CHAPTER II

THE USE OF WORD SQUARES TO IMPROVE STUDENTS' UNDERSTANDING ON ENGLISH COMMON NOUN

A. Previous Research

There are some researchers done in vocabulary implementation especially on English nouns. One of them is a study by Nurul Asror, (Student Number: 3104356). Tarbiyah Faculty, IAIN Walisongo Semarang, 2009. He made a thesis entitled "The Use of Picture – Predicting Game to Improve Students' Understanding on English Common Noun (A Classroom Action Research with Students of Fifth Grades at MI Manbaul Hidayah Tergo Dawe Kudus in the Academic Year of 2008/2009)"

This final project was conducted to explain and describe the use of picture – predicting as a teaching media in teaching vocabulary especially on English common noun. In gathering the data, the writer used observation checklist to observe students' activity during the teaching learning process. This study was conducted by using classroom action research. He divided the treatment into cycles. The result of pre-cycle, the average of the students' achievement was 57%. Cycle I the average of the students' achievement was 59%, cycle II was 67%, cycle III was 71%, and the post-test, the average was 78%. It means that Picture-Predicting game in teaching common noun more interesting to the students. And it showed indicators that the use of

Picture-predicting game can improve students' achievement on English common nouns. [8]

The similarity between his research and the researcher's is the focus which is common noun. Both used classroom action research as a research design. The other similarity is that both studies were conducted at the fifth grade of elementary school. On the other hand, the difference between this research and the researcher's is on the type of the game used. His research used picture game and the researcher's used word game.

Second researcher is Indah Rahmawati (Student Number: 063411075). Tarbiyah Faculty, IAIN Walisongo Semarang, 2009. She conducted study about "The Use of English Children Song as Media to Improve Students' English Vocabulary Power in Noun (A Classroom Action Research at MAN Bawu Jepara Grade X in the Academic Year of 2008/ 2009)".

This final project was conducted to explain and describe the use of English children song as media to improve students' English vocabulary power in noun. In gathering data, she used test and observation checklist to observe students activity during the teaching learning process. This study was conducted by using classroom action research. From the explanations and discussion in every chapter, the researcher concluded that using English children song in teaching

---

[8] Nurul Asror (31043560), "*The Use of Picture – Predicting Game to Improve Students' Understanding On English Common Noun* (A Classroom Action Research with Students of Fifth Grades at MI Manbaul Hidayah Tergo Dawe Kudus in the Academic Year of 2008/2009)", (Unpublished Thesis, Semarang: Tarbiyah Faculty of IAIN Walisongo, 2009)

vocabulary on English noun is very effective in improving students' ability. It looks from students' achievement in pre-test, cycle I and cycle II. The improvement of students was very significant, the achievement in pre-test was 57.35, in cycle I was 66.38 and in cycle II, it was 80.27.[9]

The difference of her study and the researcher's is on the way of improving students' vocabulary. She employed song as a medium while the researcher applied a game which is *Word Squares*.

B. Literature Review

1. Young Learners

a. Definition of Young Learners

Learners are often described as children, young learners, adolescents, young adults or adults. Within education, the term children are generally used for learners between the ages of about two to fourteen. Students are generally described as young learners between the ages of about five to nine, and very young learners are usually between two and five. At what ages it is safe to call students adolescents are often uncertain, since the beginning of adolescence is bound up with physical and emotional changes rather than chronological age. However, this term tends to refer to the student from the ages of about twelve to

---

[9] Indah Rahmawati (063411075), "T*he Use of English Children Song as Media to Improve Students' English Vocabulary Power in Noun (A Classroom Action Research at MAN Bawu Jepara Grade X in the Academic Year of 2008/ 2009)*", (Unpublished Thesis, Semarang: Tarbiyah Faculty of IAIN Walisongo, 2009)

seventeen, where the young adults are generally thought between sixteen and twenty.[10]

In Kasihani's book, Piaget defines that young learners are the students who learn English as a local content subject at Elementary School that they are between six to twelve years old.[11] Phillips said that young learners mean children from the first year of formal schooling (five or six years old) to eleven or twelve years of age.[12]

In addition, Kasihani explained that young learners are children which are 6-12 years old. According to the age, they can be divided into two groups, they are Younger Group (6-8 years old), and Older Group (9-12 years old). According to the class level, they are divided into Lower Classes (1, 2, and 3 classes), and Upper Classes (4, 5, and 6 classes).[13]

Based on the definition above, it can be concluded that young learners are children whose ages are between 6-12 years old. In this occasion, the researcher discusses the upper classes, particularly the fifth grade.

[10] Jeremy Harmer, *How to Teach English*, (England: Pearson Education Ltd, 2007), p.16.

[11] Kasihani K. E. Suyanto, *English For Young Learners*, (Jakarta: PT. Bumi Aksara, 2007), P. 14

[12] Sarah Phillips, *Young Learners*, (New York: Oxford University Press, 1993), p. 3.

[13] Kasihani K. E. Suyanto, *English for Young Learners* (Jakarta: PT Bumi Aksara, 2010), p. 15.

b. **The Characteristics of Young Learners**

Everybody is different, either their characteristic of personality. Therefore, it is necessary for us to treat them in different treatments in order to make them feel convenient. In the same case, teaching English for elementary school level is also different with teaching English for students at the higher levels. The elementary school students are still called as children because their ages are between 7 to 12 old.

Some people say that children learn language faster than adults do.[14] Children have good receptive ability that makes them receive new things quickly. According to Mary Slattery and Jane Willis, children at that group have some general characteristics as follows: [15]

1) They are learning to read and write in their own language
2) They are developing as thinkers
3) Understand the difference between the real and the imaginary
4) They can plan and organize how best to carry out an activity
5) They can work with others and learn from others.
6) They can be reliable and take responsibility for class activities and routines.

---

[14] Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 3rd Ed, P.37.
[15] Mary Slattery and Jane Willis, *English for Primary Teachers* (New York: Oxford University Press, 2001), p. 5.

In addition, Wendy Scoot states some general characteristics of the students in elementary school are as follows:[16]

1) They are competent users of mother tongue
2) They can tell difference between fact and fiction
3) They love to play and learn best when they enjoy themselves. But they also take themselves seriously and like to think what they are doing in real work
4) They are enthusiastic and positive about learning
5) They rely on the spoken as the physical would convey and understanding
6) They are able to work with others and learn from others
7) They use five senses to gain an understanding through seeing, listening, touching, smelling and testing. The physical world is dominant at all times
8) They have very short attention concentration span.

From the characteristics above, the writer can conclude that elementary school students are unique and very enthusiastic in understanding and learning everything. They are less interested in doing something, and they more like to have other children around them and sitting with others encourages cooperation. The teacher has to be flexible. It means that the teacher does not follow her lesson plan strictly but the teacher might improve the

---

[16] Wendy a. Scoot and Lisbeth H. Yterberg, *Teaching English to Children*, (New York: Longman, 1990), p. 2-4

learning process based on the encountered situation. The teacher should provide a fun, cheerful, enjoyable classroom and provide an appropriate technique, game or media in order to be able to attain a successful activity.

2. **Vocabulary**

   a. **Definition of Vocabulary**

   Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.[17] Kasihani K. E. Suyanto states that vocabulary is a set of words that belongs to a certain language and gives meaning when we use the language.[18] According to Caroline T. Linse vocabulary is the collection of words that an individual knows.[19]

   b. **Type of Vocabulary**

   According to Finocchiaro, vocabulary is divided into two kinds; there are active and passive vocabularies.[20] Active vocabulary consists of words which students understand, can pronounce correctly and use in constructively speaking and writing. While passive vocabulary consists of words those students recognize and understand when they occur in context.

---

[17] Jack C. Richard, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 4

[18] Kasihani K..E. Suyanto, *English for Young Learners*, (Jakarta: PT Bumi Aksara, 2010), p. 43.

[19] Caroline T. Linse, *Practical Language Teaching: Young Learners (*New York: McGraw-Hill, 2006), p. 121.

[20] Marry Finocchiaro, *From Theory to Practice*, (New York: Regent Publishing Company, 1974), p. 73.

They never use them in communication. They will understand them when they hear or read.

Ruth Gairns and Stuart Redman have their own terms in dividing vocabulary. They are receptive and productive vocabularies.[21] The term 'receptive' vocabulary is used to imply language items which can only be aware of and comprehended in the context of reading and listening materials while 'productive' vocabulary is used to refer to language items which the learner can recollect and apply accurately in speech and writing.[22] For instance, there will be vocabulary that a learner is capable of recognizing and understanding but finds it difficult to appropriately use the vocabulary in speaking and writing context. Therefore, it is called receptive vocabulary. In another case, there will also be vocabulary which a learner can recall and use correctly in the context of speaking and writing; it is what Ruth Gairns and Stuart Redman mean as productive vocabulary.

From the explanation above, it can be seen that there are two types of vocabulary even though the terms used are different. They are receptive or passive vocabulary and productive or active vocabulary. Receptive vocabulary is vocabulary that is known when listening or reading but found difficult to produce in

---

[21] Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary,* (Cambridge: Cambridge University Press, 1986), p. 64.

[22] Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary,* (Cambridge: Cambridge University Press, 1986), p. 64-65.

speaking or writing. Productive vocabulary on the other hand is to imply vocabulary that can be used accurately in writing and speaking.

c. **Noun**

Noun is part of vocabulary. In English, there are many definitions and kinds of noun. The popular definition of a noun is that it "describes a person, place or thing"[23]. According to *Oxford Dictionary*, noun is a word that refers to a person, a place, or a thing, a quality or an activity.[24]

Muhammad Bakri Ismail said that nouns are something that can be seen by sense.[25] In fact, we use nouns to express a range of additional meanings such as concept, qualities, organization communities, sensation and event.

In other terms, nouns are the basic tools for giving names to things and concepts; therefore, learners need to control a large vocabulary of nouns as well as associated word such as pronouns, adjectives, and preposition.[26]

d. **Common Noun.**

---

[23] Martin Parrots, *Grammar for English Language Factors*, (Cambridge: Cambridge University Press, 2004), p.7

[24] Victoria Bull, *Oxford Learners' Pocket Dictionary,* (Oxford: Oxford University Press, 2008) 4th Ed., p. 298.

[25] Muhammad Bakri Ismail, *Qowa'idun Nahwi bi Uslubil 'Asri* (Mesir: Darul Manaar, 2000), P. 8

[26] Betty Schrampfer Azar and Barbara F. Matties, *Fundamental of English Grammar*, (New York: Prentice Hall Regent, 1995), p. 54

Common noun is noun which states in general cognition.[27] A common noun does not usually begin with capital letter unless it is the first word in a sentence. They do not name particular people, places, things or ideas. [28] Common noun refers to categories of things in general, never to specific examples something that are named.[29] Common noun classifies things into types. [30] Common nouns are all other nouns. [31] They do not require capitalization. It can occur after *the.* So, all the count and uncountable nouns are common nouns.[32]

1. Countable Noun. Countable nouns are names for people, places, things and ideas that can be counted. There can be one (singular) or more than one (plural).[33]

   Example: un umbrella, apple, radio, bus, truck, piano, cat, foot, five children and two girls.

2. Uncountable noun (sometimes called mass nouns) are names for people, places, things and ideas that cannot be

---

[27] Imam D. Djauhari, *Mastery on English Part of Speech*, (Malang: Indah, 1986), p. 15

[28] M. Kathleen Mahnke, *Grammar Links 2 A Theme-Based Course for Reference and Practice,* (New York: Houghton Mifflin Company, 2005), 2nd Ed., p. 138

[29] http://esl.about.com/od/grammarglossary/a/Types-Of-Nouns.htm, retrieved on December 22nd 2014 at 08:05 a.m.

[30] Geoffrey Leech, *et.al*., *English Grammar for Today: A New Introduction,* (Macmillan: Palgrave Macmillan, 2006) 2nd Ed., p. 54.

[31] Mahnke, M. Kathleen and Elizabeth O'Dowd, *Grammar Links,* (Boston: Houghton Mifflin Company, 2005), p. 138.

[32] Geoffrey Leech, et.al., *English Grammar ...,* p. 54.

[33] M. Kathleen Mahnke, *Grammar Links 2 A Theme-Based Course for Reference and Practice,* (New York: Houghton Mifflin Company, 2005), 2nd Ed., p. 138

17

counted. An Uncountable noun does not have a plural form.[34]

Example: sand, gold, blood, sugar, water, air, oil, tea, milk, money, etc.

3. **Teaching Vocabulary**

    a. **Teaching Vocabulary to Young Learners**

    Teaching vocabulary for elementary school students is not an easy task. Teacher has to deliver the material clearly. It is better if teacher uses media such as picture or realia. One of the reasons why the teacher uses media is because it gives direct meaning.

    In learning English for children, especially oral language the giving of the word should be provided in context in order to the understanding of students is intact. Kasihani K.E Suyanto said cited by Phillips that vocabulary and grammar suggest to be taught in context and the children should always to be given plenty of chance to use the language that they have learned.[35] Having different opportunities will help improve learners' overall language ability by improving their vocabulary. In other words, the goals are for students to become word savvy, to develop students an understanding of how words work within the context of reading and writing, and to become excited about words as

---

[34] M. Kathleen Mahnke, *Grammar Links 2 A Theme-Based Course for Reference and Practice,....*, p. 138

[35] Kasihani K. E.Suyanto*, English for Young Learners* (Jakarta: PT Bum Aksara, 2010)*,* p. 47.

they learn to manipulate them in playful ways. It means the teaching vocabulary and grammar teaching will be better if it is taught in context that is connected to children's world. As the result, it is practiced easier or to communicate.

In introducing the words, the right pronunciation must be given since early. Kasihani K.E Suyanto explained that the teaching of vocabulary can be done through for stages, they are:[36]
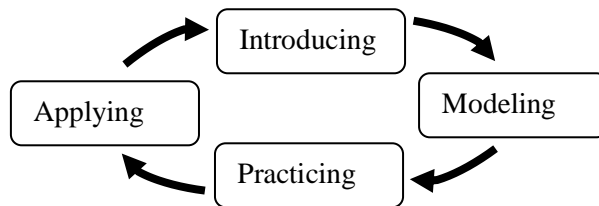
Figure 2.1 Stages in Teaching Vocabulary

1) Introducing

   The teacher introduces the new words with the clear and right pronunciation. The teacher can use picture or concrete noun.

2) Modeling

   The teacher gives examples by acting as a model

3) Practicing

   The teacher trains the children to imitate and practice

4) Applying

---

[36] Kasihani K. E.Suyanto, *English for Young Learners* (Jakarta: PT Bumi Aksara, 2010), p. 48.

19

The children apply in exact situation with teacher's help.

b. **Principles of Teaching Vocabulary**

Principle is beliefs and theories that teachers hold concerning effective approaches to teaching and learning and which serve as the basis for some of their decision-making.[37] In teaching vocabulary, the teacher is the authority of the class. For that reason, she/he has responsibility in teaching and learning vocabulary in the class.

According to Caroline T. Linse, there are seven principles in teaching learning vocabulary, they are:[38]

1) Emphasize direct and indirect teaching.

Direct and indirect vocabulary instruction must be involved as part of a vocabulary development program. Teaching the words and their meanings refer to direct teaching take for instance in the pre-teaching vocabulary items. Students will encounter in a reading selection. Indirect instruction refers to helping children learn appropriate strategies so they can figure out the meaning of words on their own. For example, teaching the prefixes *uni,*

---

[37] Jack C. Richard, et. al., *Longman Dictionary of Language Teaching and Applied Linguistics* (Malaysia: Pearson Education, 2002), 3rd Ed, p. 418

[38] Caroline T. Linse, *Practical Language Teaching: Young Learners* (New York: McGraw-Hill, 2006), p. 123.

bi, and *tri* to students and then having them point to pictures of unicycle, bicycle, and tricycle.

2) Teach vocabulary words before a new activity.

There are two advantages when vocabulary words are taught before a new activity. First, they are able to comprehend the activity better. Second, students will obviously acquire the target vocabulary when vocabulary words are taught in further learning.

3) Teach how to use context clues appropriately.[39]

Students get the advantage from learning how to use context clues and guessing the meaning from the context. This is a kind of strategy that students can use when they encounter unfamiliar words. Particularly for young learner, they need to be taught for many times especially in reading, when they will not be able to figure out the meaning from context clues.

4) Present multiple exposures to new vocabulary items.

Young learners will get the benefit when they are exposed to vocabulary items repeatedly in rich context. As part of young teaching repertoire, remember that new words should reappear many times and in different situations for

[39] Caroline T. Linse, *Practical Language Teaching: Young Learners*, p. 124.

the next several weeks on instruction. It will strengthen the young learner to recognize and memorize the words.

5) Give opportunities for deep processing of vocabulary items.[40]

Working with information at a high cognitive and /or personal level refers to deep processing. Deep processing makes it more likely that information will be remembered and stored in students' brain.

6) Teach students to use dictionaries.

Young learner under the age of six, can use a picture dictionary where words are grouped into different specification. Children who are at the beginning stage of language and literacy development can use picture dictionaries as a tool to help them increase their vocabulary knowledge and their usage of context clues.

7) Have students keep vocabulary notebooks.

Vocabulary notebooks offer students with the chances to improve a kind of vocabulary acquisition strategies and also help students have more control over their leaning.

From the statements above, it can be summarized that in teaching vocabulary, there are seven principles which English

---

[40] Caroline T. Linse, *Practical Language Teaching: Young Learners* p. 126.

language teachers should be considered. By up holding those principles, it will give an enermous contribution in teaching learning process, especially teaching vocabulary. The teacher can teach students maximally and students get rich learning experience.

c. **Techniques in Teaching Vocabulary**

Technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.[41] According to Jean et. al., the techniques used to introduce vocabulary and to convey meaning are divided into two types. They are demonstration and verbal.[42]

1) Demonstration

a) Using object or things brought to the classroom because introducing a new word by showing the real object often helps students to memorize the word through visualization.

b) Using drawing on the blackboard or on flash card. The letter can be used again if they are made with card and covered in plastic.

c) Using illustrations, picture, photos, and flashcards found in the language learning materials teacher used or

---

[41] H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, 2nd Ed, (San Fransisco: Longman, 2001), p.16

[42] Jean Brewster, et. al., *The Primary English Teacher's Guide*, (England: Pearson Education Limited, 2002), p. 87.

23

by making teacher's own visual aids, using picture from magazine, and so on.

d) Using action, mime, expressions and gesture e.g. adjective: sad, happy; verb: swimming, running, jumping, and so on.

e) Pointing, touching, tasting, feeling, smelling whenever possible, getting students to use theirs sense, to help memorize words and understand their meanings.

f) Using technology.

2) Verbal

a) Explaining

It gives an analytical definition. For example: a present is something you give to someone on a special occasion like a birth day.

b) Defining the context

Example: The winner of the swimming competition gets a medal.

c) Eliciting

Once a context is established, you can elicit vocabulary items from students. Example: What does the winner of a swimming competition or a marathon gets?

d) Describing

Example: It's made of metal and looks like a coin (a medal)

e) Translating

If none of the above techniques work, then translate.[43]

From the statement above, it can be summarized that there are some techniques to teach vocabulary. English language teacher has to be creative in delivering material by using kinds of techniques as mentioned above such as by demonstration, verbal, visual, etc

4. **Game in Language Learning**

   a. **Definition of Game**

   Game is a simplified, operational model of a real life situation that provides students with various participants in a variety of roles events. A game is an activity with rules, a goal, and element of fun.[44] Games also provide motivation and sense of playing that can enhance both learning and memory.

   Games can also provide a structured setting for the practice of common social and conversation-starting formulas for which there is not sufficient opportunity in the classroom.[45] According to Lee Deighton, game can be defined as something enjoyable, but serious involving for specified objectives and observing the rules. It means that the teacher as educator gives a

---

[43] Jean Brewster, et. al., *The Primary English Teacher's Guide*, …, p. 88.
[44] Jill Hadfield, *Intermediate Communication Games,* (England: Longman, 1996), p.v
[45] Helena Anderson, *Languages and Children Making the Match,* (USA: Addison-Wesley Publishing Company, 1988)

great help until they have opportunities to express their participation in teaching learning process in the classroom.[46]

b. **Advantages of Using Game**

Learning language can be difficult. It requires much effort to understand, to repeat accurately, to manipulate newly understood and to use the whole range of known language in written or spoken form of communication. The effort is needed at every moment and must be maintained over a long period of time. Here, games take important roles in language learning. Games help and encourage many learners to sustain their interest and work.[47]

As game is a fun activity, the students definitely want to participate. To do so, they must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Thus, game helps the teacher to create contexts in which the language is useful and meaningful.[48]

By making the language convey information and opinion, games provide the key feature of 'drill' with the opportunity to sense the working of language as living communication.[49] Many games cause as much density of practice as more conventional

---

[46] Deighton, L, *Games for Language Learning,* (Cambride: Cambride University Press, 1971), p.106

[47] Andrew Wright, et. al., *Games for language Learning,* (Cambridge: Cambridge University Press, 1983), p. 1.

[48] Andrew Wright, et. al., *Games for language Learning, … ,* p. 1.

[49] Andrew Wright, et. al., *Games for language Learning, … ,* p. 1.

drill exercises; some do not. The contribution of drilling lies in the concentration on a language form and its frequent use during a limited period of time. Many games provide this repeated use of a language form.

Games are able to facilitate language learning because they help language learning to be:[50]

1) More meaningful, for example by showing how words relate to each other.

2) More memorable, for example by involving as many approaches to how language is 'stored' as possible, such as mime and movement, the use of color and pattern, personalization, etc.

3) More accessible, for example by getting students to make their own language record to suit their individual strategies for reference and access.

In addition, Jean et. al., add the advantages of using games as follow:[51]

1) They add variety to the range of learning situation.

2) They change the pace of the lesson and help to keep students' motivation.

3) They 'lighten' more formal teaching and can help to renew students' energy.

---

[50] Siti Tarwiyah, *Games, Songs, and Practical Ideas to Teach Language,* (Semarang: Need's Press, 2012) p. 2.
[51] Jean Brewster, et. al., *The Primary English Teacher's Guide,* (England: Pearson Education Limited, 2002) p. 173.

4) They provide 'hidden' practice of specific language pattern, vocabulary and pronunciation.

5) They can help to improve attention span, concentration, memory, listening skill and reading skill.

6) Students are encouraged to participate; shy learners can be motivated to speak.

7) They increase student-students communication which provides fluency practice and reduce the domination of the class by the teacher.

8) It helps create a fun atmosphere and reduces the distance between teacher and students.

9) They can help reveal areas of weakness and the needs for further language.

10) They can help motivate and improve writing skills by providing a real audience context and purpose.

From the statements above, the writer takes a conclusion that game has several advantages in teaching learning process. English language teacher has to consider employing the game and apply it in teaching learning process. As the result, when game is applied, students feel enjoy and far from boredom.

c. **Type of Game**

There are six characteristics of communicative language game. They are as follow:[52]

---

[52] Kasihani K.E Suyanto, *English for Young Learners,* (Jakarta: PT Bumi Aksara, 2010), p. 118

1. There is interaction among players
2. The rules must be understood by the players
3. There is a certain goal
4. There is clear activity contexts
5. The players participate actively
6. The players get specific rules in the game.

Some types of game are introduced by Wright, Betteridge and Buckbay. They are concluded as follow:[53]

1. Picture games: predicting pictures, happy twins, describe and draw a picture, etc.
2. Psychology games: telepathy, visual perception of length, the old woman and the young woman, etc.
3. Magic tricks: the matchbox, magic birthday, black mind-reading trick, etc.
4. Caring and sharing games: a remembering-names game, getting to know each other, guess who it is, etc.
5. Card and board games: snakes and ladders, search, etc.
6. Sound games: voices and objects, listening to sounds, etc.
7. Story games: guess what I'm drawing, silly stories, etc.
8. Word games: bingo, dash it and hang it, A-A, B-B, etc.
9. True/ false games: repeat it if it's true, correct me if I'm wrong, don't let them pull your leg, etc.
10. Memory games: what's behind you, Kim's game, etc.

---

[53] Andrew Wright, et. al., *Games for language Learning,* (Cambridge: Cambridge University Press, 1983), p. 14-185.

11. Question and answer games: don't say 'yes' or 'no', half the class knows, twenty questions, etc.

12. Guessing and speculating games: hiding and finding, feel and think, etc.

13. Miscellaneous games: fortune-teller, what's in his pocket, etc.

There are many games available for teaching language. These can be teacher's consideration to apply the games according to the students' needs and characteristics. Thus, the learning goal will be successfully achieved.

5. **Word Squares Game to Teach Common Noun**

Word Squares, Word Search, or Vocabulary Squares is one of word games. Word games are very popular with children and there are hundreds of them. *Word Square* is the favorite one. The aims of word games in any languages are to developing vocabulary and spelling words.[54]

Word Squares is a word game that letters or a word in a grid that usually has a rectangular or square shape. The objectives of the game are to find and mark all of the words hidden in the grid. The words can be placed horizontally, vertically and diagonally. And they can be written from right to left or bottom to top as well. The words should all be on same theme.[55] Often a list of hidden words is provided, but more challenging *Word*

---

[54] Sarah Phillips, *Young Learners*, (New York: Oxford University Press, 1993), p. 83

[55] Sarah Phillips, *Young Learners*, … p.83

Squares may let the player figure them out. The functions of *Word Squares* are to introduce new vocabulary and to introduce the idea of lexical sets to students.[56]

Word Squares is one of medium which is effective to be used in foreign language learning especially in teaching vocabulary to beginner. It is important for the teacher to be creative and innovative. The following procedure in teaching English common noun using *Word Squares* are:

1) The teacher prepares a worksheet consists of some squares with the words which hidden (because the blank squares are filled in with any words to train the students' accuracy in finding new words)

2) The students work individually, in pairs, or group of three to find a number of words in the squares.[57]

3) The teacher can make the game more or less difficult according to the clues teacher gives the children. With younger children, give them the words to look for. With older children, the teacher can tell them the topic, or give them a picture or written definition of each word.[58]

---

[56] Siti Tarwiyah, *Games, Songs and Practical Ideas To Teach Language,* (Semarang: Need's Press, 2012), p. 29

[57] Siti Tarwiyah, *Games, Songs and Practical Ideas To Teach Language,* (Semarang: Need's Press, 2012), p. 29

[58] Sarah Phillips, *Young Learners*, (New York: Oxford University Press, 1993), p. 84

31

Example of Sheet of *Word Squares* game[59]

Theme: Transportation

B	M	C	A	R	Z
I	U	V	H	O	P
K	X	S	E	T	L
E	L	N	K	C	A
H	T	R	A	I	N
T	A	O	B	U	E

Figure 2.2 *Word Square*

C. Action Hypothesis

Hypothesis is defined as the provisional answer towards the problems of the research until finally proved through collected data.[60]

---

[59] Sarah Phillips, "*Young Learners,…",* p.84

[60] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT. Rineka Cipta, 1998), Edisi Revisi IV, p. 67.

The researcher proposes the hypothesis that there is improvement of students' vocabulary achievement after being taught by using *Word Squares.*