

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses : review of related study, definition of vocabulary, definition of crossword, definition of picture, definition of games, and quasi experimental study.

A. Vocabulary in Teaching Learning

1. The Definition of Vocabulary

To know what vocabulary is, this study would like to present several definitions as follows:

According to Caroline T. Lines vocabulary is the collection of words that an individual knows.¹ Jack Richards, John Platt, and Heidi Weber say, “Vocabulary is a set of lexemes, including single words, compounds words and idioms.”²

Vocabulary is one of language component which have to be mastered by students in learning new language, students should have an adequate vocabulary to improve the four language skill. In listening, by having many vocabularies they can hear and understand all the words in oral communication easily. In speaking skills, they can cover all the words that they use in oral communication. In reading skills, they can understand all the words in written materials. And in writing skills, they can express their

¹ Caroline t lines, *Practical English Language Teaching: Young Learners*,(New York: MC Graw Hill,2006).p.121

² Richards, John Platt, and Heidi Weber, *Longman Dictionary of Applied Linguistic*, (United Kingdom: Cambridge University Press, 1995), p. 370

ideas, opinions, and feeling cohesively. The writing and speaking are language productions that belong to productive skills while listening and reading involve receiving the message that belong to receptive skills.³ When the students limited of vocabulary, they will have some difficulties in learning and understanding the foreign language. When the students do not know the ways to increase their vocabulary they will lose their interest in learning foreign language, because they can not understand the foreign language words. So, vocabulary is very important in learning foreign language.

From the explanation above, the writer concludes that vocabulary means the total number of words including single words, compound words and idioms that individual knows and the rules for combining the words to make up a language.

2. The Kinds of Vocabulary

There are some opinions about kinds of vocabulary. One of them is proposed by Haycraft, there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.⁴

1) **Receptive vocabulary** is that the students recognize and understand when they occur in context but which can not produce correctly. It refers to the words which learners know when they listen and read or the words

³ Arnold, *Introduction to Applied Linguistics*, (New York New York: Oxford University Press, 2002), p. 40-41

⁴ Evelyn Hatch, *Vocabulary, Semantics, and Language Education*, (United Kingdom: Cambridge University Press, 1995),p. 370

they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability, the first way is making some notes of the words and finding out the synonyms and antonyms, another way is looking in the dictionary.

- 2) **Productive vocabulary** refers to the words which learners use when they speak or write, and it is called as active vocabulary. To increase this expressive vocabulary ability, the learners should try much their speaking and writing.

Another opinion by Marianne Celce and Murcia Elite Olshtain, “there are two kinds of vocabulary: they are function words and content words”.⁵

- 1) **The function words** are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronoun, auxiliary verbs, prepositions, determiners and adverbs).
- 2) **The content words** are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).

The content words can be divided into three general classes:

- (a) Words that refers to a person, a place or a thing that we might call

⁵ Marianne Celce – Murcia Elite Olshtain, *Discourse and Context in Language Teaching: A Guide for Language Teachers*, (New York: Cambridge University Press, 2000), P. 76.

them Noun, (b) Words that express an action, an event or a state are called verbs, (c) Words are used to describe the qualities of thing or action are called adjectives and adverbs.

3. The Ways to Improve Vocabulary

A large vocabulary can help communicate clearly and effectively and the positive repercussions are endless write understandable textbook and letters, communicate your thoughts in any speech, getting well understanding of any listened songs, write better research papers, give memorable speeches that make long lasting impressions and more. The list goes on and on. There are some ways to improve vocabulary, they are :⁶

a) Attend Lectures or Continuing Education Classes

There are many free lectures at local colleges, universities and libraries. Be sure to take your dictionary. It's never too late to learn something new.

b) Keep a Notebook of New Words

Hear and read new words all of the time but take the time to look them up.

c) Study Foreign Languages

Studying foreign languages is a great way to improve vocabulary. Finding similar words and become more familiar with conjugations. A common word in a foreign language may be uncommon in your native

⁶[http://dictionary-software-review.toptenreviews.com/some-simple-ways-to-improveyour-](http://dictionary-software-review.toptenreviews.com/some-simple-ways-to-improveyour-vocabulary.html) vocabulary.html.aceesed on 26/11/2013/06.30

language. For example, edificio is a common word in Spanish for building. The word edifice is the less common English translation.

d) Use Dictionary Software

Dictionary software is a handy tool to define words that come across on the Internet and in emails.

e) Read, Read and Read

There is no better way to improve your vocabulary than to read books. Read a variety of genres from different periods, and when you read an unfamiliar word, look it up in a dictionary or dictionary software.

f) Play Word Games

Scrabble, crossword puzzles and other word games are not only fun, but also educational. You can keep your mind sharp, alert and full of good words by doing the crossword puzzle in your favorite newspaper or magazine.

g) Join a Writing Group or Book Club

A writing or book club can motivate you to write, read and learn new words.

4. The Problem in Mastering Vocabulary

According to David Riddell, there are some problem when learn new vocabuaries, such as:⁷

²¹David Riddell, Teaching English as a Foreign Language, London: Hodder Headline. Ltd, 2003, p.58.

1. Meaning

- a. A word may have than one meaning (e.g. *odd, cut, patient*)
- b. First language (L1) interference such as ‘false friend’ words with a similar appearance or sound to words in their L1 but with different meaning. For example, compare *sympathetic* with the French *sympathique*, meaning a ‘nice’ person, in German *bekommen* means ‘to receive’, sometimes resulting in a German speaker saying what sounds like ‘*I’ll become a glass of beer*’ when they mean to say ‘*I’ll have a glass of beer*’.
- c. Words may have different connotations, i.e. the meaning can be interpreted in different ways (e.g. *slim/thin/skinny*)
- d. A students may understand the meaning of the word, but not the appropriate context in which to use it. This is particularly true of the language which is especially formal and informal.

2. Form

The spelling may be very different from the sound. Students may be competent speaker of the language but poor writers.

- a. A word may be more than one of part of speech (e.g. *it may be a verb and a noun*)
- b. If students teach a word like *to rely*, the students also need to teach that it is followed by *on*.
- c. Some word are irregular (e.g. the plural of *person* is *people*; the plural of *sheep* is *sheep*).

d. Different varieties of English have different spelling (e.g. *color/colour*).

e. Spelling pattern are not obvious (e.g. *happy/happier...hit/hitting*)

3. Pronunciation

a. The sounds may not correspond to the spelling, as form above (another example being *sign*).

b. Students may have difficulty knowing how many syllables the word is broken up into (a typical mistake being *clothes* pronounced with two syllables).

c. It hard to know which syllable is stressed.

d. Some word have shifting stress (e.g. *his conduct/to conduct*).

e. A group of consonant together – a consonant cluster – can be difficult (e.g. *crisps*).

f. A speaker of particular language might have difficulty with certain sounds (e.g. *Japanese with /l/ and the French with /h/*).

g. Some word with different spelling and meaning are pronounced the same (e.g. *bearl/bare*).

5. Assessing Vocabulary

a. The importance of measuring vocabulary size

Vocabulary size measurement is important for planning, diagnosis and research. It is not easy to plan a sensible vocabulary development program without knowing where learners are now in their vocabulary

growth. Research on the amount of vocabulary needed for receptive use indicates that learners need around 6,000 word families to read novels written for teenagers, to watch movies, and to participate in friendly conversation. Around 8,000 to 9,000 words are needed to read newspapers, novels, and some academic texts. These figures assume 98% coverage of the input texts, which still leaves 1 word in every 50 or around six words on every page as unknown vocabulary.

A vocabulary size test can be a very useful contributor to research on language proficiency and the effect of experimental interventions on language learning. It can provide an independent measure to help in equating groups in controlled studies. Current research on the effect of text coverage and comprehension suggests that overall vocabulary size is a better predictor of comprehension than text coverage, although the two are clearly related. Vocabulary size measures are not so useful in measuring vocabulary increase as a result of some short term intervention because each word in a vocabulary size test typically represents at least 100 words and perhaps more, and most vocabulary interventions do not result in vocabulary increases of this size.

The first step in assessing student's vocabulary knowledge is deciding whether the teacher want to test vocabulary discretely or assess it via writing or speaking samples. In this section, both discrete and embedded vocabulary assessment will be discussed, and examples of

common formats along with their advantages and disadvantages will be presented.

If you decide that teacher want to test vocabulary explicitly, the first thing you need to determine is whether teacher want to assess recognition or production. Common formats for assessing vocabulary recognition are multiple-choice questions (MCQs) and matching.

b. Item stems.

According to Folse, a number of guidelines must be followed in writing effective MCQ stems. First, the stem should provide as much context as possible. Folse (recommends a stem of one to two sentences or a context of between 10-20 words. The blanks in the stem should be of a uniform length. Grammatically, the stem should consist of one or two simple declarative sentences, without a subordinate clause. When using two sentence contexts, the sentence which does not contain the blank should provide contextual clues as to the meaning of the word being tested. Most importantly, however, the stem should present the word in a ‘natural, authentic’ semantic and grammatical context.

c. Distractors.

All distractors should be the same part of speech as the word being tested. The exception to this rule of course is if you are testing word forms. In general, they should come from the same frequency level as the word being tested (i.e., first 1,000, second 1,000 or AWL). The distractors selected should not be related to the tested word in terms of

meaning or more simply put the distractors should not be ambiguous. The MCQ format can be used to assess vocabulary knowledge in a variety of ways. These include: synonym recognition, definition, meaning in context, and odd man out.⁸

6. Several Techniques to Make Vocabulary Teaching Learning Effective

Thornbury summarized a research into memory, which suggests principles supporting the process of permanent or long – term remembering. In this summary he listed several techniques to follow to make vocabulary teaching as effective as possible:⁹

Firstly repetition, the time-honoured way of ‘memorising’ new material is through repeated rehearsal of the material while it is still in working memory. Simply repeating an item seems to have little long-term effect unless some attempt is made to organise the material at the same time. If the word is met several times over space interval during reading activities, students have a very good chance to remember it for a long time¹⁰

Moreover, personalizing in vocabulary practice has proved to be beneficial for remembering along with spacing, which means that presentation of new vocabulary is divided into more widely separated sequences followed by repeated revision later on with gradually extending

⁸ Siti Aminah, *The Correlation between Vocabulary Mastery and Writing Procedure Paragraph AbilityAbility of the Grade IX at SMP Muhammadiyah 31 Panyabungan*, p.118.

⁹ Scott Thornbury, *How to Teach Vocabulary*, (Essex:Pearson Education Limited,2002),p.24

¹⁰ Ibid, p.24

periods between them. E.g. the end of the lesson, next lesson, next week and so on.¹¹

Another helpful element is motivation, simply wanting to learn new words is no guarantee that word will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, which in the end will pay off in terms of memory. But even unmotivated learners remembered words if they have been set tasks that require them to make decisions about them.¹²

Finally, visualize a picture for a new word or to link an abstract word with some mental image. Images drawn by students themselves have the best outcomes. Besides imaging, there are other mnemonics, such as making clues from associations with similarly sounding word and its meaning in the mother tongue.¹³

B. Teaching Vocabulary Using Picture Crossword as Media

1. The Definition of Media

Media is a tools or method of learning. There are six basic types of media used in learning and instruction. The most commonly used medium is text. Text is alphanumeric characters that may be displayed in any format like books, poster, chalkboard, computer screen, newspaper, and so on. Secondly is audio, audio includes anything you can hear like a person's

¹¹ Ibid, p.24

¹² Ibid,p.25

¹³ Ibid,p.25

voice, music, mechanical sounds (running car engine), noise and so on. Next is visual. Visual are regularly used to promote learning, includes diagram on a poster, drawing on a chalkboard, photographs, graphics in a book, cartoon and so on.¹⁴ In this case, that media mass can be an instructional media in the classroom. Media mass have various kinds educated material that can be thought in the classroom that is suitable with the students' level.

2. The Definition of Crossword

There are some definitions of crossword. Crossword can be defined as follows :¹⁵

Crossword is a puzzle in which the solver deduces words suggested by numbered or picture clues and writes them into corresponding boxes in a grid to form a vertical and horizontal pattern. crossword puzzles is a positive tool to use in the classroom, there has been little to examine and evaluate the success they provide in student learning.¹⁶ The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers. In languages that are written left-to-right, the answer words and phrases are placed in the grid from left to right and from top to bottom. The shaded squares are used to separate the words or phrases.

¹⁴Sharon E. Smaldino, James D. Russell, Robert Heinich, and Michael Molenda, *Instructional Technology and Media for Learning*, 8th Ed, New Jersey: Pearson Merrill Prentice Hall, p. 9

¹⁵ <http://puzzles-teach-vocabulary.html> accessed on 26/11/2012/06.30

¹⁶ E. Crossman, *The Crossword Puzzle as a Teaching Tool*. *Teaching Psychology*. P. 98-99.

Crossword is a word game in which words corresponding to numbered clues are put into a grid of horizontal and vertical squares to form intersecting words. The puzzle is solved when a player supplies all of the words correctly. Though a type of crossword puzzle has been found inscribed on an ancient tomb in Egypt, journalist Arthur Wynne is generally credited with its invention in 1913. Crossword puzzles became popular with Simon and Schuster's 1924 publication of a crossword puzzle book and now appear in virtually all newspapers. Players vie for titles at various crossword competitions. Reference dictionaries are published to aid players with solutions.

3. The Advantages and Disadvantages of Crossword

- 1) There are some advantages of using crossword puzzle in teaching vocabulary:
 - a. The first advantage is the most students' associate crossword puzzle with game playing and recreation.
 - b. Another benefit of using crossword puzzles in the classroom is crossword can help the students more fun and can also appeal to various students learning style.
 - c. Crossword puzzle with subject-specific vocabulary can be created with ease and in a short amount of time

- d. Finally, crossword can increase the students' confidence in their ability and understanding.¹⁷

2). The disadvantages of using crossword are as follows:

- a. Generally address only the cognitive domain.
- b. Require time to develop.
- c. Require equipment to reproduce.
- d. Are sometimes viewed as busy work.

To overcome the disadvantages above the writer as the teacher will prepare the material and media (crossword puzzle) well, give explanation clearly, and manage the class effectively.¹⁸

4. The Kind 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:

- 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.

¹⁷ D.A Raines, *Crossword puzzles in the classroom. Teaching and Learning in Nursing*, Cartagena, 2010), p. 85.

¹⁸ *Ibid*, p. 87

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

5. The Clue of Crossword Puzzle

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 fruit? (The answer is apple)

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)

6. The Definition of Picture

Picture are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing positivr attitudes toward english and to teach of reinforce language skills. The use of pictures are more efficient and practice than words, the are easier to recall and to remember than words, further more they expose real life situation althought it happened long time ago. Through pictures, learner can be show people, places and things, from areas far outside their own experiences. Pictures bring not only images of reality, but can also function as a fun element in

the class.¹⁹ Pictures, being suitable for any group of learners independently on age or level, can be used in lots of various ways.²⁰

There are several advantages of pictures, such as availability (one can get them in any magazines, on the internet, etc.); they are cheap, often free; they are personal (teacher selects them); flexibility - easily kept, useful for various types of activities (drilling, comparing, etc.), they are “always fresh and different”, which means they come in a variety of formats and styles and moreover the learner often wonders what comes next.²¹

7. English Language Proficiency Levels

Simplified readers are widely available, and at a variety of levels. They are graded both in terms of their grammar complexity and their vocabulary.

Beginner is a person who is just beginning to learn or do something. The term elementary applies to beginners-at any age. Beginner level have heard and seen each of the words; they have copied the new vocabulary into their books. They have used new words in communication activities. Beginners vocabulary lessons include many words for things and persons in the learner' daily lives. Beginners do not yet have enough English to enable them to work together in groups without the constant presence of a teacher.

¹⁹ David A. Hill, *Visual Impact: Creative language learning through pictures*. (Essex: Longman Group UK Limited, 1990), p. 1

²⁰ *Ibid.*, p.2

²¹ *Ibid.*, p.1

At intermediate level, the students teach many of the same kinds of words that elementary students (beginners) need. Like lessons for beginner, intermediate vocabulary lessons include many words for things and persons in learner's daily lives. Compared with beginners, intermediate students have one of great advantages. Intermediate students have learned a large number of English words which can now be used by the teacher for defining new vocabulary. At intermediate level of instruction, students should be given many opportunities to try to communicate in English, even when their efforts lead them to make errors in language use. Unlike beginners, intermediate students know enough English to experiment with way of expressing their ideas in the target language.²²

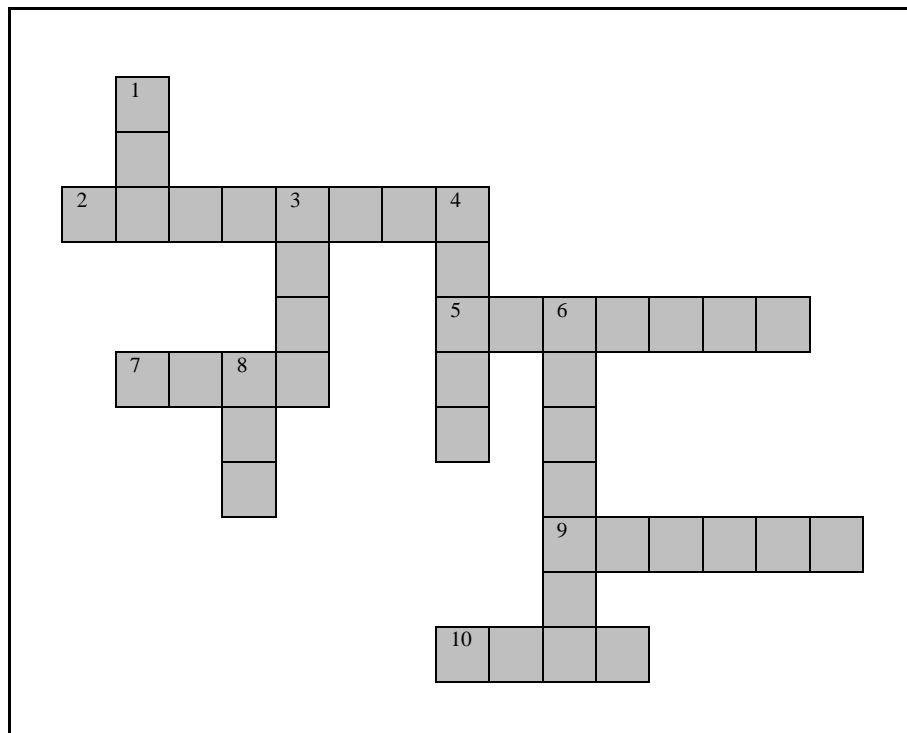
Advanced students are those who understand most of what they hear and read in the language class, although they still need help with material intended for native speakers of English. Advanced and elementary are as different as black and white. But intermediate has much in common with each (just as there are elements of both black and white in color gray). Consequently, there is no clear line between elementary and intermediate vocabulary. Advanced students are almost at the end of language program. If learning is to continue beyond the end of the course, the students will have to depend on their own efforts and habits of the study. Dictionaries

²² *Ibid.*, p.45

therefore become especially important. Advanced students must be taught to use them well.²³

²³ *Ibid.*,p.82

Example of picture crossword:



Across

2



5



7



9



10



Down

1



3



4



6



8



D. Quasi-Experimental Design

Quasi Experimental Design is a study which aimed at examining where there is or not the relation of cause and effect between the intentional treatment and the effect after giving the treatment. In this study, the writer used nonrandomized control group pretest-posttest design with a kind of treatment. There were two groups as the model they were control group and experimental group. Both of groups were given pre-test to measure the students' score before treatment was given (Y1 and Y2). The treatment was given for experimental group only (X). Post test was given for both of groups to measure the students' score after the treatment was given (Y1 and Y2). Quasi experiment design are mean to approximate as closely as possible the advantage of true experimental design where the problem mention above occur such as having to implement a programme in natural school setting.²⁴

In the study, the writer used quasi experimental design. Quasi experimental design base on random assignment of subject to experimental and control groups. However they attempt to compensate for this short – coming through the carefull scheduling of observation and treatments in such a way as to climate many of the threats to internal validity.²⁵

Related to the study, the writer used nonrandommized control group pretest- posttest design. This design was used because schedule of the school

²⁴ Daniel mujis, *Doing Quantitative research in education*, (London : Sage Publication, 2004) , p. 26

²⁵ Jerry G. Gebhard, *Teaching English as a foreign language...* p. 226

cannot be disrupted not classes recognize in order to accommodate the experimenter's study.²⁶ This design should have two intact groups of subjects. One group as *experimental groups* and the other one is *control group*. Both of groups were given pretest then administer the treatment to the experimental group while withholding it from the other, and finally administer the pretest to both groups.²⁷

²⁶ Donal Ary, *Introduction to research in education*, (CBS College Publishing, 1985) , p. 282

²⁷ Ibid.,