

CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature consists of previous studies, vocabulary (definition of vocabulary, teaching vocabulary), types of vocabulary, kinds of vocabulary, vocabulary mastery, how many word foreign language learners have to know, assessing vocabulary, the importance of teaching and learning vocabulary, crossword puzzle (definition), teaching procedure of crossword puzzle, the advantages of crossword puzzle.

A. Previous study

So far, the writer found two related studies has done by the previous researchers, the first is Zunita Widyasari, 2010, the tittle is *The Use Of Crossword Puzzle To Improve Vocabulary Mastery (A Classroom Action Research In The First Year Students of MA Al Bidayah Candi Bandungan In The Academic Year 2009/2010)*, the result from the research the writer found that teaching vocabulary using crossword puzzle gave positive effects to improve students' vocabulary. In conclusion, the writer found that had differenceness between pre and post test score.¹

Second, Wiwat Orawiwatnakul, 2013, *Crosswords Puzzle as a learning tool for vocabulary development*. The result from this research was amazing, the students' vocabulary could develop by teaching used crosswords puzzle. And from the research, it was found different result between pre-test and post test. In conclusion, teaching uses crossword puzzle or game can improve the students' vocabulary.²

Third, *The Journal of Effective Teaching*, 2009, *Do Crossword Puzzles Help in the Success of Student Learning?*. From the reseach, the writer tried to compare two section in the same class by using crossword puzzle when teaching, it was only review the

¹ Zunita Widyasari, *The Use Of Crossword Puzzle To Improve Vocabulary Mastery (A Classroom Action Research in the First Year Students of MA Al Bidayah Candi Bandungan in the Academic Year 2009/2010)*, Salatiga, STAIN, 2010.

² Wiwat Orawiwatnakul, *Crosswords Puzzle as a learning tool for vocabulary development*, Thailand, *Electronic of journal research in education psycology*, 2013

successfull of learning exam. The writer found that the result was useful to the class and the students' exam score when the other class did not do it.³

B. Vocabulary

Vocabulary is central language and critical impotant to typical language learner. Without a sufficiet vocabulary, someone can not comunicate effective or express his idea in both oral and writen form. Having a limited vocabulary is also a barrier that preclude, learner from learning a foreign language. When they do not know how to enrich their vocabulary. For example, they often gradually lose interesting learning.⁴ Vocabulary is all words that person knows or uses, according to Dwijono, vocabulary is a part of language componen.⁵

1. 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. According to Thornbury, there are two kinds of vocabulary, such as⁶ :

a. Function Words (Grammatical Words)

³ The Journal of Effective Teaching, *Do Crossword Puzzles Help in the Success of Student Learning?*, Vol.9,no.3,2009.

⁴ Endang Fauzi, *Teaching Of English As A Foreign Language*, Surakarta, Pabelan,2002, p.15

⁵ M.Soenardi Djiwandono, *Tes Bahasa Dalam Pengajaran*, p.42-43

⁶ Scoot Thornbury. *How to Teach Vocabulary*.England :Pearson Education Limited, 2002. P.4

Function Words (Grammatical Words) are A word that expresses a grammatical relationship. Also known as a *grammatical word*. Function words include determiners, conjunctions, and prepositions. Contrast with content word.⁷

1) Prepositions

Prepositions are words or group of words that is used to show the way in which other words are connected. Example, for, of, in, etc.

2) Conjunctions

Conjunctions are words that connect sentences, phrases or clauses. Example, and, so, but, etc.

3) Determiners

Determiners are definite article, indefinite article, possessives, demonstrate, and quantifiers. Example, the, a, an, my, this, some, etc.

4) Pronoun

Pronoun is a word that used in place of a noun or noun phrases.

Example, her, she, they, etc.

b. Content Words (lexical words)

Content word is a word that conveys information in a text or speech act. Also known as a *lexical word*. Content words which include nouns, lexical verbs, adjectives, and adverbs belong to open classes of words: that is, new members are readily added. Contrast with function word.⁸

1) Nouns

⁷Content Words and Function Words. 2011.
<http://www.pronuncian.com/Lessons/Default.aspx?Lesson=58.html>, (Online), (Accessed on July 20,2013).

⁸Content Words and Function Words. 2011.
<http://www.pronuncian.com/Lessons/Default.aspx?Lesson=58.html>, (Online), (Accessed on July 20,2013).

Nouns are words or group of words that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Example, Eleanor, book, etc.

2) Verbs

Verbs are words or group of words which is used in describing an action, experience or state. Example, write, ride, etc.

3) Adjectives

Adjectives are words that give more information about noun or pronoun. Example, kind, better, etc.

Based on explanation above the writer generally focus on content word. But, especially focus on noun, verb, and adjective. So the kind of vocabulary should be related on the material of school.

2. Vocabulary Mastery

Vocabulary mastery is always being an essential part of English. Lewis and Hill say that vocabulary mastery is important for the students. Without having proportional English vocabulary, students will get some difficulties in using English.⁹

Vocabulary mastery is very significant for the students as the basis of developing language skill. The students will not understand what the meaning of words in, when they communicate each other without mastering English vocabulary well. The students are expected to master as much vocabulary as possible. So they can develop their language skill. Considering the importance of mastery of vocabulary to improve language skills, student's

⁹Budi Setiawan. *Improving The Students' Vocabulary Mastery Through Direct Instruction*. Surakarta, sebelasmaret university. 2010, p. 10.

vocabulary mastery should increased the entire of words.¹⁰Because, if the students mastering vocabulary, it could help the students mastering English well.

1. The Purpose of Vocabulary Mastery

The purpose of mastering English vocabulary for the students is to make them easier and be able to learn English. Learning a language is learning its vocabulary. We cannot learn language without vocabulary. It is impossible because vocabulary is all the words that we use in language. However the mastery of vocabulary alsodepends on the individual's quality to use her or his language.¹¹

There are several criteria that learner can master or know vocabulary in a target language. The learner is able to: ¹²

1. Recognize it in its spoken or written form.
2. Recall it at all.
3. Relate it to an appropriate object or concept.
4. Use it in the appropriate grammatical form.
5. Pronoun it in a recognizable way.
6. Spell it correctly-in writing.
7. Use it with the words it correctly goes with- i. e. in the correct collocation.
8. Be aware of its connotations and associations.

Use it one appropriate level of formality and in appropriate situations.

3. Teaching Vocabulary

Teaching vocabulary is a process of way to students to learn about vocabulary.

There are various ways to teaching vocabulary but there is no single best way for

¹⁰Aisyarani*The Vocabulary of The Eleventh Grade Students of MA NahdlatulMuslimin In The Academic Years 2013/2014 Taught By Using Animation Video*.Unpublished Thesis.Muria Kudus University. 2014, p. 12

¹¹Ibid. p.12

¹²DoritSasson, *Best ESL Vocabulary Teaching Practices-WhatIf You Gave the Content First ?*

teaching vocabulary. it is because every way or technique used in teaching vocabulary has its own specific strong point. And then, it also has a weakness. Therefore, it is the teacher's to find or choose a better technique that is suitable to students' condition.

Like Finocchiaro, Wallace in Nurapeni also give some suggestions concern to teaching vocabulary principle. There are:

1. The teacher has to decide the aim of teaching and she has to many items she expects all the students to be able to understand.
2. The teacher has to decide the quantity of vocabulary that the teacher wants to teach after the teacher decide what kind of vocabulary is involved vocabulary learning.
3. Course book or syllabus should be a basis in making the choice of vocabulary item.
4. There has to be a certain amount of repetition of the new words.
5. The presentation of vocabulary should be meaningful.
6. The presentation should be created in which the students can learn the word in the where are appropriate.

Nation stated that good vocabulary teaching technique should do the following things:

1. It should interest the learners.
2. It takes the learners give to the form meaning or use of word,
3. It gives a chance for a certain amount of repetition.

He also proposes the way of presenting new vocabulary as follow:

1. Demonstrating. For example: showing the object, having gesture or performing an action.

2. Picture. For example: photograph, blackboard drawing, illustration or picture from the book.
3. Explanation. For example: giving description, synonym, and antonym, putting the word in definition context in by using translation.¹³

4. Teaching vocabulary using puzzle

According to Allen, the use of words game to teach vocabulary does not mean or suggest pleasant ways of passing the time class. Rather, the teacher responsible for creating a constructive classroom atmosphere, which encourages vocabulary expansion, and “a well chosen game can help students acquire words correctly and feel that certain words are important and necessary because without those words, the object of the game can not be achieved. The main reason behind most students' enthusiasm for puzzle based learning are : Puzzle are educational, but they illustrate the useful and powerful problem solving rules in a very entertaining way. According to Michalewicz, puzzle are engaging and thought-provoking.¹⁴

Language teaching and learning in this case English is a hard work. The teachers must be able to bring the students to a situation in which the students become active and interested in English teaching learning process.

According to Deesri indicates that games are regarded as very useful and important strategy to stimulate language acquisition. They are defined as a form of play concerning competition, rules and fun. Therefore, teachers should use games in teaching to attract students' attention, decrease students' stress and give them the opportunity to communicate effectively. Word games and puzzles are spoken or board games are often designed to test ability with language or to explore its properties. Solving crossword puzzles, which requires familiarity with a larger vocabulary, is a

¹³ Nation, *Language teaching technique*, Willington, Victoria University Press.

¹⁴ www.sciencepublishinggroup.com/j/hss, Published online, p.49 July 10, 2013

pastime that mature adults have long credited with keeping their minds sharp. Thus, word game provokes thinking and stimulates language acquisition.¹⁵

Karim and Hasbullah say that one of the interesting techniques in teaching language is Crossword Puzzle. This showed that Crossword Puzzle could be used to sustain students' interest and make the students feel relax. The construction technique consisted of arranging the words so that they crossed the appropriate points. The arrangement was then made to correspond to horizontal and vertical clues.¹⁶

Scrivener (1994:83) points out many vocabulary practice activities as follows:

- Matching pictures to words.
- Matching parts of words to other parts, e.g. Beginnings and endings.
- Matching words to other words, e.g. Collocations.
- Synonyms, opposites, sets of related words, etc.
- Using prefixes and suffixes to build new words from given words.
- Classifying items into lists.
- Using given words to complete a specific task.
- Filling in crosswords, grids or diagrams.
- Filling in gaps in sentences memory games.

Pre-teaching Vocabulary Words One of the most effective methods of helping children learn new vocabulary words is to teach unfamiliar words used in a text prior to the reading experience. Adults (either alone or with the child(ren)) should preview reading materials to determine which words are unfamiliar. Then these words should be defined and discussed. It is important for the adult to not only tell the child(ren) what the word means, but also to discuss its meaning. This allows the child(ren) to

¹⁵ *Ibid*, p.49

¹⁶ The Effect Of Using Crossword Puzzle On Vocabulary Achievement Of The Eighth Year Students At Smp Negeri 5 Jember

develop an understanding of the word's connotations as well as its denotation. Also, discussion provides the adult with feedback about how well the child(ren) understands the word. After pre-teaching vocabulary words, the child(ren) should read the text.¹⁷

5. How many words foreign language learners have to know

People use language to communicate, and so naturally one key issue in vocabulary studies is how much is necessary to enable this communication. Nation states that readers need at least 5.000 words to read texts pleasurably. This is in line with Laufer who has estimated that vocabulary of 5.000 words indicates that a student knows a relatively high proportion (about 95%) of the running words in a text to read it independently.

English native speakers will add roughly 1.000 word families a year to their vocabulary. This means a (L1) five years old beginning school will have a vocabulary of around 4.000 to 5.000 word families.¹⁸

Thornbury classifies the scale of the words for different levels as follows:¹⁹

Vocabulary of Foreign Learners

Easy Stars	200 words
Level One Beginner	300 words
Level Two Elementary	600 words
Level Three Pre- Intermediate	1200 words
Level Four Intermediate	1700 words
Level Five Upper- Intermediate	2.300 words
Level Six Advanced	3.000 words

¹⁷ <http://www.k12reader.com/effective-strategies-for-teaching-vocabulary/12;29>

¹⁸ Norbert Schmitt. *Researching Vocabulary: A Vocabulary Research Manual*, University of Nottingham: Palgrave Macmillan, 2010, p. 3.

¹⁹ Scott Thornbury, *How to Teach Vocabulary* England :Pearson Education Limited, 2002. P.59

Based on the table 2.6 about English vocabulary of foreign learners, it can conclude that easystars students of Indonesia at least have 100 of vocabulary. Because of the students who would be sample of this study are the eight grade students so the writer give 100 words in testing vocabulary of the students.

6. Assessing Vocabulary

Assessing is perhaps one of the least understood areas of language teaching and learning. According to Thornbury many types of test vocabulary, such as :²⁰

- a. Multiple choice tests are a popular way of testing in that they are easy to score and they are easy to design. Moreover, the multiple choice format can be used with isolated words, words in a sentence context, or words iin whole text. Here, for example is a "word only":

Tangle means? a) a type of dance b) a tropical forest c) a confused mass d) a kind of fruit
--

- b. Gap-fill test require learners to recall the word from memory in order to complete on understanding the context, as in the example:

<p style="text-align: center;">Tumbu Fly</p> <p>In Africa south of the Sahara, another pro(1) ____ the traveller may encounter is (2)____ tumbu or mango fly, which (3)____ its eggs on clothing laid (4) ____ on the ground to dry,(5)____ larvae hatch and burrow their (6) ____ into the skin, causing boil-like(7) ____, These can</p>

²⁰ Scout Thornbury, *How to Teach Vocabulary*, Oxfordshire: Pearson Education Limited,2002,p.132-136

be avoided by (8) that clothes, bedding, etc.,(9) spread on the ground to dry.

- c. C-test or sentence completion is test that the second half of every second word is deleted. For example :

Tumbu Fly

In Africa south of the Sahara, another pro..... the trav.... may encou.... is t...tumbu o... mango fl..., which la....its eg...on clot...laid o....on t... ground t....dry. T.....larvae hat..... and bur....their w....into t....skin, cau.... boil-like swel.... These c...be avoi....by ensu.... that clot..., bedding, etc., are n....spread o....the gro..... to dr....

- d. Use a dictionary and chose a random selection of words. The test will be taken form of multiple choice questions, or multiple matching task. Such as the following :

Match the following words with their meaning (there are more meanings than words) :	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Crowd Gull Pester . . . </div>	<ol style="list-style-type: none"> 1. Tall narrow building 2. Annoy 3. Type of artist 4. Small sailing boat 5. Sea bird 6. A lot of people

In this study the types of vocabulary test is multiple choice test as the assesing vocabulary.

7. The Importance of Vocabulary in English Language Teaching.

Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically and the refore, something to be taken into consideration both in second and foreign language teaching although not the only one that coveys meaning. Learning a language cannot be reduced, of course, to only learning vocabulay, but it is also true that no matter how well the students learn grammar, no matter how successfully the sound of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.²¹

According to Rivers in David Nunan argued that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Lewis argues that vocabulary should be at the centre of language teaching, because language consists of grammatical lexis, not lexicalized grammar.²²

Other opinion, John learning vocabulary is a very important part of learning English. If you make a grammar miistake it maybe “wrong” but very often people will understand us anyway. But if we don’t know the exact word that we need, it is very frustrating for us, and the person whom are talking to. Good English means having a big vocabulary.²³ So, the first step to learn English that important is learning vocabuulary.

The importance of vocabulary development or mastery develoopment in learning a foreign language, student must devote part of their time to learn vocabulary items, to foreign language students, like Indonesian students, learning vocabulary needs special

²¹ Rosa M. Lopez Campillo, *Teaching and Learning Vocabulary: An introduction for English Students*, 1986. P.36.

²² Daviid Nunan, *Language Teaching Methodology (a text book for teachers)*, Hertfordshire : Prentice Hall, 1995, p.177

²³ John Flower, *Build Your Vocabulary 3*, Hove : Language Teaching Publiications, 1994, p.5

efforts because English is very much different from students' native language and their national language.

From explanation above can be concluded that vocabulary is primary step in language learning and second language acquisition. Vocabulary also plays an important role in English skills (listening, reading, speaking and writing) and content (grammar)

C. Crossword Puzzle

Crossword puzzles are the world's most popular word game. The first crosswords appeared in England during the 19th century.²⁴ A word puzzle in a grid of black and white squares. The goal is to write one letter in each white square to make the words given by clues. The black squares tell where the word ends.²⁵

Arthur Wynne invented the crossword puzzle. It grew out of the word square puzzle. He published the first crossword puzzle in the New York on December 21, 1913. It did not like today's crossword puzzle. It had no black square. Wynne called it a word cross puzzle. Many crosswords puzzles has themes. That is many of words a related a central idea. *Easy English News Crossword Puzzle* themes were based on stories in the newspaper, and holidays of the month they were published.²⁶

Based on the sentence above, the teacher can use the crossword puzzle as the media for teaching. So, the teacher can make the condition in the class can be gladful with the crossword puzzle as a game for teach the students.

1. Principle of presenting crossword puzzle

In presenting crossword puzzle, the teacher can do various ways. The presenting of crossword puzzle should make the students are interested to do the crossword puzzle.

According to Lee, there are some steps to present crosswords puzzle on teaching :

²⁴ <http://puzzles.about.com/od/crosswords/p/crosswords.htm> 8-12-2014 10:57

²⁵ Elizabeth Claire, *Easy English Crossword Puzzle*, p.6

²⁶ *Ibid*,

- a. The teacher gives the same crossword puzzle to the each student or group. They solve crossword puzzle by the clues.
- b. The teacher give crossword puzzle fo all students. They do the crossword puzzle ndividually. An te teacher devides the class intothe groups and they work in the group. An the students can share their opinions to solve the crossword puzzle.
- c. The teacher write crossword puzzle on the bord, but no write the clues. The teacher gives clues orall and solve the crossword puzzle step by step with the class. The class is deviding to the group and each group came to board o write their answer.

In addition, crossword puzzle consists of a crossword and clues. There clues are guidance for solving crossword puzzle. There are three kind of clues :

- a. Picture

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

- b. Definition

The clue is by giving the meaning od the word in the crossword puzzle.

- c. Setence complition

This clues is consistin of the sentence in which the answer is by fill the missing wor.

2. Steps to make crosswords puzzle for teaching:

- a) Open the application of crossword puzzle and choose make new crossword puzzle.
- b) Next, create or select a words list and choose “ let me create a words list from scrath now”.

- c) Next, create or modify a words list. You may modify your words list. To add words to list, type the words on the first box and write the clues on the second box.
- d) Next, save the words and give the crosswords a theme.
- e) Define the crosswords puzzle size. It is for setting how large the crossword should be.
- f) Next, type maximum width and height of crossword puzzle on the box.
- g) Click next bottom and click on the keep this crossword puzzle, make another like this one for setting form of crossword puzzle.
- h) Save the crossword puzzle and print the crossword puzzle, and see the result.²⁷

1. Benefit of crossword puzzle

Some writers have attempted to give a reason for the use crossword in L2 learning. Bressan, 1970:94, list five benefits which can increase from use crossword in language class:

- a. Vocabulary building is the most obvious. Here, not only can previous knowledge be consolidated, but it can be an acquisition of new forms and structures.
- b. Orthography is also an important area, since the solution to a puzzle is based on the correct spelling of answers.
- c. Crossword puzzle is also develop and test students' knowledge of morphology, through the use of items dealing with verb ending, prefixes, suffixes.
- d. Since abbreviation also occur in puzzle, this presents an opportunity to review them or introduction new ones.

²⁷ www.eclipsecrossword.com

- e. Finally, many puzzle clues test general knowledge of a historical and culture nature.²⁸

²⁰James Little, *Tesl Canada Journal/Revue Tesl Du Canada*/Vol. 4, No. I, November 1986./15-12-2014