

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss related studies, definition of vocabulary, kinds of vocabulary, the use of vocabulary, definition of crossword puzzle, kinds of crossword puzzle, the advantages and disadvantages of crossword puzzle, and Quasi-Experimental designs.

A. Related Studies

There are some related studies that discussed on crossword puzzle. The first is thesis by I Putu Ardika Yasa. The result of the research, The calculation of T-Test score (2.90) was higher than T-Table (0.685). It means that the alternative hypothesis was accepted and the null hypothesis was rejected. There was a significant difference of students' vocabulary achievement in describing parts of body, school, and family before and after treatment through crossword puzzle game. The students were more enthusiastic, interests, enjoyable and motivated during the teaching learning process through crossword puzzle game. By the result of questionnaire, it can be seen 85% of students gave positive response toward the use of crossword puzzle in learning English vocabulary. Meanwhile, 15% of students gave negative responses toward the use of crossword puzzles in learning English vocabulary.¹⁷

¹⁷ I Putu Ardika Yasa, *The Effect of Crossword Puzzle Game to Vocabulary Achievement of The Seventh Grade Students of SMPN 1Kapas Kuala in Academic Year 2012/2013*, Thesis, UNPAR, 2013.

The second is the thesis by Surtiyem. The result of this study indicated that the teacher has done some efforts to increase the ability of grade VII-C students of SMPN 2 Karau Kuala in their vocabulary. The teacher used crossword puzzle to increase the students' vocabulary. The vocabulary mastery of grade VII-C students of SMPN 2 Karau Kuala has increased after the teacher implemented crossword puzzle. The increase of the vocabulary mastery is shown in percentage of the students' rating. In pre test no one got rating 4. In cycle 1 it increased to 16.0% of students who got rating 4 and cycle 2 there were 52.0% students who got rating 4. Although not all of them got rating 4, the classroom action research was considered optimal because there is a great improvement in the percentage of students who got rating 4.¹⁸

The third is the thesis by Rizka Amelia. The result of testing vocabulary using crossword puzzle media gives effect on the students' vocabulary score was increased after giving treatment to the sample group. There was an effect of the crossword puzzle game with picture clue in teaching vocabulary to the elementary school students since the hypothesis was accepted. Using the crossword puzzle game with picture clue can help the students to imagine the true object of the picture. The scoring of posttest was higher than the pretest. It meant that this technique gave good improvement in teaching vocabulary.¹⁹

¹⁸Surtiyem, *Using Crossword Puzzles to Increase The Vocabulary Mastery of Grade VII-C Students of SMPN 2 Karau Kuala*, Thesis, UNPAR, 2010.

¹⁹Rizka Amelia, *The Effect of Crossword Puzzle Game with Picture Clue to Vocabulary Achievement of The Fifth Grade Students of SDN 1 Menteng Palangka Raya in Academic year 2011/2012*, Thesis, UNPAR, 2012.

In this study the writer will focus on measure the effect of using Crossword Puzzle in teaching vocabulary as media at MTsN An-Nur Palangka Raya. Same with those previous study above, the writer interested in inquiring further vocabulary teaching strategies by Crossword Puzzle as a media. The differences, this study focuses on descriptive text based on the curriculum and syllabus at MTs An-Nur Palangka Raya using crossword puzzle media in teaching vocabulary at the eight year students of MTsN An-Nur Palangka Raya.

B. Vocabulary

1. The nature of vocabulary

If someone wants to study about vocabulary, the first must know and understand the definition of vocabulary itself. And these are some definitions about vocabulary: According to Hornby “Vocabulary is the total number of words in a language”.²⁰ According to Harimurti Kridalaksana, “Vocabulary is a component of language that maintains all of information about meaning and using word in language”.²¹ According to Richards and Rogers, “Vocabulary is one of the most importance aspects of foreign language learning”.²²

Based on the opinions above, it can be seen that vocabulary has function. In Listening, someone can listen carefully and understand with other person says. In speaking, someone can speak something fluently. In reading, someone can read some books without opening the dictionary. And the last in writing, someone can

²⁰A.S Hornby, *Oxfords Advanced Learner's Dictionary*, London: Oxford University Press, 1995, p. 1131.

²¹Harimurti Kridalaksana, *Kamus Linguistik*, edisi ke-3 (Jakarta;PT Gramedia Pustaka Utama, 1993),p. 127.

²²Jack C. Richards and T.S. Rogers, *Approaches and Method in Language Teaching*, Cambridge: University Press, 1986, p. 32.

write anything rightly. So, someone has to master vocabulary, it is possible they can master every skill or in another word it can be said that vocabulary is the basic of study English language.

2. Kinds of vocabulary

In English, vocabulary should be comprehended by the teachers before giving it to the students. Vocabulary is the one of the most important aspect of the foreign language learning. Further, vocabulary is the meaning associated with spelling word, the focus in the meaning. So the learners have to know about vocabulary if they want to get success in their learning language. Vocabularies are varieties. Vocabulary is divided into:

a. Content word

A word that conveys information in a text or speech act. Also known as a *lexical word*. Content words which include nouns, lexical verb, adjectives, and adverbs belong to *open classes* of words: that is, new members are readily added. Contrast with function word.²³

Examples:

| | | | |
|---|-------|--------------------------------|--|
| 1 | Nouns | Person, place, or thing | House, student, Peter, lake, computer |
| 2 | Verbs | Action, state | Enjoy, visit, understand, believe |

²³<http://esl.about.com/od/learningtechniques/a/Content-And-Function-Words.htm>
(available at google, access on 30.09.2014, 6:57 WIB).

| | | | |
|---|------------|--|---------------------------------|
| 3 | Adjectives | Describes an object, person, place or thing | Heavy, difficult, careful, soft |
| 4 | Adverbs | Tells us how, where or when something happens | Slowly, sometimes, suddenly |

b. Fuction word

A word that expresses a grammatical relationship. Also known as a *grammatical word*. Function words include determiners, conjunctions, and prepositions. Contrast with content word.²⁴

Examples:

| | | | |
|---|-----------------|---|---------------------------------------|
| 1 | Auxiliary verbs | Verbs that support the main verbs | Do, has, will, is, has been, did |
| 2 | Prepositions | Show relationships in time and space | In, at, through, over, between, under |
| 3 | Articles | Used to indicate specific or non-specific nouns | A, an, the |
| 4 | Conjunctions | Words that connect | And, but, for, so, since, as |
| 5 | Pronouns | Refer to other nouns | I, you, him, us, ours, she |

²⁴ Ibid

3. The use of vocabulary

Vocabulary is important in case it could help the students to enjoy their classes. One who masters enough vocabulary will find fewer difficulties than those who have fewer vocabularies. When they read a certain text, they will easily get the information from it since they can understand every word in the text. On the other hand, those who lack of vocabulary will face a lot of problems.

Mastery of vocabulary will be useful for the process of achieving language-teaching objectives. That is the mastery of language skills (reading, writing, speaking and listening). If we want to communicate with others in certain language, we must master the language they belong to. Especially to know enough vocabulary of those language.

These are the reasons why vocabulary is important :

- a. An extensive vocabulary aids expressions and communication.
- b. A person may be judged by others based on his/her vocabulary.

C. Media

1. The nature of media

The word media is the plural form of “medium”. It is derived from the Latin word means “between”. This is term refers to anything that carries information from a source to a receiver. Media is a tool that convey or deliver messages of learning.²⁵

²⁵ Azhar Arsyad, *Media Pembelajaran*, Jakarta : PT. Raja Grafindo Persada, 2007, p.4.

Media is important to help the teachers in teaching-learning process. It helps the teachers to explain abstracts concept, including new vocabulary in English. Media means the real things that can see, touch, hear, and feel. Media is as means to facilitate teaching-learning activities to make it more effective and efficient in terms of gaining the goals of teaching. Teaching is not complete, not perfect whenever media is not there. Media can make the students easy to understand the material which is explained by a teacher then motivate them to learn actively.

Media as the instrumet to give information from someone to others, in this case is that intended among teacher and student. Beside that also, media is something which used to help and to make easy teachers in teaching-learning process. Thus, in English language teaching context, instructional media can be defined as tools that are used by teachers to deliver the language context and facilitate students' learning process.

2. The use of Media

In teaching learning process, media is a tool to help the teacher and the students to increase their learning activities. By using media, the teacher can create a conducive situation in learning process and very helpful to motivate the students in their learning activity and it also effective in teaching.

There are some reasons why teaching media could increase students' learning process. The first reason is about the advantage of media in learning process, such as:

- a. Teaching process will be more interesting. So, the students' motivation could be increase.
- b. The materials clearly in meaning. So, students can understand and master the purpose of teaching better.
- c. The teaching method will be more varieties, not only verbal communication by the teacher. So, the students do not feel bore and the teacher do not spend his energy more.
- d. Students will do more learning activity, because not only listen the teacher's explanation but also other activity like observe, make something, demonstration, etc.

The second reasons is about how the level of student thinking. Level of human thinking is follow the developments of human begin from the concrete to the abstract, from the simple thinking to the complex. By teaching media make the abstract thing to be concrete and make the complex thing to be simple.

According to Kemp and Dayton, stated the positive impact of media:

- a. The delivery of lesson more full pledge.
- b. Learning can be more interesting.
- c. Learning becomes more interactive.
- d. Learning time can be shortened.
- e. The quality of learning outcomes can be improve.
- f. Learning can be given when and where desired or necessary.
- g. The students' positive attitude can be improved.
- h. The learner's role may change to be more positive.

3. The use games as media in teaching vocabulary

To increase the vocabulary we need media to be used. One of them is game. According to Hornby, “game is an activity that you do to have some fun. Games can make the students more focus in learning, because they do not feel that they are forced to learn and make them become more relax in learning”.²⁶

According to Lewis, “ the useful of games are attracting the student to learn English because it is fun and make them want to have experiment, discover and interact with their environment”.²⁷

Other useful of games are:²⁸

1. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivation factor. Games can provide this stimulus.
2. The game context makes the foreign language immediately useful to the children. It brings the target language to life. The games make the reason for speaking plausible even to reluctant children.

²⁶ A.S Hornby, *Oxfords Advanced Learner’s Dictionary*, London : Oxford University Press, 1995, p.486.

²⁷ Lewis, *Games for Teaching Vocabulary*, <http://www.englishmdia.com/2008/12/teaching-english-vocabulary-using-games.html>. (accessed on Jan 12, 2015).

²⁸ Ibid.

3. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying, thus without stress, they can learn a lot.

The use of games in teaching-learning process is very important to make students feel relax and fun, and do not feeling nervous in learning English in this study, especially about vocabulary.

D. Crossword Puzzle

1. The nature of crossword puzzle

Crossword puzzle is a game in which you have to fit words across and downwards into spaces with numbers in a square diagram. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answer. According to Wahyuningsih, “ a crossword puzzle is a game in which words guessed from their definitions are fitted into a diagram of white and black squares. The crossword puzzle has words written horizontally (across clues) and words written vertically (down clues). The pattern of black squares usually serves to separate each word from adjacent words. Correctly deciphering a crossword puzzle requires correct spelling. Which for students means practicing dictionary skills. Making inferences, evaluating choices, and drawing conclusions are important skills required for completing crossword puzzle.”²⁹

²⁹ N.Wahyuningsih, *A Study on The Role of Crossword Puzzle in Developing Speaking Proficiency*, Bistek journal bisnis dan teknologi, 2009, volume 17, 44-50.

2. Kinds of crossword puzzle

In teaching vocabulary by using crossword puzzle, there is some kinds of crossword puzzle which can be done the students, they are :³⁰

a. Oral crossword.

The oral crossword is the crossword which is the clue is given orally by the teacher, and the students just get the blank crossword. Only give the students the puzzle with no clues what so ever. Give the clues orally. In a foreign language class, this can be an excellent listening activity. Tell students to fill in what they can and then repeat the clues once more at the end.

b. Picture crossword.

Picture crossword is the crossword which is the clue consist of picture. Only give the students the puzzle with no clues. For each clue, hold up a picture. This works especially well with a unit that involves a lot of new vocabulary.

c. Object crossword.

The object crossword is the crossword in which the clue is written on the object. Only give students the blank puzzle with no clues. Place the items around the room, each labeled with their clue number. Have students rotated around the room to different stations, allow them to pick up the objects as they complete the puzzle. This tactile version of

³⁰<http://www.crossword.com> (accessed on November 3, 2014).

the puzzle is great for those students who are hands-on learners. This type of puzzle works well for units with a lot of vocabulary.

3. The use of crossword puzzle

There are some benefits of using crossword puzzle as media in teaching for students :

1. Enhance vocabulary
2. Strengthen word recall and memory
3. Stimulate problem solving skills
4. Improve focus and attention

According to Warthon, “ crossword puzzles are useful for learning and reinforcing vocabulary and, in addition provide a means for helping students to improve their communication strategies.”³¹

4. The advantages of crossword puzzle

The advantages of crossword puzzle as media in teaching vocabulary is more simple to be taught, but it can train the accuracy or foresight students in answering questions and sharpen the brain.

E. The procedure of presenting crossword puzzle

In presenting crossword puzzle, the teacher can do the various ways. The procedure of presenting crossword puzzle must make the students are interested to do the crossword puzzle. The various procedures are possible:³²

³¹Glenn Wharton, *Crossword Puzzle: One Way to Improve Communication Strategies English Forum.vol.32 No.1.* <http://dosfan.lib.uic.edu/usia/E-USIA/forum/vols/vol33/no1/P47.htm>. (accessed on Jan 12, 2015).

³²Zunita Widayari, *The Use of Crossword Puzzle to Improve Vocabulary Mastery*, Thesis, STAIN, 2010, p.21.

- a. The teacher checks attendant list and tell the students about someone and asks the students about several questions such as : My father was a leader in the family, the one who always keep and protect us. My father is skinny, tall, high nose, and smokers. Do you know what I talking about?
- b. The teacher gives information and explanation about descriptive.
- c. Discuss about descriptive text.
- d. Teacher gives chances for students to answer task related the example of descriptive and answer the crossword puzzle.

Furthermore, the teacher can be creative in presenting crossword puzzle. For example, the teacher divides the class into groups. Then the teacher gives the same crossword for each group. The group who finished in the first time and all of the answer is right will be given a point. It can be more interesting, if there is a prize for the winner.

In addition, crossword puzzle consists of a crossword and clues. The clues are the guidance for solving crosswords puzzle. There are three kinds of clue:

- a. Picture

The clue is consisting of picture which shows something, so the learner can guess the word. For example:



What is this animal? (the answer is chicken)

b. Definition

This clue is by giving the meaning of word in crossword puzzle. For example: Be no longer valid (the answer is expire)

c. Sentences completion

This clue is consisting of sentence in which the answer is by fill the missing word. For example: My father's brother is my (the answer is uncle)

F. Teaching vocabulary at MTs/SMP level

The age of our students a major factor in our decisions about how and what to teach. People of different ages have different needs, competence, and cognitive skills, we might expect children of primary age to acquire much of a foreign language through play, for example whereas for adults we can reasonably expect a greater use of abstract thought.³³

Here are the age categories according to MOH (2009):

1. Period toddler: 0-5 years
2. Children – children: 5-11 years
3. Adolescent initial: 12-16 years
4. Adolescent final: 17-25 years
5. Adults initial: 26-35 years
6. Adults final: 36-45 years
7. Elderly early: 46-55 years

³³Jeremy Harmer, *The Practice of English Language Teaching, Fourth Edition*. London : Longman, 2004 .p. 81

8. Elderly final: 56-65 years
9. Elderly: 65 and above

According to Deborah, the students who are in the junior high school is still in phase of entering a traditional period from the rapid growth of early childhood to the phase of more gradual development.³⁴

According to Scott and Ytreberg in Fatimah's thesis, some characteristic of young learners are:

1. They learn by doing
2. They can talk about what they have done or heard
3. They can argue for something
4. They understand situation more quickly
5. They have a very short attention and concentration span
6. They are often happy playing and working alone, but in the company of others, they can be very reluctant to share
7. They are able to make decisions about their own learning
8. They learn have definite views about what they like and don't like doing they ask question all the time
9. They intend to enjoy themselves, but they also take themselves seriously and like to think what they are doing is real work.³⁵

³⁴Deborah, 2006, http://www.englishraven.com/articleheory_piaget.html, accessed on August 13, 2015.

³⁵Scott and Ytreberg, *Teaching English to Children*, Newyork. Longman, 1990 in Jahratunisa, *The effectiveness of flash card on learners' vocabulary mastery at the eighth grade of MTs Muslimat NU Palangka Raya in academic year 2013/2014*. P. 28

Here researcher has to help the students in comprehending context or new vocabulary by using interesting teaching techniques because it can determine the success of teaching aim. Petty states some techniques which are considered appropriate for teaching English those are:

- a. Teaching English by using pictures
- b. Teaching English by using word games
- c. Teaching English through demonstration³⁶

³⁶Geoffrey Petty, A Practical Guide “Teaching of English Today”, Third Edition, United Kingdom : Nelson thornes Ltd, 2004, p.24 available at http://gendocs.ru/docs/9/8418/conv_1file1.pdf. accessed on August 12, 2015.