

**THE USE OF CATEGORIES GAME TO TEACH STUDENTS'  
VOCABULARIES ON WRITING DESCRIPTIVE TEXT**

**AN ARTICLE**

**BY:**

**ISTIKAMAH SALSABILA  
NIM F12111008**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
TANJUNGPURA UNIVERSITY  
PONTIANAK  
2016/2017**

**THE USE OF CATEGORIES GAME TO TEACH STUDENTS' VOCABULARIES  
ON WRITING DESCRIPTIVE TEXT**

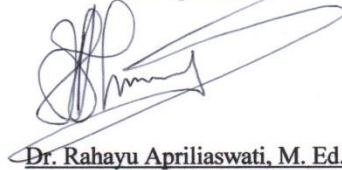
(A Pre-Experimental Research on the Seventh Grade Students of SMPN 14 Pontianak Timur  
in Academic Year 2016/2017)

**ARTICLE**

**ISTIKAMAH SALSABILA  
NIM F12111008**

Approved by

First Supervisor



Dr. Rahayu Apriliawati, M. Ed. TESOL  
NIP. 195804021987032000

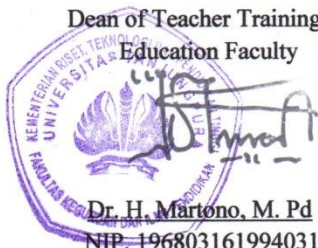
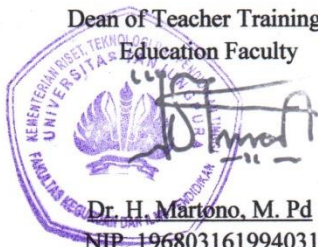
Second Supervisor



Drs. Luwandi Suhartono, M. Hum  
NIP. 196211011990021000

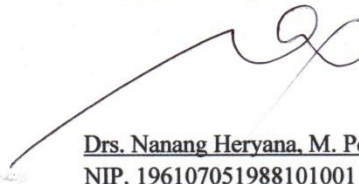
Legalized by:

Dean of Teacher Training and  
Education Faculty



Dr. H. Martono, M. Pd  
NIP. 196803161994031014

The Head of Languages and Arts  
Education Department



Drs. Nanang Heryana, M. Pd  
NIP. 196107051988101001

# THE USE OF CATEGORIES GAME TO TEACH STUDENTS' VOCABULARIES ON WRITING DESCRIPTIVE TEXT

**Istikamah Salsabila, Rahayu Apriliawati, Luwandi Suhartono**

English Education Study Program, Teacher Training and Education Faculty  
Tanjungpura University

Email: [isstsalsabila@yahoo.co.id](mailto:isstsalsabila@yahoo.co.id)

## *Abstract*

The purpose of this research is to find out the effectiveness of using categories game in teaching vocabularies on writing descriptive text. This study was conducted on seventh grade students of SMPN 14 Pontianak Timur in academic year 2016/2017. The research used a pre experimental research with one group pretest and post test. The subject of this research was VII I. The research data was collected by a test. It was analyzed by effect size formula. The findings of research showed that the students achievement on vocabularies, particular vocabularies on writing descriptive text significantly improved by using categories game. The interval between the mean score of pretest and posttest is 15.59 . It means that the interval between pretest and posttest score showed the increase after treatment conducted. Moreover, these findings were computed by t-test formula, where the t-value in this research is 6.21, compared with percentage points of the t-distribution with one tail probability ( $\alpha$ ) 0.05 on 41 number degree of freedom is 1.682. It means the t-value is higher than the percentage point of the t-distribution. The effect size obtained is 0.86 which is categorized large. Thus, the use of categories game to teach vocabularies on writing descriptive text to the students VII grade of SMPN 14 Pontianak Timur was effective.

**Keywords:** *Vocabulary, Categories game, Descriptive Text*

## INTRODUCTION

Vocabulary is one of the language components that should be taught to support the language skill development. It was supported by Richard and Renandya, "Vocabulary is a core component of language proficiency and provides much of basic for how well learners speak, listen, read, and write." (Richard and Renandya, 2002:255). In short, vocabulary is the first and foremost important step in language acquisition. Teaching vocabulary is one of foundations to the students build their language acquisition before they develop their language skills.

English learning process faces many problems because of students lack of vocabularies. This problem happened in English learning process to junior high school at seventh grade students of SMPN 14 Pontianak Timur. The researcher had interviewed the teacher who has been teaching there and she taught the students at seventh grade. Based on the result of interview, the researcher found that the students at seventh grade got difficulties in describing something because they had in sufficient vocabularies, particularly noun and adjective words. Moreover, the students had difficulties to spell the word correctly, it influenced the

meaning of sentences and they had difficulties to memorize the meaning of word.

Based on this situation, the teachers as facilitator in classroom need to consider a good technique to teach students vocabularies. Teachers are supposed to think more how to facilitate their students with the activities which involve students in active learning process as well as achieve the learning objectives. The researcher used game as the vocabulary teaching technique. There are many kind of games that can be implemented in teaching vocabularies, but the appropriate one which relate to the above problems was categories game. Categories game is kind of labeling game where the students work in pairs or group then they given the topic of game, for example, the topic about animals. The animals are divided into some categories such as animals have wings and animals have horns. Then, based on these categories, the students give label to each categories of animals. Label here is a word that comes from the initial letter as clue given by teacher. For example, letter *B* for *Bird* which is classified into animals have wings, and letter *G* for *Goat* which is classified into animals have horns.

In this research, the researcher used the lexical approach. The lexical approach is an approach which focus on learning lexis or words. It stated by Moudraia (2001: 1) that lexical approach concentrates on developing learners' proficiency of lexis, or words and word combinations. On the other hand, the lexical approach allows the learners' develop their capability of learning words. It is not only learning single word but also learning about word combinations.

Furthermore, one of the basic terms of the lexical approach according to Lewis (1993: 6) is language consists of grammaticalized lexis, not lexicalized grammar. In other words, the implementation of lexical approach in teaching and learning language not only focuses on words itself, but it focuses on teaching and learning

words based on the rules (grammatical). It supported by Moudraia (2001: 1) he stated that lexis is a basic of language while grammatical system is a prerequisite for effective communication.

Nowadays, one of techniques that could be an alternative to teach vocabulary to the students is game. Game can be applied in across level of students, particularly students of junior high school. Through game, the teacher can easily grab students' attention to follow the lesson as well as achieving the learning objectives. Hadfield (1999:4) classify the game into three types. They are (1) Memorising game is kind of games which is helped the students to memorise or remember the meaning of word in their mind. (2) Personalising game is kind of game which is designed to get the students to relate the new words to their personal experience. (3) Communicating game is focused on successfull of completion of a goal.

In using game, teacher can create a good atmosphere in classroom as well as make the students involve actively in teaching learning process. There are many variety of game according to Hadfield (1999:5) those are Sorting, Ordering or Arranging games, Information Gap, Guessing games, Search game, Exchanging game, Board games, Role-play games. In addition, Thornbury (2002:102) classified some type of word games. These are Word Clap, Categories game, and Back to Board. In conclusion, there are many kinds of games that can be applied by the teacher to support the teaching learning process. The teacher needs to choose a good game to support the teaching learning process which is suitable with the students condition in the classroom, particularly for the students who get difficulties in mastering vocabulary.

Categories game is one of the game that teacher could use in teaching learning process, particularly teaching vocabulary. It is also known

as labels game or list-group-labels game. According to Kimbell (2009:15), list-group-labels is a brainstorming activity that helps students understand how words can belong in a variety of groups while activating and building background knowledge prior to beginning a unit of study. Meanwhile, Hadfield (1999:5) stated that labelling game involves matching labels to items in pictures. On the other hand, labelling game is an activity which help the students to build prior knowledge about the topic of study. It is also involve the students to play the word based on category related to the topic that can support by using pictures.

In the implementation of categories game, Thornbury (2002) makes it easier to be applied because every words given a letter as clue that makes the students remember the word easily (*for example, letter B!*). A letter as clue is provided with the pictures. It is strengthened by Hadfield (1999:5) that labelling game is provided with the pictures in the implementation. The use of picture in order to make the students know the meaning of words. In the implementation of categories game on teaching vocabularies on descriptive text, the students:

- Make a group which consist of 4 to 5 students.
- Draw the number of columns which is labelled with the name of lexical set.  
For example,

**Table 1. The Example of Categories Game**

Letter	Categories			
	Transport	Fruits	Animals	Sports
<b>B</b>	Bus	Banana	Bear	Basketball
<b>C</b>	Car	Cherry	Cat	-
<b>D</b>				
<b>E</b>				

- After making a table as above, the students should be ready to hear what alphabet that will be mentioned by the teacher. For example, *the teacher calls out letter B*. Then, the students write down the words which is began with the letter *B*, for example, *Bus, Basketball, etc.* Through write down the words, the students train their spelling of the words. Moreover, the use of picture also help the students to know the meaning of words.

Teaching is a process of communication which involves between a sender as sources of knowledge and receiver. According to Brown (2001:7) teaching means showing or helping someone to learn how to do something, giving instruction, guiding the knowledge, causing to know or to understand. In the classroom, teaching

is a process of communication which the teacher sends the knowledge and skills to the students.

Vocabulary is an essential aspect of learning. As it is supported by Richard and Renandya (2002:255) who state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. In short, vocabulary as the main part of language proficiency where it is used for communication among people through speaking, listening, reading and writing, without vocabulary language cannot produce well by people.

Teaching vocabulary is useful to help the learners or students to master the language skills. In teaching vocabulary the teacher has the role to facilitate the vocabulary learning by teaching the

students useful words and by teaching strategies to help the students figure out meaning on their own (Nation, 2003). Learners or students need to acquire vocabulary learning strategies in order to discover meaning of the new words. The strategies should be useful within the classroom as well as when the students are in a situation where they encounter new and unfamiliar words on their own. It should also help them to new vocabulary words that they hear and see.

### 1. Things to Teach Vocabulary

According to Thornbury (2002), described the things to teach in vocabulary as follows:

- a. Word formation is the creation of a new word. For example, affixation, compounding, blend.
- b. Collocation is the words that occur together. One of the collocation is verb + adverb, for example example: She always **drives** too **quickly**.
- c. Synonyms are words that share a similar meaning. For example, *old*, *ancient* are all synonyms that they share the common meaning of *not young/new*. Antonyms are the words with opposite meaning. For example: *Old – New*.
- d. Hyponyms are the terms that denote a subcategory of a more general class. For example, *chair*, *table*, *cabinet* are hyponyms of furniture.
- e. The different of words is known as word classes or part of speech. For example, *noun*, *adjective*, *verbs*, *pronouns*, etc.

### 2. Group of Words

According to Delahunty and Garvey (2010: 78) classified parts of speech based on their function as follows:

- a. Noun can be name of person (e.g. *Mary*, *John*), places (e.g. *town*, *Jakarta*), animals (e.g. *cat*, *zebra*), objects (e.g. *pencil*, *book*), unseen thing or qualities (e.g. *intelligence*, *health*).
- b. Pronoun is a word used in place of one or more nouns. It can replace the names of

people, places, and things that have already been mentioned. For example, “*I want you to read this again*”. The words *I*, *you* and *this* are pronouns.

- c. The third part of speech is the verb, one of the main parts of every sentence. For example, *my mother is a nurse*.
- d. Adjectives are the words that use to add descriptions to those nouns that give the reader a clearer picture of what you mean, you add “detail” words in front of the noun like *little*, *blue*, *rich*, *old*, etc.
- e. Another type of describing word or modifier is the *adverb*. For example: *well*, *quite*.
- f. Prepositions are joining words, sometimes called *connectives*, which are used to show a time, place, or ownership relation between two nouns/pronouns or a noun and a verb. For example: *The girl walked **behind** the building*.
- g. An interjection is a word or group of words used to express strong feeling. For example: *Wow! Oh, no! Fantastic! Never! Fabulous!*
- h. Conjunctions are used to join words, phrases, or clauses. For example: “Joe **and** Mike followed the young cub, **but** they could not catch it”.

There are many kinds of text in teaching English to the students. One of them is descriptive text. Descriptive text is a kind of text which has function to describe a particular person, place or thing. Descriptive text consists of generic structures. Generic structure is divided into two parts. They are identification and description. Moreover, Knapp and Watkins (2005:98) stated that the grammatical features of describing are (1) the use of present tense, (2) the use of adjectives, (3) the use of adverb, (4) the use of adverbial phrases, and (5) the use of noun.

In teaching descriptive text to the students, there are some kinds of vocabulary that is needed by the students to describe something as it is

mentioned before. In this research, the students are expected to use the vocabularies such as nouns and adjectives in form of short simple descriptive paragraph. The use of categories game can be applied in teaching vocabularies to the students, particularly vocabularies on descriptive text.

## METHOD OF RESEARCH

This research used a pre experimental research. This research emphasizes on the result how the effectiveness of categories game in teaching vocabularies on descriptive texts. The research used one group pre-test and post-test design. In the implementation of pre-experimental research, the researcher conducted a pre-test to the experimental group then she conducted the treatments for three times and at the end the researcher conducted the post-test to measure the result of the students after giving the treatments. The population of this research are

7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H and 7I of SMPN 14 Pontianak Timur and the chosen class as a sample was 7I which consisted of 42 students.

The data were collected by the measurement technique. Cohen (2007, p. 524) states that measurement is about the what will be measured, and how (the instrument being used), and how reliability and validity will be assured. Therefore, this technique used to collect quantitative data through vocabulary test to measure students' improvement on vocabulary. The tool of the data collecting in this research was multiple choice. This instrument was used to measure students' vocabulary before and after the treatment. In this case the test used in present research consists of 20 items.

### a. Test Validity

The use of test validity is to know the outcome which needed to be reached by the students. The result of test validity for each item can be seen in the table below:

**Table 2. The Specification for Valid Test**

Aspects of Vocabulary	Domain Contents	Test Item Number	Total
<b>Form: Spelling (Nouns)</b>	The words related to things	1,2,3,4,5,6,7	7
<b>Meaning (Adjectives)</b>	The words related to person	8,9,10,11,12,13,14,15	8
<b>Form: Spelling (Nouns)</b>	The words related to animals	16,17,18,19,20	5
<b>Total Test Items</b>			<b>20</b>

### b. Level of Difficulty

The use of level of difficulty is to know how easy or difficult the test items based on the students' point of view who took the test. The formula of level of difficulty is calculated as follows:

$$LD = \frac{HG+LG}{N} \quad (1)$$

### c. Discriminating Power

Discriminating power of an achievement test items refers to the degree of which it describes between the students with high and low achievement

(Gronlund,1977:112). The formula as follows:

$$DP = \frac{HG-LG}{\frac{1}{2}N} \quad (2)$$

d. Reliability of The Test

According to Heaton (1975: 155) reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument. The reliability of the test score is calculated by using Kuder Richardson Formula 21 (KR21) which is formulated as follows:

$$KR_{21} = 1 - \frac{M(K-M)}{K(S^2)} \quad (3)$$

e. Mean Score

To get the students' average score for pre-test, post-test, and treatments, the researcher used mean score formula. The formula is taken by Heaton (Kubyzyn and Borich, 2007: 258)

$$M = \frac{\sum x}{n} \quad (4)$$

To collect the data, the researcher was needed to follow procedures. The procedures were detailed beneath. (1) Establishing pre-test to the students It was conducted to know the students' vocabularies on descriptive text before being treated by categories game technique. (2) Giving the treatment to the students

The treatment was given using categories game technique in three times of treatments. (3) Establishing post test was conducted in order to get the score of students' vocabularies on descriptive text after being treated three times by categories game.

After collecting the data, the data were computed by using statistical method.

1. T-test

To know the effectiveness of the treatment, the researcher used t-test formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2}{N(N-1)}}} \quad (5)$$

2. Effect Size

The effect size of the treatment was calculated by the following formula:

$$ES = t \sqrt{\frac{1}{N}} \quad (6)$$

## RESEARCH FINDINGS AND DISCUSSION

### The Analysis of Students' Total Score of Pre-test and Post-test

The use of categories game was effective to teach students vocabularies on writing descriptive text to the seventh grade students of SMPN 14 Pontianak Timur. It can be seen from the total score of pre-test and posttest below:

**Table 3. The Total Score of Students' Pre-Test and Post-Test**

	Total Score	Mean Score
<b>Pre-test</b>	2655	63.21
<b>Post-test</b>	3310	78.80



The implementation of pre-test and post-test has indicated a different performance. The result of post-test indicates a better result than pre-test. Thus a different result also indicates the students' interval score of pre-test and post-test was 15.59. This point shows that the treatment through categories game was effective in teaching vocabularies on writing descriptive text to the seventh grade students.

### **The Significant of The Treatment**

The researcher compared the t-value result with the critical values for student's t-distribution in order to know the significance of the treatment. The researcher took one tail probability ( $\alpha$ ) 0.05 and the degree of freedom (df) = N-1. N showed the total number of students. In this case, the number of students was 42 so that (df) was

obtained by (N= 42- 1) and the result was 41. Otherwise, the result of (df) was 41 where the t-table showed 1.6829 which was lower than the t-value result. The t-value result was 6.21. It can be concluded that the t-value was higher than t-table (6.21>1.6829). In other words, the use of categories game in teaching vocabularies on writing descriptive text was effective.

### **The Effectiveness of The Treatment**

The computation of effect size showed the result 0.86 which is categories as large category. This result showed the effectiveness of treatment where it strengthened by the result of mean score for each treatment as follow:

**Table 4. The Percentage of Students' Mean Score for Each Treatments**

<b>Students Treatment</b>			
<b>Treatment</b>	<b>Treatment 1</b>	<b>Treatment 2</b>	<b>Treatment 3</b>
<b>Mean Score</b>	70.71	74.52	75.95

Based on the result above, it showed that each treatment has different interval score where it is classified as average to good according to Heaton. It means that the use of categories game to teach students' vocabularies on writing descriptive text was effectively for each treatment.

### **Hypotheses Testing**

Based on the result of data calculation, it showed that the t-test was higher than t-table ( $6.21 \geq 1.6829$ ) so that the null hypothesis A where "The use of categories game is not effective in teaching students' vocabularies on writing descriptive text." and the null hypothesis B where "The use of categories game is lowly effective in teaching students' vocabularies on writing descriptive text" were rejected. Therefore, the alternative hypothesis A, "The use of categories game is effective in teaching students'

vocabularies on writing descriptive text." And the alternative hypothesis B where "The use of categories game is highly effective in teaching students' vocabularies on writing descriptive text were accepted.

### **Discussion**

From the research findings above, the researcher found some important point to be discussed:

Based on the result of findings, it can be concluded that the use of categories game was effective to teach students vocabularies on descriptive. It can be seen from the students post-test was 78.80 was higher than pre-test 63.21. Based on these data, it showed that there was a significant improvement before and after categories game was implemented. As the result, there was an interval score between pre-test and

post-test namely 15.59. This score showed that the implementation of categories game to teach seventh grade students of SMPN 14 Pontianak Timur was effective.

To strength the statement above, here the researcher explained why categories game technique effective. First, the use of categories game helped the students to describe the things in easy way. For instances, the students asked to describe the animals based on its physical appearance. Second, the use of categories game was effective in teaching vocabulary particularly in meaning aspect of vocabulary. This technique was implemented by providing a picture for every clue letter. Pictures helped the students to know the object directly. Even though the picture could not touch by students but they could use their sense (sight) to observe what the thing in the picture is. Third, the use of categories game promoted the students in gaining new vocabulary particularly in nouns and adjectives words. Fourth, categories game has been proved to help students better in spelling the words. Fifth, the use of categories game was able to promote the students to reach the successful of learning by pair work or group work because they could learn without any pressure.

Moreover, categories game was effective for the students to gain new vocabulary, particularly vocabulary on descriptive text, but the researcher could not deny if in the implementation of this game still there were weaknesses. Firstly, when the teacher explained the procedure of playing categories game, students asked to guess the name of words by giving the picture and clue letter. In that situation, the students took quite long time to think what the word could be exist from the picture, so that in order to make students easier the teacher provided clue letter in the implementation of categories game. Furthermore, the sample of the class being subject of this research had a large class which consists of 42 students. At the beginning of the lesson, the researcher got difficulties to control the students. Actually this class was not really effective based on the number of students which large than usual.

The researcher should keep their attention when the teaching learning process by giving them some rewards such as given the points for the students pay their attention when the teaching learning process. In giving the points, the researcher came to the students who paid their attention in teaching learning process and gave them a piece of paper which contained of one point for every single piece of paper. At the end of the lesson, the teacher would count their point one by one in order to make them was motivated to follow the lesson. Besides, the researcher had to discuss with the teacher when she wanted to divide the students into a group because the teacher has been known their characteristics well. So that could help the researcher to control the class well.

## CONCLUSION AND SUGGESTION

Based on the research findings and explanation from the previous chapters, there were some result to be pointed in this chapter. (1) it was found that there was significant improvement of students score. It can be seen from pre-test score 63.21 which improved 15.59 point into 78.80 on post-test score. This score showed that there was difference score which tend to improve before and after giving the treatment. (2) the different of pre-test and post-test was highly significant. It has been proved by the result of t-test was 6.21. It was higher than t-table 1.671 with degree of freedom 41. It showed that the use of categories game was highly effective to teach students' vocabularies on writing descriptive text to the seventh grade students' of SMPN 14 Pontianak Timur.

Based on the data analysis of the research and the conclusion above, the researcher would like to give suggestions as follow: (1) English teacher needs to apply a good technique to facilitate students in learning English as well as possible. It is recommended for English teacher to use categories game technique as one of the alternative that will help students much in mastering vocabularies. (2) In applying categories

game, it is recommended for the teacher to combine this technique with pictures. For the students who learn English as foreign language, it is difficult for them to know the object exactly, so that the use of picture here to make the application of categories game in teaching and learning process run well. (3) For further researcher, it is recommended to apply categories game technique in other skills of English language learning such as speaking, reading, and listening.

## BIBLIOGRAPHY

- Ary, Donald et al. 2010. *Introduction to Research in Education*. USA: Wadsworth Cengage Learning.
- Best, John W. And James V. Kahn. 2006. *Research in Education Tenth Edition*. Boston: Pearson Education Inc.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching Fourth Edition*. New York: Pearson Education.
- Cohen, Louis, Lawrence Manion and Keith Morrison. 2007. *Research Methods in Education Six Edition*. New York: Routledge.
- Creswell, John W. 2012. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education.
- Delahunty, Gerald P. and James J. Garvey. 2010. *The English Language from Sound to Sense*. Colorado: Library of Congress Cataloging-in-Publication Data.
- Gronlund, Norman E. 1977. *Constructing Achievement Tests Second Edition*. London: Prentice-Hall, Englewood Cliffs.
- Hadfield, Jill. 1999. *Intermediate Vocabulary Games*. Essex: Genevieve Talon.
- Heaton, J. B. 1975. *Writing English Language Tests*. England: Longman Inc.
- Hidayah, Sari. 2013. "Improving Students' Vocabulary Mastery through Categories Game". *Skripsi*. Salatiga: STAIN.
- Hiebert, Elfrieda H. And Micheal L. Kamil. 2005. *Teaching and Learning Vocabulary Bringing Research to Practice*. New Jersey: Lawrence Erlbaum Associates.
- Kane, Thomas S. 2000. *The Oxford Essential Guide to Writing*. New York: Oxford University Press.
- Knapp, Peter and Megan Watkins. 2005. *Genre, Text, Grammar*. Sydney, Australia: University of New South Wales Press Ltd.
- Lewis, Michael. 1993. *The Lexical Approach*. Commercial Color Press: London.
- Maribel, Maritza M.S. 2007. *Interactive Games in the Teaching-Learning Process of a Foreign Language*. Universidad de Quintana Roo.
- McCarthy, Micheal, Anne O'Keeffe and Steve Walsh. 2010. *Vocabulary Matrix: Understanding, Learning, Teaching*. Canada: Jason Mann.

- McCarthy, Micheal and Felicity O'dell. 2002. *English Vocabulary in Use Advanced*. Cambridge, United Kingdom: Cambridge University Press.
- Mehta, K.M. 2009. Vocabulary Teaching: Effective Methodologies. The *Internet TESL Journal*, Vol. XV, No. 3, 2009. Available at <http://iteslj.org/Techniques/Mehta-Vocabulary.html>. [accessed 19/5/13].
- Moudraia, Olga. 2001. *Lexical Approach to Second Language Teaching*. Walailak: Thailand.
- Richards, Jack C. And Theodore S. Rodgers. 2001. *Approaches and Methods in Language Teaching Second Edition*. Cambridge, United Kingdom: Cambridge University Press.
- Richards, Jack C. And Willy A. Renandya. 2002. *Methodology in Language Teaching*. New York: Cambridge University Press.
- Rohani, Maryam and Behzad Pourgharib. 2013. "The Effect of Games on Learning Vocabulary". *International Research Online of Applied and Basic Sciences*, ISSN 22251-838X/Vol, 4 (11):3540-3543.
- Thornbury, Scott. 2002. *How to Teach Vocabulary*. Essex: Pearson Education Limited.
- Trong, Luu Tuan. 2012. "Vocabulary Recollection through Games". Finland: Academy Publisher Manufactured, ISSN 1799-2591/Vol. 2, No. 2, pp. 257-264