5. Translation test

Example:

You can see how the town has developed _____

I cannot say much about his character _____

Testing vocabulary needs more preparation, because vocabulary tests as measures of general ability or intelligence, and as measures of achievement in special subject fields. So that way, knowledge of vocabulary itself is very important and needed.

Knowledge of vocabulary is important for using language. It is useful to be able to give a test from various points of view knowledge of word meanings ,knowledge of word forms, and knowledge of how to surmise the meanings of unknown words from the context.

D. Game

Game is an interesting activity that has rules, participants, and punishments. Usually, a punishment is given to participants who do not obey the rules or fulfill the target of the game.

1. Definition of Game

A Game is an activity with rules, a goal, and an element of fun. There are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal (Hadfield, 2001:4).

According to Allen (1983:52) that game is helpful because they can make students feel that certain word are important and necessary, because those words, the objects of the game can not be achieved. Automatically, game can bring the way of thinking about material in process learning.

Games involve many factors: rules, competition, relaxation, and learning, in particular. The main focus of using game in class is to help students learn and have fun. The teacher should decide what game that will be used because there are many kinds of game.

Further, Paul (2007:49) stated game provide a nonthreatening environment for copying with new learning when students are having fun, they are more likely to take risks, make mistake without having felling of failure, and try to overcome their initial feeling of confusion when they encounter new words and patterns.

According to Deesri (2002) teachers should first consider the level of the game to fit their students' language level. They should choose the

game that fits the purposes of that class or the content. Moreover, teachers should consider students' characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not. While Khan in Suyanto (2010:17) explain that young learners prefers studying by using game because it makes students motivated to study English

Some games must be adapted in order to fit students' language level, natures, and characteristics. The most important factor is that games should be used when they can give students both fun and educational meaning otherwise they will be a waste of time.

2. The Characteristic of Game

Teachers love game because it makes the actives students in the class, and it has six characteristics. Those are:

- a. Participant has been given an opportunities and it can be done continuously.
- b. The purpose of game should be clearly stated, consistence and possible to be reached.
- c. Evaluation can be done formally and informally with the understanding that there is trial and error and making mistakes.
- d. There is possibility in making mistakes and it should be forgiven.
- e. All the components of games improve the social interaction ability of participant effectively.

- f. There is should be an amusing activity in order to gain the enjoyment in doing games.

3. Types of Games

Games has two types, there are two types of game:

a. Accuracy – focused games

In these games the aim is usually to score more points than others and there is often a clear “winner”. This kind of game may focus on comprehension as well as production and these games are also very good at training pupils’ memories.

b. Fluency – focused games

This type of games tends to focus on developing fluency and collaboration with others. These games are an important part of the communicative and actively-based approaches and are usually done in pairs or groups (Brewster et al. 2010:175). Based on the explanation above, games have two types. It can be used based on the subject and our necessary. The most important of all game can function as a way to be easier students to catch the materials.

4. The Advantages of Games

In addition, Brewster, et al (2010: 174) stated some advantages of teaching English by using games:

- a. They add variety to the range of learning situation.
- b. They change the pace of a lesson and help to keep pupils’ motivation.

- c. They lighten more formal teaching and can help to renew pupils' energy.
- d. They provide hidden practice of specific language patterns, vocabulary, and pronunciation.
- e. They can help to improve attention span, concentration, memory, listening skill, and reading skill.
- f. Pupils are encouraged to participate, shy learners can be motivated to speak.
- g. They increase pupil's communication, which provides fluency practice and reduce the domination of the class by the teacher.
- h. They help create a fun atmosphere and reduce the distance between teacher and pupils.
- i. They can help reveal areas of weakness and the need for further language.
- j. They can help to motivate and improve writing skill by providing a real audience context and purpose.

5. Kinds of Games to Practice Vocabulary

Remember that students need lots of practice with new vocabulary in order to remember and use the new words. Students can enjoy practicing new vocabulary through a large variety of word games. Games make students more active in teaching and learning process. According to Westrup (2000:38), some games to practicing vocabulary, these are: domino, bingo,

spellings activities on the blackboard, crossword, alphabet list, memorizing list etc.

a. Domino

Students can play different matching games with domino cards, for example they can match words and pictures, or match the word in their first language to the word in English, or match words to their definitions.

b. Bingo

The class can make sets of bingo cards cutting up used packaging. Make sets of cards, one for each student. Each card has between six and twelve words written on it, chosen randomly from a selection of new words which students need to practice. It is useful to include words learned several weeks before, as well as recently learned words.

c. Spellings Activities on the Blackboard

Putting the jumbled up letter of know words into the correct order. Make short words out of longer words. Guess the words from the correct number of blank spaces and letter by letter.

d. Crossword

Students make and solve crosswords, where half the class, or different groups, think of and write half the clues (the “up” or “down” clues). The different groups then swap with another group and fill in their half of the crosswords.

e. Alphabet List

Pick a letter and fill in a word for each given category, for example: colors, animal, flowers, vegetables, etc. This can be done as an individual or group competition. The winner is, for example, the first to fill in twenty words, or the groups or student who fills in the most words in five minutes.

f. Memorizing List

Go round group or class, in random order. The first student thinks of an item from a list, for example, a shopping list or a list of favorite's games. The next student repeats the word and adds their word. The other students, in turn, repeat the full list and each adds an item of his or her own. The list gets longer and more difficult to remember.

E. Domino Cards Game

Dominoes are a series of popular board games of skill played with tile Dominoes. Domino cards here means matching word and picture, or matching word to their meaning. In the dominoes cards the complete set a cards can be matched up and played like the matching of sets of sports on dominoes (Wettrup, 2000:38).

According to explanation above, the researcher tries to make modification of the steps how to play this game. Dominoes are played by 4-5

player using 30 dominoes. The goals in dominoes are to be the first to arrange the cards.

1. Steps of Domino Cards Game

There are 6 steps in playing Dominoes. Those are:

- a. The teacher gives the instruction how to play the game and explains the role how to play the game.
- b. The teacher divides the students into some groups, one group consist of 4-5 students.
- c. The teacher gives one set of Dominoes to each group and the students should not show their cards to another group.
- d. The teacher asks to each group to shuffle/ mix up the Dominoes and place them all facing down on the table.
- e. Each group matched each picture with the meaning that provided in the domino cards.
- f. The winner is the group who can finish in arranging Dominoes fastest than the other group.
- g. The teacher asks to each of the students to memorize all of the vocabulary in domino cards.

Those steps above should be implemented orderly. This game which belongs to competitive one can encourage the students to be active in joining the lesson. Moreover this game can stimulate the student's attention to be active in joining the teaching learning process.

2. Advantages of Domino Cards Game

The writer use Dominoes in teaching English because it has many advantages in teaching which is it useful for the students in the class. According to Vuano and Ciolino (2000:2) state domino have many advantages, those are:

- a. It makes students can participate freely because they are in formal atmosphere.
- b. It automatically stimulates student's interest.
- c. It makes students to focus on a specific structure.
- d. It is as reinforcement for the students to contribute to an atmosphere of healthy competition and ensure a great amount of student participation.
- e. It makes the teachers usually get immediate feedback by using these kinds of activities.

Based on the statement above, the writer expected that Domino Cards Game may able to the students to be active in the class and they can improve their participations in the group or pairs, because the game can help and encourage learner to sustain their interest and work games also help the teacher to create contexts in which the language is useful and meaningful. It means that Domino Cards Game can support them to do cooperation each other in playing the games and they will make relationship to win the game from the other group.

F. Previous Study

The previous studies about the effectiveness of using game or technique in teaching vocabulary have been conducted by several researchers. Now, the researcher summarizes some previous studies which can be the guidelines for researcher in conducting the new one, and the way this research is different from the previous studies.

The first previous study was conducted by Aristika (2015) from IAIN Tulungagung. The design of this study was CAR (Classroom Action Research). She used classroom action research design to find out to improvement of students' vocabulary mastery. The subject of the study comprised 18 students from the fifth grade at Elementary School Mergayu 1. She assigned as the subject of the study since based on the preliminary test and information from the teacher, the majority of the students were still low in vocabulary mastery. This study was conducted in two cycles comprising two meetings in each cycle, and carried out in four steps namely: planning the action, implementation/action, observation and reflection. At the end of each cycle, evaluation test was conducted to know the improvement of students' vocabulary mastery. The data of the research were collected by using some techniques. They were qualitative and quantitative data collection techniques. Observation was the technique for getting qualitative data. It was in the form of observation sheet and photographs. The quantitative data included the written tests taken before and after the cycles were implemented, and the result of questionnaire. Then the writer compared the mean scores of each

cycle from cycle 1 and cycle 2. From the preliminary test result, the mean of the students' score was 49, 44. There was an improvement on the mean score of the test. In the first cycle it was 61.38 and improved to 90, 00 in the second cycle. So, the use of Modified Domino Game can improve students' vocabulary mastery.

The second previous study comes from Pradiatama (2017) from IAIN Tulungagung. She used pre-experimental research design by using one group pre-test post-test with quantitative approach. This design to investigate whether there is an effect on vocabulary mastery after giving the treatment in the control condition. The sample was the students of seven A class of MTs Assyafi'iyah Gondang Tulungagung in which the total of them are 35 students consisting of 21 males and 14 females through purposive sampling. The research instrument was tests. In this study, the researcher conducted three steps: there are pre-test, treatment, and post-test. The data analysis was analyzed using SPSS 16.0 version by using t-test. The results of this study showed that the mean of total scores of students' vocabulary mastery before being taught by using Modified Domino Card Game was (60.91). The mean of total scores of students' vocabulary mastery after being taught by using Modified Domino Card Game was (77.71). Statistical computation using t-test showed that the significance value was 0.000 and the significance level was 0.05. It means that the significance value was smaller than significance level ($0.000 < 0.05$). This means that alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It can be concluded that Modified Domino Card Game was effective in teaching vocabulary to junior high

school, especially for seventh grade students of MTs Assyafi'iyah Gondang Tulungagung. The Modified Domino Card Game was recommended for the teacher to teach vocabulary by using Modified Domino Card Game.

Meanwhile, the researcher wants to conduct a study with the same game that is modified domino card game, but in this research the researcher has differences with the previous research. In this research the researcher used Quosai-experimental research study while in the previous study it used CAR and the second previous study used Pre-Experimental research design. Then, the population of the study also different, the population is students of the first grade students of MTsN 5 Tulungagung while in previous study was conducted at MI Mergayu 1 and MTs Assyafi'iyah Gondang Tulungagung.