CHAPTER II

REVIEW OF RELATED LITERATURE

There are some material was discuss in this chapter: Vocabulary and Crossword Puzzle.

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary refers to the words we must know to communicate effectively. Pieter argues that vocabulary is one of the components of language and that no language exists without words. Words are sign or symbols for ideas, they are means by which people exchange their communicate the ideas more effectively. [1]

According to Richards, vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Jackson and Amvela say that the terms of vocabulary, lexis, and lexicon are synonymous.

Vocabulary is one of the language components that can affect macro skills. Some definitions of vocabulary are proposed by some experts. Nunan states that vocabulary is a list of target language words.[2] In

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[1] Pieter A.Napa, *Vocabulary Development Skill*, Yogyakarta: Kanisius,1991,p.6-7

[2] David Nunan. *Research Method in Education*. Cambridge University Press,1992,p.70

addition, Fauzi state that vocabulary is central to language and of critical importance to typical language learner.[3]

According Hutch Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook.[4] Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills.

2. Importance of Vocabulary

A review of the very large body of research related to the teaching and learning of vocabulary indicates that there are very strong for implementing a systematic and principled approach to the teaching and subsequent learning of vocabulary as a cornerstone for developing comprehension. Several researchers and vocabulary experts agree, vocabulary learning is really a special case of reading compression.[5]

If someone wants to communicate in English smoothly he or she should have many vocabularies which they can not speak fluently without developing

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[3] Endang Fauziah, *Teaching of English as Foreign Language (TEFL)*, Surakarta : Muhammadiyah Amir Press, 2002, p. 155
[4] Hutch, E. and Brown, C. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press,1995, p.150
[5] Blachowicz and Ogle, 2001; Cunningham and Stanovich, 1998; Nagy and Anderson, 1984; McKeown,et al. 1983

vocabularies. It is very important to learn vocabulary. These are the reason why vocabulary is important:

    a. An extensive vocabulary aids expressions and communication

    b. Vocabulary size has been directly linked to reading comprehension

    c. Linguistic vocabulary is synonymous with thinking vocabulary

    d. A reason may be judged by others based on his or her vocabulary [6]

3. Types of Vocabulary

Researcher often refer to four types of vocabulary,[7] they are:

    a. Listening vocabulary - the words we need to know to understand what we hear

    b. Speaking vocabulary – the words we use when we speak

    c. Reading vocabulary – the words we need to know to understand what we read

    d. Writing vocabulary – the words we use in writing

Djiwandono stated that vocabulary can divide into active vocabulary and passive vocabulary. Active vocabulary is vocabulary actual used, while passive vocabulary is vocabulary understood.[8]

4. Teaching Vocabulary

Teaching English vocabulary is an important area worthy of effort and investigation. Vocabulary needed for expressing meaning and in using the

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[6] http:// en.wikipedia.org/wiki/Vocabulary, accessed on april, 23, 2013
[7] Bonnie B. Armbruster, *The Study Building Blocks For Teaching Children to Read*
[8] M. Soenardi Djiwandono, *Tes Bahasa Dalam Pengajaran*, Bandung ITB. 1996. P. 43

receptive (listening and reading) and the productive (speaking and writing) skills. Therefore, teaching vocabulary is very importance element in language learning. [9]

Vocabulary is very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in leaning the language. Language teachers, therefore, should posse's considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading.

According Finochiaro the vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language. [10]

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about

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[9] Endang Siswanti, Thesis "*Significance Teaching Vocabulary Using Picture Chart Media and Without Using Media At Alfurqan Kindergarden of Palangka Raya*". STAIN Palangka Raya 2008

[10] Finochiaro, M. and M, Bonomo. The Foreign Language Learner: a Guided For Teacher. New York: Regent Publishing Company, Inc. 1973, pg. 67

vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written. Wallace explains that teaching vocabulary should consider these following factors: [11]

1) Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

2) Quantity

The teacher has to decide the number of vocabulary items to be learned. The Learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can easy to understand by the learners.

3) Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

4) Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

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[11] Wallace, L; Marry. *Vocabulary Building and Word Study*. New York: Mc. Graw-Hill Book Company. 1982, pg. 90

5) Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

6) Situation and presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

From the explanation above the writer concludes that the teachers must know the different kinds of vocabulary. In addition, understanding the above factors is very important for the teacher before teaching vocabulary.

Teacher has to use variant ways in teaching vocabulary. The age of the students at senior high school is on the level of intermediate. As a teacher that teach in intermediate level they are should prove himself to be innovative, experimenting, at the same time not to be compromising on standards of teaching.

Teaching is a process to give guidance the students to reach the goals. Teaching known as "Instruction" it means process that makes someone do learning. It is a media for learning process includes behavior individual changes through pre- planned. Thus, teaching role as the process where the students grow up for being older.

5. Direct and Indirect Vocabulary Teaching

Most researchers and vocabulary experts believe that the best methodology employs both direct and indirect teaching and provides opportunities for both receptive and productive learning to occur. Thus, vocabulary teaching can fit into any course that involves language learning, not just reading or language arts classes. The amount of time spent either on direct or indirect instruction depends on the teacher's judgment in relation to a large number of factors, such as time available, the age of the learners, and the amount of contact the learners are likely to have with the variety of English words, both in and out of school.[12]

It is often thought and expressed that vocabulary will be learned simply through wide exposure to listening and reading. In this regard, research indicates that reading and listening will increase the quality of receptive knowledge of words. However, in many cases, direct instruction must be provided in order to encourage quantity of receptive word knowledge before quality growth will occur.

Receptive knowledge of words requires that the learner recognize a word and recall its meaning when it is met. Instructional techniques that help students become familiar with a large number of words are the best facilitators for this

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[12] Anderson, R. C., & Freebody, P.Vocabulary knowledge. In J. T. Guthrie (Ed.), *Comprehension and teaching: Research reviews,* 1981, Newark, DE: International Reading Association. pg. 77–117.

level of vocabulary learning and, because of this facilitation, can eventually lead to greater student reading comprehension.

In direct vocabulary instruction, learners do many specific exercises and activities that focus their attention directly on certain words in lists, learning word parts, and vocabulary games. These techniques will benefit all learners, but have been shown to especially benefit learners with limited personal experience with words as well as limited knowledge of words[13]

Direct vocabulary instruction techniques have also been shown to benefit all readers who are required to read a specific text and deal with vocabulary items that are necessary for understanding that text. Although direct instruction is very important to vocabulary learning, it is not the entire issue. The effort given to the learning of new words can be wasted if it is not followed up with later interactions with the words through what are often called indirect instructional techniques such as practice with the use of context for guessing the meaning of unknown words; paraphrasing, using word parts, dictionary use, and mnemonic techniques. Guided practice with these strategies encourages learners to use the strategies effectively and leads to permanent knowledge and establishment of vocabulary.[14]

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[13]Graves, M. F. *The vocabulary book: Learning and instruction*. Newark, DE: International Reading Association. 2006.
[14] *Ibid,* p. 200

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6. Vocabulary learning occurs implicitly in classrooms across disciplines

Vocabulary learning also occurs implicitly in language arts classrooms as well as content area classrooms, especially with regard to incidental word learning through context. Research studies have shown that upper grade students across ability levels can acquire vocabulary incidentally through reading and listening.

Nagy and Herman found that new words representing known concepts were more easily learned incidentally during independent reading than words that were more conceptually difficult. In another study, Swanburn and de Glopper found that middle level and secondary readers acquire partial understanding of approximately 15% of the unfamiliar words they encounter while reading. [15]

These studies support wide reading as an important component in a comprehensive vocabulary program. Reading widely and frequently is not only related to school achievement but also to increased vocabulary acquisition. In their study on the amount of time students spend reading, Anderson, Wilson, and Fielding (1988) found a positive correlation between the amount of time fifth grade students spend reading and their reading achievement scores on a standardized reading test. Students with scores at the 98th percentile on the test

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[15] Nagy, W. E., & Herman, P. A. (). Breadth and depth of vocabulary knowledge: Implications for acquisition and instruction. In M. G. McKeown & M. E. Curtis (Eds.), *The nature of vocabulary acquisition*. 1987 (pp. 19–35). Hillsdale, NJ: Erlbaum.

read approximately 5 million words per year, while those students scoring at the 50th percentile read approximately 600,000 words per year.

7. Assessing Vocabulary

Vocabulary is an essential building block of language and it makes sense to be able to measure learners' knowledge and use of it.[16] However, much less time is dedicated to the teaching and thereby testing of vocabulary than to that of the other language skills. Despite the inadequate attention paid to it in the field, assessing vocabulary should have the same priority as other skills in that the important cornerstones of testing (validity, reliability, practicality, wash back, authenticity, transparency and security) need to be considered in designing and evaluating tests of lexical knowledge and use.

In simple terms, the way to assess vocabulary in the classroom should be reflective of how we teach it. For vocabulary assessment to be valid, it needs to match instruction using formats that students are familiar with.[17]

a. Employ multiple measures.

Vocabulary knowledge is multifaceted and no test can tap into all forms of vocabulary knowledge. In order to get a more in depth profile of our students' vocabulary knowledge, it is necessary to employ multiple measures of vocabulary assessment.

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[16] Schmitt, N., Schmitt, D., & Clapham, C. (2001). Developing and exploring the behavior of two new versions of the Vocabulary Levels Test. Language Testing, 18(1), p.55-89.

[17] Read, J. (2000). Assessing vocabulary. Cambridge, UK: Cambridge University Press.

b. Make your assessments meaningful.

The assessment of students' vocabulary development should be meaningful. Whenever possible try to assess students' vocabulary development authentically.

c. Be transparent.

Provide students with the necessary information about how their vocabulary knowledge will be assessed. In class, practice common vocabulary testing formats so that students can develop a familiarity with the ways they can be tested.

B. Crossword Puzzle

1. Definition of Crossword Puzzle

In Oxford Learner's dictionary, crossword is puzzle in which words have to be guessed from clues and written in spaces in a grid.[18] A crossword is a word puzzle that normally takes the form of a square or rectangular grid of white and shaded squares.

From some definitions above, the writer can conclude some definition of crossword puzzle:

a) Crossword puzzle is a game that you have to think about carefully which is consist of words that written in space in a grid.

b) Crossword puzzle is a game to exercise the mind which is consist of words that written in space in a grid.

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[18] A S Hornsby, *Oxford Advanced Learners Dictionary*, p.683

c) Crossword puzzle is a game that you have think about carefully which is normally takes the form of a square or rectangular grid of white and shade square.

d) Crossword puzzle is a game to exercise the mind which is normally takes form of square or rectangular grid of white and shade square.

Crossword puzzle is printed game in which words are fitted into numbered square.[19] Crossword puzzle is a game which is consists of words in the grid that has to think carefully to guess from the clue and can be exercise the mind.

2. The History of Cross Word Puzzles

The first "word-cross" in the United States was published in the *New York World* in 1913, although similar puzzles have been around in different forms since Egyptian times. In 19th century England, they were aimed mostly at a juvenile audience, and did not become a craze for adults until Simon and Schuster printed the first book of them in the US in the 1920's, when they then took on the familiar name "crosswords." The puzzle's popularity continued to build throughout the rest of the twentieth century. Today, most daily newspapers include a crossword puzzle as well as many magazines. In fact,

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[19] Crowter Jonathan, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press, 1995, p.834

magazine racks usually include a number of magazines and books containing only crossword puzzles.[20]

3. The Kinds of Crosswords Puzzle

In teaching vocabulary by using crossword puzzle, there is some kinds of crossword puzzle which can be done the students, they are: [21]

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 consists 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

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[20] James little, *TESL CANADA JOURNAL / REVUE TESL DU CANADA* vol.4, no.1, November 2001.

[21] Crossman EK, Crossman SM. The crossword puzzle as a teaching tool. *Teaching Psychol.* 1983; p:98-99.

around the room, each labeled with their clue number. Students rotated around the room to different stations; allow them to pick up the objects as they complete the puzzle. This tactile version of 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.

d. Crossword number / cross-figure

Crossword number / cross-figure is the numerical analogy of crossword, in which the solutions to the clues are numbers instead of words. This kind of puzzle should not be confused with a different puzzle.

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:

1. Picture

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

2. Definition

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

3. 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)

4. The Benefits of using Crosswords in the language class

Some writers have attempted to give a rational for the use of crosswords in L2 learning. Bressan, for example, lists five benefits which can accrue from using crosswords in learning class: [22]

1. Vocabulary building is the most obvious, here not only can previous knowledge can consolidate, but there can also be an acquisition of new forms and structures

2. Orthography is also an important area, since the solution to a puzzle is based on the correct spelling of the answers.

3. Crosswords puzzles can also develop and tests the student's knowledge of morphology, through the use of items dealing with verb endings, prefixes, suffixes and the like.

4. Since abbreviations also occur in puzzle, this presents an opportunity to review them or introduce new ones.

5. Finally, many puzzle clues test general knowledge of a historical and culture nature.

Crossword puzzles offer many possibilities for language learning. They can be used to practice and review vocabulary, orthography, morphology, grammatical structures, abbreviations, and culturally – specific facts, as well as to develop communicative skills, given their versatility and adaptability for

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[22] Bressan, D. (1970). *Crossword Puzzles in Moodern Language Teaching. Audio-Visual Language Journal* 8(2),1970,p. 93-95

many different purposes and levels. According to Adenan, puzzle and games are obvious types of self motivating activity which are interesting and challenging to teach language. One of the puzzle that can be given by teacher to make students interested in studying English especially vocabulary is crossword puzzle.[23] This is in line with Karim and Hasbullah's statement that an interesting material and media in teaching language is Crossword Puzzle.[24] Crossword puzzle has a legitimate place in second language teaching and learning.

5. The Weakness of Crossword Puzzle

The using crossword puzzle in teaching vocabulary not only has some benefits but also has some weakness.[25]

1. The answer of crossword puzzle has a clues that almost similar and continuous.

2. Students feel confused when they could not answer one question and it can influent their answer with the other question.

3. This method only given at the end of the study to provide an evaluation by teacher to find out the extent of understanding of students after doing the learning.

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[23] Adenan, F. *Puzzles and Games: for students of IKIP*. Yogyakarta : Kanisius. 1992.
[24] Karim, M. & Hasbullah, F. A. *Language Teaching Media*. Jakarta : Universitas Terbuka. 1986.
[25]Bressan, D. *Crossword Puzzles in Moodern Language Teaching. Audio-Visual Language Journal* 8(2),1970,p. 100

6. The Use of Crossword Puzzle in Teaching Vocabulary

The crossword puzzle is still the most popular word game. It lies in the ease with which it can be constructed. The words are run together horizontally and vertically.

Wharton stated that crossword puzzle for use in the language classroom is really quite easy to create.

The puzzle forms may be used in several ways:

a) The students find animals, colors, or plants in the puzzle.

b) The students find certain parts of speech: verb, noun, preposition, etc.

c) Other categories may include the names of the days, the week, months, school subjects

d) The student finds proper nouns: cities, states, countries, famous people,

e) The student finds certain kinds of activities: trades, professions, sport, hobbies, etc.

The use of crossword puzzle game in teaching vocabulary is one of the alternative techniques to help the students to construct and improve their vocabulary mastery.

Moreover, crossword puzzle can be one of activities in practicing vocabulary which can help the students to be more familiar with the words, recognize the words, manipulate and remembering the words.

7. The Procedures Using Crossword Puzzle in Vocabulary Teaching

The teacher can create or use a simple and easy Crossword Puzzle that is suitable with students' abilities and the teacher should select the words that will be used in Crossword Puzzle. It will make the students enjoy in answering Crossword Puzzle clues.

The teaching and learning process is conducted through the following procedures [26]

1. Pre-teaching

   a. The English teacher gives the example of crossword puzzle to the students.

   b. The English teacher explains the crossword puzzle to the students.

2. Whilst-teaching

   The English teacher asks the students to fill the crossword puzzle individually with a deadline that will be given before students do the crossword puzzle.

3. Post-teaching

   a. The English teacher asks the students to exchange their work with their friends.

   b. The English teacher discusses with the students about the correct answer of the crossword puzzle.

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[26]Kerry Jones, *Teaching with Crossword Puzzle*, 2007, (online) URL: http://vocabulary.co.il/blog/learning_vocabulary/teaching-with-crossword-puzzles/, accessed on march 24, 2014

c. The English teacher collects the students' work.

d. Discussing the correct answer.

8. Educational Value of Crossword Puzzles

First of all, crossword solving involves several useful skills including vocabulary, reasoning, spelling, and word attack skills. To solve any crossword puzzle, a person must be able to identify and understand the terms being used. This often involves acquiring new vocabulary or terminology. It can also involve making differentiations between similar words or phrases. Correctly deciphering a crossword also requires exact spelling, which for students may mean practicing dictionary skills. Other important skills required for completing these puzzles include making inferences, evaluating choices, and drawing conclusions. Another benefit of using crossword puzzles in the classroom is that they are associated with recreation, and can be less intimidating for students as review tools. Students who might normally balk at practice tests, flashcards, or review sessions with the teacher find puzzle solving to be much less threatening and more like game play.

Puzzle solving is a much more active type of learning, and will engage students with the material more than passive types of review techniques do. Crossword puzzles also have the advantage of appealing to different learning styles. Visual learners often have strong puzzle-solving skills, and feel great satisfaction when they complete one. Auditory learners enjoy step-by-step reasoning, so they also benefit from the sequential steps of completing a

crossword. Even kinesthetic learners enjoy the multi-task strategies required to solve a crossword.

Finally, crossword puzzles have the benefit of being customizable to study content. Puzzle creation software and websites are abundant, and easy to use, so teachers can create curriculum-specific crosswords with little trouble. Whether we are studying Abraham Lincoln, geometry terms, or the water cycle, a crossword puzzle with subject-specific vocabulary can be created with ease and in a short amount of time. Crossword puzzles have endured as a favorite national pastime because they are appealing to all ages, they can be completed in a rather brief period of time, and solving them provides a sense of accomplishment. For all these reasons, crosswords make a terrific educational tool, and teachers and homeschoolers will probably continue to use them for many years to come.[27]

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[27] *(http://vocabulary.co.il/blog/learning_vocabulary/teaching-with-crossword-puzzles/)*

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