

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discuss about the vocabulary, teaching and learning vocabulary, definitions of test, kinds of test, principles of designing classroom test, games, definition word square game, steps of word square, advantages of word square.

A. Vocabulary

1. Definition of Vocabulary

David Nunan in *Second Language Teaching Learning* (1999:101) stated that a vocabulary is more than list of target language words. As a part of the language system, vocabulary intimately interrelated with grammar. In fact, it is possible to device the lexical system of most language into “grammatical word” such as preposition, articles and adverb and so on, and content words. The grammaticality of vocabulary also manifest itself in word morphology, that is, the grammatical particles that we attach to the beginning and ends of words in order to form new words.

In content area reading book, Vacca (1999: 314) said that vocabulary is as unique to a content area as fingerprints are to a human being. In discourse and context in language teaching, vocabulary is explicitly taught along with strategies that will allow learners to deal effectively with less frequent

vocabulary that they encounter in context so that such vocabulary can be learned when needed.

Vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write (Richards and Renandya, 2002:255). Vocabularies cannot appearance by themselves without any practice. This practice is very variety like listen to the music, communication with the native speakers directly, reading a book or writing a something. All this activities cannot be done if we do not know about vocabulary.

According to Milton (2009:3) stated that vocabulary is not an optional or unimportant part of a foreign language. Still less is it an aspect of knowledge that can be disposed of without much effect on the language being learned. Words are the building blocks of language and without them there is no language. Therefore, vocabulary is very important part to build of the words. Without vocabulary, there is no language to be said or nothing.

Based on the definitions above, it can be concluded that vocabulary is stock of words in a language used by the people to communicate with other people, it is also used by the people to express their feelings. Without vocabulary, we cannot say anything or we feel difficult to do it. Vocabulary is very important to encourage students' ability in English. It can be called as a key of English learning.

2. The Importance of Vocabulary

In education, vocabulary is important aspect that must be mastered to use the language well. Vocabulary is a tool of communication, Nunan (1999:103) states “ If one has extensive vocabulary, it is possible to obtain meaning from spoken and written text, even though one does not know the grammatical structures in which the text are encoded”. Rivers (in Nunan, 1991:117) argued that “The acquisition of an adequate vocabulary is essential for

According to Nation (2001:189), there are several reasons why academic vocabulary is considered to be important and a useful learning goal for learners of English for academic purposes:

- a) Academic vocabulary is common to a wide range of academic texts, and not so common in non-academic texts.
- b) Academic vocabulary accounts for a substantial number of words in academic texts.
- c) Academic vocabulary is generally not as well known as technical vocabulary.
- d) Academic vocabulary is the kind of specialized vocabulary that an English teacher can usefully help learners with.

According to Thornbury (2002:13) without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that

in language learning, grammar is not sufficient and more importance has to be given to vocabulary. Vocabulary is the body of words that make up language and vocabulary has importance factor in language teaching learning process especially in English. Moreover, without vocabulary and their meaning, both written and verbal communication will be poorly understood.

3. The Kinds of Vocabulary

According to Richard and Jo Anne (1998:316), there are three types of vocabulary:

a. General Vocabulary

General vocabulary consists of every day words with widely acknowledged meanings in common usage.

b. Special Vocabulary

Special vocabulary is made up of words from every day vocabulary that takes on specialized meanings in particular content area.

c. Technical Vocabulary

Technical vocabulary consists of words that are used only in particular area.

According Harmer that there are two kinds of vocabulary, namely active vocabulary and passive vocabulary:

1. Active vocabulary:

The active vocabulary means the stock of word that a person actually uses in his own speech or writing. It is used in oral or written expression by the students.

2. Passive vocabulary:

The passive vocabulary means the words that the students recognize and understand them when they occur in a context or students need someone to say something that help them recall the word meanings. The students usually find passive vocabulary in listening or reading materials. They will find the meaning of the word when they read the words in a text and will know the meaning of the unknown word, on the text.

In addition, according to Nation (2001:13) that there are three types of vocabulary:

a. High-frequency words

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

b. Specialized vocabulary

Special vocabularies are made by systematically restricting the range of topics or language uses investigated. It is thus possible to have special vocabularies for speaking, reading, academic texts, for reading newspaper, for reading children's stories, or for letter writing.

c. Low-frequency words

There is a very large group of words that occur very infrequently and cover only a small proportion of any text.

B. Teaching And Learning Vocabulary

a. Definition of teaching vocabulary and learning vocabulary

Teaching is the way of convey information to someone. According to Nation in Oxford, (2001: 255) stated vocabulary teaching is necessary because inadequate vocabulary causes many difficulties in receptive and productive language. The teacher needs creativity to improve his or her teaching vocabulary. Thus it is not easy to teacher according to Richard and Jo Anne (1999:316) that teaching vocabulary often means assigning a corpus of words rather than exploring word meaning and relationship that contribute to student's conceptual awareness and understanding of a subject.

According to Nation (2001:133) said that vocabulary teaching and learning must fit into the broader framework of a language course. One way

to make sure that there is a balanced range of learning opportunities is to see a language course as consisting of four strands. They are as follows:

- a. Learning from meaning-focused input-learning through listening and reading
- b. Deliberate language-focused learning-learning from being taught sounds, vocabulary, grammar, and discourse
- c. Learning from meaning-focused output-learning by having to produce language in speaking and writing.
- d. Developing fluency-becoming quick and confident at listening, speaking, reading and writing.

Moreover, before teaching vocabulary, the teacher will prepare vocabulary teaching procedures. A procedure is a series of clearly defined steps leading to learning goal. From a vocabulary learning perspective, procedure can be used to ensure that words are repeated and that various aspects of what is involved in knowing a word are covered (Nation, 2001:107)

b. Technique of teaching vocabulary

Technique is a way which is used to implementation of the method specifically. According to Nation (2010:60) stated techniques is a useful way of learning new vocabulary, in particular becoming familiar with spoken form of the word and linking it to its meaning. There are a number of techniques which could be used to teaching of vocabulary.

- a. A physical demonstration, using mime and gesture, may be the most effective as it will create a visual memory for the word
- b. A verbal explanation, involving a number of contexts, for example, a long journey, a hard day's work, or a strenuous physical task, will lead the learners towards meaning.
- c. Synonym, for example, 'very tired', has the advantages of making learners aware of paradigmatic relations in the language and that a range of words exists from which a choice can be made.
- d. Other technique are translation, pointing to objects, using visual aids such as mounted magazine pictures or blackboard drawings, using antonyms, or asking learner to check in a dictionary (Hedge, 2003:126)

In addition, according to Bambang and Shirly (2011:119), there are four techniques in teaching vocabulary.

- a. Applying several games to enrich the students' vocabulary

It is challenging then for the teachers to apply several techniques of teaching vocabulary to their students in the class classroom. One of these techniques is to apply several games during the class session. There are several interesting games that can be applied to the students to enrich their vocabulary. However, the teacher need to select the most appropriate games in order to get the finest outcomes toward the students' mastery of vocabulary items.

As a result of playing such games, the students are highly motivated by the variations of games that are used by the teacher. They actually learn vocabulary without any burden. Whether they realize it or not, several new vocabulary items have been added up to their memory through playing games.

b. Utilizing short stories to enhance young learner's vocabulary

Short stories belong to one of the literary works. Short stories play an important role as a medium to express the language. Thus, using short stories in English classroom especially in teaching EYL is considered a good choice for it gives a clear example of vocabulary usage in the target language. Short stories will help young learners to use the right word in the right occasion because they provide example of vocabulary usage in a sentence

Utilizing short stories to enhance young learner' vocabulary is a good technique that can be implemented by English teachers during the teaching and learning process. Moreover, short stories can enrich young learners' vocabulary size and develop good reading habit.

c. Reading short stories to enrich the students' English vocabulary

Reading literary works is advisable to cope with the vocabulary enhancement for the students. Moreover, a short story as one of the literary

works is effective to be used as the material of the teaching. A short story gives motivation to the students to read until the end of the stories.

That ways, asking students to read short stories one of the effective ways to enrich their vocabulary. Read stories outside the classroom can be done by the students independently. Moreover, the teacher should monitor the progress of students' vocabulary learning.

d. Utilizing detective game to improve students' English vocabulary

Game is a way to make the lessons more interesting, enjoyable and effective. One example of vocabulary games is the detective game, an interactive game that can help much in understanding vocabulary based on the context. By using this particular game, the students are encouraged to improve their vocabulary size. It is important that English teachers apply the detective game as one of the classroom learning activities.

Meanwhile, hedge stated that teaching vocabulary would be useful to have information from classroom studies as to which teaching procedures seem to enhance particular learning strategies and we need information to review current methodology and materials and decide how best to exploit the ideas available with our own students.

c. Principles for teaching vocabulary

According to Nation (2001:384) stated that principles focus on vocabulary teaching on the assumption that learner can be taught and can teach themselves. These principles should have a major influence.

a. Content and sequencing

This principle about what vocabulary is focused on at any particular stage of a course, how is focused on (words or strategies) and how it is ordered. One of the most important decisions concerned with content and sequencing is deciding on the ‘unit of analyses or ‘unit of progressions’

b. Format and Presentation

This is most visible aspect of course design and involves the general approach to vocabulary teaching, the selection of the teaching and learning techniques, and their arrangement into a lesson plan. As a part of format and presentation, a teacher should evaluate the quality of the teaching and learning techniques used to ensure that conditions like repetition, retrieval, generation and thoughtful processing occur.

c. Monitoring and assessment

It is consist of how learning is measured, because a well design course monitors learner’s progress and the quality of their learning

d. Evaluation

It tries to determine how good a course its. ‘Good’ can be defined from various viewpoints.

These principles can be applied in a variety of ways. Besides, the most important of it that a principled approach is taken to vocabulary development, so that students get the best return for their learning effort.

d. The Strategies of Vocabulary Learning

Strategies are the mental and communicative procedures learners use in order to learn and use language (Nunan, 1999:171). Knowledge of strategies is important because the greater awareness you have of what you are doing, is you are conscious of the process underlying in the learning that you involved in, then learning will be more effective (Nafi'ah, 2008:37).

Besides there are cognitive and metacognitive strategies in strategies for learning. The cognitive strategies ask the students to understand, cognitive, or store of new words while the metacognitive strategies can be used indirectly through activeness of students to remember the new words, because memorization strategies in an important way to practice new vocabulary (Pinter, 2006:85).

According to Hedge, (2003:117) stated that Cognitive strategies are they are direct mental operations which are concerned with working on new words in order to understand, categorize, and store in mental lexicon.

- a. Making associations
- b. Learning words in groups
- c. Exploring range of the meaning
- d. The using of keywords by learners

e. Encountering an unfamiliar word and engage in lexical inference in order to try establish its meaning.

In addition, according to Richard and Vacca (1999:63) there are three vocabulary strategies.

a. Vocabulary self-collection strategy

In this strategy promotes the long term acquisition of language in an academic discipline. As a result of the repeated use of the strategy, students learn how to make decisions related to the importance of concepts and how to use context to determine what words mean. Vocabulary self-collection strategy begins once students read and discuss a text assignment.

b. Concept of definition words maps

CD instruction supports vocabulary and concept learning by helping students internalize a strategy for defining and clarifying the meaning of unknown words. The hierarchical structure of a concept has an organizational pattern that is reflected by the general structure of a CD word map.

c. Vocabulary-building strategies

With this strategy, the students can search for information clues while reading so that they can approximate the meaning of unknown words. These clues often reveal enough meaning to allow readers who struggle with text to continue reading without ‘Short-circuiting’ the process and giving up because the text does not make sense.

According to Richard (1999:270), there are some vocabulary items that need to be learned to a very degree of fluency as quickly as possible. These include numbers, polite formulas, items for controlling language use, times, and periods of time and quantities.

Furthermore, English language learners should practice new vocabulary every day. Here are some other strategies that a teacher can use to help their students practice vocabulary (Haynes, 2010:67).

1. Thumps-Up!

The teacher says a definition of a vocabulary word. If the students know the word, they raise their hands in a thumbs-up position. The teacher then counts to three, and the students quietly say the word.

2. Find the word

The teacher says a sentence but omits a vocabulary word. Each student has a pile of cards with a vocabulary word. Each student has a pile of cards with a vocabulary word on each and puts the card with the missing word facedown on his or her desk. On the count of three, the students turn their cards over.

3. Act it out

Students take one card each from a pile of cards, each one of which has a vocabulary word on it. One student is chosen to act out the word on

his or her card while classmates try to guess what the word is. Whoever answers correctly gets to act out his or her word next.

4. Bingo

Each student makes a bingo card that features lines of vocabulary words in place of numbers, writing the words in random order so that all of the cards are different. The teacher reads a definition, and students mark the attendant word on their cards. The first student to mark all of the words in a line on the cards calls “Bingo!” and becomes the next caller.

5. Beach Ball Vocabulary

The teacher writes the vocabulary words on a beach ball and asks the students to stand in a circle. The teacher then throws the ball to a student, who reads the word that is under his or her thumb and defines it.

6. Word Search Vocabulary

The teacher has students create a word search game on graph paper using their vocabulary words. Instead of providing a list of the words to be found, the students list of the words to be found, the students list the words’ definitions as clues. When they are done, the students solve each other’s puzzle.

7. Find the Transition Word!

The teacher asks students to find the transitions words (e.g., *because, however, so and, if*) that link, break, or contrast clauses in a discussion.

C. Test

1. Definition of Test

According to Arikunto (2010:150) states that “test is a series of question, exercise or other means which is use to measure the skill, knowledge intelligent, ability or talent that is have by individual or group”. Thus, test method to gain the data by giving some question to the respondents.

According to Douglas (2001:384) stated that a test is first a method. It is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test takers. Test has the purpose of *measuring*. Some measurements are rather broad and inexact, while others are quantified in mathematically precise terms.

A test measures a *person*' ability or knowledge. care must be taken in any test to understand who the test-takers are. Also being measured in a test is ability or competence. A test samples performance but infers certain competence. A driving test for a driver's license is a test requiring a sample of performance, but that performance is used by the tester to infer someone's

general competence to drive a car. A language test samples language behavior and infers general ability in a language.

Finally, a test measures a given domain. In this case of a proficiency test, even though the actual performance on the test involves only a sampling of skills, that domain is overall proficiency in a language-general competence in all skills of a language. Others test may have more specific criteria.

2. Kind of Test

There are many different kinds of vocabulary test item. The following set of examples covers many that are typically used in vocabulary tests. There are five kinds of test (Nation, 2001:344).

a. A 1000 word level true/false test (Nation, 1993)

This test uses True/False. Write T if a sentence is true. Write N if it is not true. Write X if you do not understand the sentence.

For example:

1. We cut time minutes, hours and days _____
2. Some children call their mother Mama _____
3. All the world is under water _____
4. When you keep asking, you ask once _____

b. A vocabulary depth test (Read, 1995)

Choose four words that go with the test word. Choose at least one from each of the two boxes.

Sudden

Beautiful	quick	Change	doctor
Surprising	thirsty	Noise	school

c. A definition completion test (Read, 1995)

Choose one word from the list on the right to complete the sentence.

Do not use the same word twice.

1. A journey straight to a place is _____ faint
2. An illness that is very serious is _____ acute
3. A river that is very wide is _____ common
4. Part of your body that is not covered by any clothes is _____ bare
5. Something that happens often is _____ direct

d. A sensitive multiple-choice test (Joe, 1994)

Circle the choices that best gives the meaning of the underlined word.

- Chronic means
- a. lasting for a long time
 - b. dissatisfied
 - c. to greatly decrease
 - d. effective and harmless
 - e. don't know

e. A translation test (Nurweni and Read, 1999)

Translate the underlined words into your first language.

1. You can see how the town has developed _____
2. I cannot say much about character. _____

3. Her idea is a very good one. _____
4. I want to hear only the facts. _____

With so many possibilities available, it can be difficult to choose which type to use in a particular test. In general, a good vocabulary test has plenty of items (around 30 is probably a minimum for a reliable test).

The vocabulary test item types above differ in many ways. A teacher may want vocabulary test items to be easy so that learners feel encouraged, so that she can see if learners are progressing in the gradual cumulative learning of particular words, and so that she can see if there are even small amounts of knowledge that can be built on. There are several ways of making a test more sensitive to partial knowledge.

The next decision is what item type to use. When the testing goal and degree of difficulty have been decided, then the choice of item types has been narrowed. In order to decide finally between different item types

In addition according to Douglas (2001:390) stated that there are five kinds of test:

1. Proficiency tests

A proficiency test is not intended to be limited to any one course, curriculum, or single skill in the language. Proficiency test have traditionally consisted of standardized multiple-choice items on grammar,

vocabulary, reading comprehension, aural comprehension and sometimes a sample of writing.

2. Diagnostic tests

A diagnostic test is designed to diagnostic a particular aspect of a language. A diagnostic test in pronunciation might have the purpose of determining which phonological features of English are difficult for a learner and should therefore become a part of a curriculum

3. Placement tests

A placement test typically includes a sampling of material to be covered in the curriculum and it thereby provides an indication of the point at which the students will find a level or class to be neither too easy nor too difficult, but appropriately challenging.

4. Achievement tests

An achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievement tests are limited to particular time frame, and are offered after course has covered the objectives in question.

5. Aptitude tests

Aptitude tests are considered to be independent of a particular language. Both are English language tests and require students to perform such tasks as memorizing numbers and vocabulary, listening, to foreign words, and detecting spelling clues and grammatical patterns.

3. Principles for Designing Effective Classroom Test

According to Douglas (2001:408), stated that there are four principles for designing effective classroom tests:

1. Strategies for designing test-takers

The first principle is to offer, your learners appropriate, useful strategies for taking the test. With some preparation in test taking strategies, learners can allay some of their fears and put their best foot forward during a test.

2. Face validity

Sometimes students don't know what is being tested when they tackle a test. Sometimes they feel for a variety of possible reasons, that a test isn't testing what it is test.

3. Authenticity

The tasks themselves need to be tasks in a form that students have practiced and feel comfortable with. A classroom test is not the time to introduce brand new tasks because you won't know if student difficulty is a factor of the task itself or of the language you are testing.

4. Washback

One way to enhance washback is to provide a generous number of specific comments on test performance. Many teachers, in our overworked (an

underpaid) lives, are in the habit of returning tests to students with a letter grades and a score showing the number right or wrong give absolutely no information of intrinsic interest to the students. Washback also implies that students have ready access to you to discuss the feedback and evaluation you have given.

D. Games

1. Definition of games

Games are used as simple recreational activities most of the time, but they are not always that simple. Games are usually related with competition to win, rules to follow, and enjoyment to experience.

A game is an activity in which participants follow prescribed rules that differ from those of reality as they strive to attain a challenging goal (Heinich et al., 1990:330). According to Hadfield in Cahyono & Mukminatien (2011:40) a game is an activity with rules, a goal and an element of fun. As the classroom activities, the element of fun from a game functions to interest the learning process. Language games are not activities mainly aimed to break the ice between students or kill time. the game is to be used as practice exercise to help students get used to and remember grammatical rules and pattern. Therefore, game can be described as fun activity, individually or in team, which has rules, goals, and involves forms of skill.

According to Allen (1983:52) that game is helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved. Automatically, game can bring the way of thinking about the material in process learning.

Based on the definition, game is called as effective process, because it always used to be easier the catch of material. It means that the learning can be implemented as real learning for the students easily. Games also should not be considered only as amusing activity in the process of language learning. But on the other hand, it should be regarded as the part of language syllabus, since it can be applied as an effective strategy of language practice.

2. Types of games

According to Brewster, Ellis with Girard (2010:175), there are two types of kinds of games:

a. Accuracy-focused of games

In this game 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 game tends to focus on developing fluency-and collaboration with others. These games are an important part of the

communicative and activity-based approaches and are usually done in pairs or groups.

Based on the explanation above, games have two types. Game is important to catch the material in the teaching and learning process.

3. Advantages of games

Game is very important in teaching and learning process. Game can help and encourage the students to sustain their interest work.

According to Kim (1995:35) there are many advantages of using games in the classroom:

- a. Games are a welcome break from the usual routine of the 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

In addition, according to Cahyono & Mukminatien (2011:40), stated that there are three advantages of games:

- a. games make the class fun.

- b. playing a game children have reason to communicate rather than just repeat things back mindlessly. Therefore, they want to know and learn more.
- c. young learners get to use the language all the time during the games
- d. games will prevent them from getting restless and bored.

E. Word Square

1. Definition of word square

According to Hornby (1974) word square is asset of words arranged so it can be read horizontally, or vice versa. So, word square consist of a group of words, all equal in length, arranged to from the same words across and down.

Word square is one of game which used to convey the material easier through the arrange words vertically or horizontally. Mujiman (2007:82) stated word square is the development of an enriched lecture method. It can be indentified through the clustering method enriched lecture-oriented to students activity in learning.

In word square, a list of words appears that can be raed both vertically and horizontally (Little, 1998:76). Word square is not only read left to right, right to left, but also top to bottom, and bottom to up. The words are usually the same in both directions but sometimes the horizontal words differ from the vertical ones.

The students are asked to find the true words of random word. The students have to carefully to arrange it. By creating vocabulary squares for these words, students will more fully grasp the meaning of the words themselves and these chapters as a whole.

This game is like same with the puzzle but there is different. The difference is the puzzle just fills in the blank square, but the word square asks the students to arrange the word to be a true word.

2. Steps of teaching using word square

The procedure of word square is very simple and easy. The word-square strategy includes visualization of the words (Porte and Herczog, 2010:23). These steps have to clear and easy to be understood.

Thus, the steps of making the word square based on the Porte and Herczog (2010:23).

- a. Each student has his or her own copies of the handout, as some squares are completed individually and some are completed in small groups or during the whole class discussion.
- b. The completed word squares will be individually studied aids
- c. To complete their word squares, students work in small groups and start by writing the target word in the top, left-hand box of the handout. The students then search the lesson to find the word. (the listed term for each lesson appear in bold on first mention in the text)

- d. Students work together to construct a group definition of the word and then the whole class composes a definition with input from the small groups.
- e. The definition developed by the class is recorded in the bottom, left-hand square.
- f. Students transfer the information to their personal handout copies and then individually draw representation that illustrate what the definition is (top, right-hand square) and is not (bottom, right-hand square). These drawings should be in the context of lesson context.

The steps based on the Porte and Herczog, (2010:23) will be modified by the researcher, and the steps are

1. The teacher explains to the students what is word square and each student get copies of the handout. Some squares are completed individually and some are completed in a small group.
2. Some individually square, the student do it by her or herself. Some square of group discussion, the students do it in small group that consists three or four students.
3. The students search the answer in squares form, with diagonally, vertically or horizontally.
4. In small group, each group must come forward to write their answer in the blackboard.

Avoiding the difficulties of word square, it can be adjusted by avoiding or including answers written upside-down or backward, by listing the words students are to find, giving students a list of synonyms or other clues related to the words they are to find, or telling students how many words are concealed and what the theme of the puzzle is (Dobbs, 2001:59).

This game can help the teacher to examine the students understanding about last material or as a post-test. The students will feel enjoy to do it, but the teacher has be able to apply the all material based on the learning goal.

3. Advantages of word square

Word square has many advantages in the improving of vocabulary mastery. This advantage is not only the teacher but also the students (Diah, 2013:32)..

To teacher is this media can help the teacher to explain more about material. In addition, the teacher can know how far the material can be used understood by the students. the another expert river in Little (1986:76) stated crossword, acrostic and word square are useful for concentrating attention on retrieval of previously encountered words.

To students are these activities can make the more understanding about their materials. In addition, this activity can make the students be a

discipline. This discipline means that the students are asked to do this work regularly.

It means that this media can be easier the students to learn their lesson. They can learn the lesson with the different way. They do not just arrange the word be a true word but they have to understand about the material. Without more understanding, they cannot answer the question. Besides, word square should be graded for through and thoughtful completion of the activity as well as the inclusion of an appropriate definition of the word and a sentence that shown their understanding of the concept (Diah, 2013:33).

F. Some Previous Study

Some previous studies proof that word square game helps students to memorize vocabulary easily. The thesis written by Diah Arum (2013) student of IAIN Tulungagung, “The effectiveness of using word square game in teaching vocabulary towards the students mastery of vocabulary of the second grade at SMP Negeri 2 PAKEL (pre-experimental research design of second grade of SMPN 2 Pakel). The method used in this research was quantitative method and the research design was pre experimental research. This sampling technique used in this study is purposive sampling. This research took one classes as the subject. The researcher had compared the pre test and post test score before and after treatment was given. In this research, the researcher do four meeting with one meeting pretest, two meeting treatment and the last meeting is posttest.

The second is article written by Alipi Suciati (2010) student of STAIN Tulungagung, "The effectiveness of using game to improve vocabulary mastery of the VII grade student's of SMPN 1 Munjungan. In this study, researcher used quasi-experimental design. This research took two classes (control group and experimental group). In this research, the researcher compares the score between control group and experimental group. This research's do three times meeting, one meeting pretest, one meeting treatment and the last meeting is posttest. This research is any significant different score between before and after using hidden game.

Now to compare and contrast between the present research, and the previous ones. Researcher tries to compare this research with some previous study. In this research, the researcher used pre experimental design. This research is using random sampling. This research took one class (A class). This research is more effective than the previous study because this research takes six times meeting, first meeting is pretest, second until five meeting is treatment and the last meeting is posttest. The test is consist of 40 questions. In previous research by Diah Arum, she is using experimental research and she is using purposive sampling in this research. She took one class in this research. The test is that consist fifty questions. The second is article written by Alipi Suciati. This research is compare the score between control group and experimental group.

In this research, researcher is using some various activity in this technique. The students do the task with group and individually. The students search about hobby in the square. The material is about hobby. so, this research is very useful to add a new vocabulary and easy to memorize it