

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the review of related literature. There are some points that will be discussed in this chapter. Those are the definition of vocabulary, teaching vocabulary, game, domino card game, and the previous study

#### **A. Vocabulary**

This study is about vocabulary. Therefore, it is important to review on related literature about vocabulary. It will explain the definition of vocabulary, the kinds of vocabulary, the types of vocabulary and the importance of vocabulary.

##### **1. Definition of Vocabulary**

Vocabulary is one of the language components which should be mastered by English learners. Vocabulary plays a significant role in supporting the mastery of language skills. In order to communicate well in language, students should acquire a wide range of vocabulary. According to Cahyono and Widiati (2011: 107) good vocabulary mastery supports mastery of each of the language skills, both receptive (Listening and Reading), and productive (Speaking and Writing). It can be known that it is important to learn vocabulary for mastering language skills as well.

Vocabulary is the most essential part of language. Without vocabulary, we cannot speak, read, listen or write. By knowing and understand the meaning and also part of speech of the vocabulary itself, we can understand the language and also produce the language. As Richards and Renandya (2002:255) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.

Similar to the explanation of the expert above, according to Cameron (2001:95) stated that vocabulary is fundamental to use the foreign language as discourse, since vocabulary is both learned from participating in discourse and is essential to participating in it. Based on statement above vocabulary is a basic part in the language, the vocabulary is very needed to learn so we have to increase the vocabulary to facilitate the use of language. Through vocabulary learning, we can do good participation in the usage of language, whether we use vocabulary to make a good sentence to be spoken orally or to be written.

Students must have a lot of vocabulary to facilitate the interaction with others. The students who have sufficient vocabulary be applied in

making good language, they will be more confident and easier to convey ideas in a controlled vocabulary. It is based on definition of Linse (2006:121) stated that vocabulary is the collection of words that an individual knows.

From the definitions above, the researcher concluded that vocabulary is the total number of words with their meanings that individual knows as the most important components in learning language. Without sufficient vocabulary, the students will not be able to understand the reading, speaking, listening and writing. Vocabulary gives effect to all skills, without have vocabulary the students cannot master foreign language. If the students lack vocabulary, she or he will confused or lack in confidence in communication because of all the skills in the English language and without vocabulary nothing can be conveyed because we can say almost anything with word.

## **2. Kinds of Vocabulary**

Based on Nation (2001:11) states that 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 Thornbury (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.

Meanwhile, Hadfield (2008:45) divides vocabulary into two kinds of vocabulary, there are:

a. Productive vocabulary (active) is words which are used in speaking and writing that they are able to produce themselves. It means that the student understands, can pronounce correctly and uses constructively in his own speaking and writing.

b. Receptive vocabulary (passive) is words that they understand but may never produce. It means that the words that the students can be

recognized and understands when they occur in a context, but which the students cannot produce correctly or the students need someone to do something to help them recall the words meanings.

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.

#### **4. The Importance of Vocabulary**

In learning the four language skills (listening, speaking, reading and writing), vocabulary is one basic component which should be mastered. Vocabulary mastery means the students have ability in understanding and using vocabulary. Without vocabulary mastery, learning a language becomes a very hard thing to do. The large the students master vocabulary, the better their language perform. If the students have limited vocabulary, they will find difficulties in mastering four language skills.

The process of vocabulary mastery is not simple because vocabulary has some components, mastering one vocabulary item should mean mastering vocabulary components. The vocabulary mastery cannot be done spontaneous but it must be done step by step. Vocabulary is very important. Mastering vocabulary will facilitate someone in using language

in communication. Mastering vocabulary would be useful because it will be:

- a. Easy to communicate with different topic freely.

For example: If we want to discuss about one topic, such as: holiday.

We must know the vocabulary that is concerned with the holiday.

- b. Easy to learn language.

For example: If we read a text or book in English, we must understand the meaning of vocabulary in the text or book.

- c. Easy to understand what the people are talking about.

For example: When we listened the conversation in English, it is necessary for us to know what the people are talking about and it is only done if we know the vocabulary in the conversation.

## **B. Teaching Vocabulary**

Teaching is a process of transferring knowledge and some information to students. In teaching vocabulary at Elementary School, the teacher should make the students have many words and know the meaning of them by using creative and innovative strategy. As Cameron (2001: 94) explains that one of several ways in teaching vocabulary is including structured opportunities for the students to make a prediction about the meaning of new words when they read a text. The teacher in teaching vocabulary in Junior High School can ask the students to read a simple text, and find some unfamiliar words after that



ask them to predict what the word means by adding some information related to the words.

Teaching vocabulary deals with knowing meaning from the words. The teachers should teach the words that related to the students' life by using the appropriate strategy, media, technique, etc. The teacher should adjust them based on the level of students. According to Cameron (2001: 75), teaching vocabulary focuses on helping students to build up knowledge of words also it will be able to the students to use the language efficiently and successfully. It means that teaching vocabulary must be carefully to make students can enjoy the learning and attract with the English subject. If they are attracted with the lesson, they will get spirit full in learning vocabulary.

In teaching vocabulary, the teacher need to use technique that make the teaching learning enjoy. It is useful for the students to understand the material easily. Brown (2000:16) states that technique (also commonly referred to by other terms): any of a wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objectives.

### **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. Visual Technique

1) 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.

2) 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.

b. 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 e.g. table, chair, and, bed are all furniture.

### c. 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.

d. 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 (2007: 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.



This is may be the most important and time-consuming part of learning a language. Below are a few techniques in learning a vocabulary assessed from <http://www.omniglot/language/vocab.htm> on April 3rd, 2016 at 09.21 PM:

a. Associate the familiar with the unfamiliar vocabulary

Try to find word or phrases which sound like and if possible have a similar meaning to words. Build mental images or draw picture based on the connections. For example, the Spanish for "ice" is hielo (m), which sounds like yellow. To remember this word imagines yellow ice. This is an enjoyable method because many of the associations you think up will be silly or absurd.

b. Learn related words and phrases

When learning the word for hand, for example, try to learn related words, such as parts of the hand; actions of the hand; other parts of the body, and things you might wear on your hands. Also try to learn words with the same root and phrases which include the word hand. As you learn more words you will start to spot connections between words. The more words you learn the easier you will find it to guess the meanings of new words.

c. Learn words in context

Learning long lists of unrelated words is boring, difficult and doesn't help you much when you come across those words in a different context. If you focus on learning words in the context you're

most likely to find them, you're more likely to recognize them when you encounter them or need to use them again. When learning food words, for example, think about when you'd be most likely to use them, i.e. when cooking, eating, shopping, etc, and learn other words related to those situations. Then try constructing sentences using the new words. Good dictionaries contain examples of usage which you can use as models for your own sentences.

d. Practice reading as much as possible

A great way to build up your vocabulary is to have a go at reading books, magazines, newspapers or comics. Ideally look for reading material covering topics you find interesting. When reading, try to guess the meanings of any words you don't know and then check them in a dictionary to see if your guesses were correct. You don't have to look up every unfamiliar word as long as you can get the gist of the text.

## **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 learners have a good control of the high frequency words of the language before moving on to 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. 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).

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.

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.

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 Roles of Game**

The roles of games are provide an opportunity for language practice, offer a context in which language is used meaningfully and as a mean of an end, act as a diagnostics tool for the teacher and highlighting areas of difficulty, and enjoy for both the teacher and the students.

#### **5. The Advantages of Games**

In addition, Brewster, et al (2003: 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.

## **6. 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 Baker and 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.

## **7. The reasons to be applied the game**

There are several reasons why we can use games in the classroom:

- a. Games are fun and learners will be interested in playing it. Through games, learners will be able to explore some new ways and ideas to learn the material given. Furthermore, learners can interact with their friends while playing a game in teaching learning process and it will make them get closer. So, it will never make students bored to learn English.
- b. The game context makes the foreign language immediately useful to the children.

- c. Games are welcoming break from the usual routines of the language class. They can be used as relaxation of teaching and learning process.
- d. Games help students to make and sustain the effort of learning.
- e. Games make classroom atmosphere much more supportive for learning. Agoestyowati (2010:314)

Based on those reasons we know that game is good to be applied in language learning. Game will make students enjoy teaching learning process and master the material easily.

#### **D. Domino Cards Game**

Dominoes are a series of popular board games of skill played with tile Dominoes. Dominoes are 7 player game of skill using 50 dominoes where each player gets 7 dominoes at start. The goals in dominoes are to be the first to get the agreed-upon number of points.

##### **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 5 groups, one group consist of seven students.
- c. The teacher gives one set 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 who the person gets rid of all the Dominoes in your hand or if no one can go, then the person with the least Dominoes in their hand is the winner. To make it simple, the teacher re-constructs the winner is the group who can finish in arranging Dominoes fast than the other group.
- g. The teacher asks to each 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 students' attention to be active in joining the teaching learning process. Rummy, (2007: 21).

## **2. Advantages of Dominoes**

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 dominoes have many advantages, those are:

First, it makes students can participate freely because they are in formal atmosphere.

Second, it automatically stimulates student's interest.

Third, it makes students to focus on a specific structure.

Fourth, it is as reinforcement for the students to contribute to an atmosphere of healthy competition and ensure a great amount of student participation.

Fifth, it makes the teachers usually get immediate feedback by using these kinds of activities.

Based on the statement above, the writer can conclude that Dominoes 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 Dominoes 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.

#### **E. Previous Study**

There are some previous studies about teaching vocabulary that related the use of Domino Cards Game in teaching and learning process. Now, the researcher summarizes some previous studies which can be the guidelines for the researcher in conducting the new one, and the way this research is different from the previous ones.

The first research was done by the researcher Andana Dika Aristika (2015) entitled “Improving the Fifth Grade Students’ Vocabulary Mastery through Modified Domino Cards at Elementary School Mergayu 1 In the Academic Year of 2014/2015”. He 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. He 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 research of previous study is written by Azizah Deviana Rizqi Amalia (073411047) from IAIN Walisongo Semarang with the title “Domino Card as a Medium to Teach Vocabulary (An Experimental Research at The Fifth Grade Students of SDN 1 Purwodadi Grobogan in the Academic Year of 2010/2011)”. She stated that using Domino card as teaching media in teaching vocabulary was effective. It could be seen from the result of test score. It showed that the experimental class which was given treatment by using domino card as a medium to teach vocabulary got higher mean score that was 83, 8571 compared to the control class who were not given the same treatment. The control class got 79, 0667.

This research is different from the previous studies. The difference between this research and researcher’s research is difference in some aspects they are the researcher used Modified Domino Card Game in teaching vocabulary at seventh grade of MTs Assyafi’iyah Gondang Tulungagung. The research design is pre-experimental design with quantitative approach. The researcher just takes one group that is one group pre-test post-test without control group. The method of collecting data by using administering test with the instrument is vocabulary test that are pre-test and post-test. Here, the researcher tries to compare the students’ score in vocabulary mastery before being taught by using Modified Domino Card Game and after being taught by using Modified Domino Card Game to know whether the Modified Domino Card Game is effective to teach vocabulary at MTs Assyafi’iyah Gondang Tulungagung especially on seventh grade.