CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents and discuss about previous study and theoretical framework. The literatures are divided into the theoretical description of vocabulary and theoretical description of crossword puzzles.

2.1 Previous Studies

In this research the writer used five different journals as previous studies. The first is *Jurnal Online* entitled "Improving Students' Vocabulary Achievement by Using Crossword Puzzle" written by Siti Rina Anugerah Harahap. The research design is Classroom Action Research. The researcher used quantitative and qualitative data. The result of the research is that the students showed a progress little by little. In fact, they still got the improvement score.

The second journal is *Electronic Journal of Research in Educational Psychology* entitled "Crossword Puzzle as a Learning Tool For Vocabulary Development" written by Wiwat Orawiwatnakul. This study employed the one group pre-test post-test design. The instruments of the research are pre-and post-vocabulary tests and a questionnaire surveying the students' attitudes toward learning. The result of the research is there is significance of using crossword puzzle to develop the students' vocabulary.

The third journal is *The Second International Conference on Education and Language (2nd ICEL)* entitled "The Influence of Using Crossword Puzzle Towards The Students' Vocabulary Mastery" written by Ria Anggelia Tambun. In this research, the researcher selected one class as an experimental group, and one other class as a control group. And the result of the research is there was an influence of using crossword puzzle towards the students' vocabulary mastery.

The fourth journal is *The Journal of Effective Teaching* entitled "Reviewing for Exams: Do Crossword Puzzles Help in the Success of Student Learning?" written by Tricia M. Davis, Brooke Shepherd, and Tara Zwiefelhofer. The research takes two classes as participant. The research used a crossword puzzle as a test review to know the enhancement of students' test scores. The result of the research is showed the improvement in the students' exam scores.

The last journal is *International Journal of Teaching and Education* entitled "The Importance of Vocabulary in Language Learning and How to be Taught" written by Mofareh Alqahtani. The journal tells about the importance of vocabulary learning as an essential part in foreign language learning. Besides that, it is tell about teaching vocabulary through various ways.

Based on the previous studies above, there are some similarities and differences between the previous research and this research. The similarities are improving vocabulary mastery using crossword puzzle.

As in the third journal, this research also takes two classes, one class as an experimental group and the other class as a control group. The differences are in the fourth journal the writer used to examine that crossword puzzle help in the success of student learning, not to improve vocabulary mastery. The other differences are one of those researchers used Classroom Action Research. There is one that used one group pre-test post-test design while this research used True Experimental Research.

2.2 Theoretical Framework

2.2.1 Vocabulary

a. Definition of Vocabulary

Vocabulary is the crucial aspect in English. There are several definitions about vocabulary. According to the *Cambridge Advanced Learner's Dictionary*, a noun "vocabulary" has two definitions:

- All the words known and used by a particular person
- All the words which exist in a particular language or subject

Raphael (2002:2) stated that vocabulary is knowledge about words and word meanings. According to Alqahtani (2015:25) vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. While Hiebert & Kamil (2005:1-2)

states that words represent complex and, often, multiple meanings. He also says that vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime. Vocabulary was one of the most important aspects of foreign language learning (Richards & Rodgers, 1986:32)

Based on the definition above, it can be conclude that vocabulary is all the words that people used by a particular person which is in spoken or written form.

b. **Types of Vocabulary**

Hiebert & Kamil (2005:3) stated that generically vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive—that which we can understand or recognize—and productive—the vocabulary we use when we write or speak.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that

beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely, *receptive, or recognition, vocabulary* is that set of words for which an individual can assign meanings when listening or reading.

Macounova (2007:11) divide the knowledge of vocabulary known by a particular person into two groups:

- receptive / passive vocabulary – it is defined as the set of all words that are understood at reading or listening but not used in the spoken or written expressions

- productive / active vocabulary – it is the set of all words that are not only understood, but also used meaningfully when creating new sentences (*Cambridge Advanced Learner's Dictionary*)

c. **The Importance of Vocabulary**

Vocabulary is very important because as cited by Fan (2003:222) in (Yunhao, 2011) that vocabulary forms

the biggest part of the meaning of any language and vocabulary is the biggest problem for most learners. According to Alqahtani (2015:22) Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

Ferreira (2007:12) stated that the knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and writing fluency. It means that vocabulary helps students with language production.

Vocabulary is an essential component to determine how much a student is able to communicate successfully. So, students have to overcome the lack of vocabulary knowledge in order to communicate effectively. The more words a student knows the more precisely that student can express the exact meaning he/she wants to.

d. Vocabulary Mastery

According to Tambun (2014:417) vocabulary is one of the important elements in any language. Students' vocabulary is generally considered as an important part, both in the process of learning a language or developing their abilities in a language. It is impossible for students to be able to master listening, speaking, reading, writing, without adequate mastery of vocabulary. While Alqahtani (2015:26) say that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

According to Achmad (2013:80) vocabulary mastery as a basic competence; because without mastering large vocabularies, it is difficult for the students to comprehend the text or discourse comprehensively. Vocabulary mastery is very important to build understanding of meaningful reference (Wardani, 2015:133).

Mastering a word means mastering the aspects of word knowledge. Thornbury (2002:34) summarize that

word knowledge include, the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency.

Mastering vocabulary does not necessarily only remembering its spoken and written form. Thornbury (2002:15) also emphasizes that in the most basic level, someone is said already knowing a word when he/she knowing its form and its meanings. He explains that knowing the meaning of a word does not just know its dictionary meaning (or meanings). It also means knowing the words commonly associated with it (collocation) as well as its connotation, including its register and its cultural accretions.

The most important of learning English fluently is mastering the vocabulary. By having a lot of vocabularies, we can improve our English. Mastering vocabulary is very important because it helps a great deal in improvement of the four language skills of the students. Shortly, we can state that mastering English vocabularies will support the students' knowledge of four English skills or the other subjects.

e. Some Techniques in Teaching Vocabulary

There are so many ways to teach vocabulary. But, teacher should choose to apply some techniques which are suitable with the student's need. Thornbury (2002:30) proposed the implications for teaching after knowing one's mental lexicon is structured and the way it develops. He explains them below:

1) Learners need task and strategies to help them organize their mental lexicon by building networks associations – the more better.

2) Teachers need to accept that the learning of new words involves a period of „initial fuzziness".

3) Learners need to wean themselves off a reliance on direct translation from their mother tongue.

4) Words need to be presented in their typical contexts, so that learners can get a feel for their meaning, their register, their collocations, and their syntactic environments.

5) Teaching should direct attention to the sound of new words, particularly the way they are stressed.

6) Learner should aim to build a threshold vocabulary as quickly as possible.

7) Learners need to be actively involved in the learning of words.

8) Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.

9) Learners need to make multiple decisions about words.

10) Memory of new words can be reinforced if they are used to express personal relevant meanings.

11) Not all the vocabulary that the learners need can be „taught": learners will need plentiful exposure to talk and text as well as training for self-direct learning.

Based on the principles above, teacher should know how to introduce words and convey the meanings to the students during the teaching learning. So, teacher can help the students to improve their vocabulary. There are some types of vocabulary presentation techniques suggested by Nagaraj (1996:168-171):

1) Realia/ Object

Object in the classroom or from outside can be used to teach vocabulary. This is especially effective to be used in teaching primary level, for example bag, pencil, book, table, chair, leaf act.

2) Pictures

Another effective technique in teaching vocabulary is through the use of pictures. The technique is very effective at primary level. In initial stage, they pictures can be used for learning vocabulary orally. At the later stage, they can be used for further work, for example matching words or writing composition based on pictured given.

3) Texts

They are often used by the teachers in teaching vocabulary to their students. The teacher can have any modifications in teaching vocabulary using texts for example selecting words in the text and give their meaning.

4) Vocabulary Games and Crossword

These are useful vocabulary expansion. Learners have to think of all the words they know and try to complete the tasks. If they do not know the words they can guess and then check their answers.

As teacher we can teach vocabulary to our students effectively by choosing and applying one or more of the techniques listed above which is/are suitable to the student's characteristics, needs and level. Teacher should determine what words that will taught whether it is suitable or not for the

students, so the students not only memorize the word but also know the use and context.

2.2.2 Crossword Puzzle

a. Definition of Crossword Puzzle

Crossword puzzle is a puzzle in which words that are the answers to clues are written into a pattern of numbered squares that go across and down (Merriam-Webster). In Cambridge Academic Content Dictionary define crossword puzzle as a word game in which you have to guess the answers to clues and write the words into numbered squares that go across and down.

According to Moursund (2006: 8) crossword puzzle is a popular puzzle games which in every case, the puzzle-solver's goal is to solve a particular mentally challenging problem or accomplish a particular mentally challenging task. Crossword puzzles draw upon one's general knowledge, recall of words defined or suggested by short definitions or pieces of information, and spelling ability.

Njoroge, Ndung, & Gathigia (2013:315) define that the crossword puzzle is a game that makes the teaching-learning process attractive and funny, and also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary. Then, crossword puzzle is a

suitable game used to help students to master vocabulary easily by giving opportunity for them to memorize as much as possible vocabulary, for there will be many words given as cues that should be understood by them in order to be able to fill the squares with the suitable words too.

Based on the definition above, it can be conclude that crossword puzzle is a game in which words guessed from their definitions are fitted into numbered squares that go across and down. Doing crossword puzzles helps to maintain and improve one's vocabulary, spelling skills, and the others knowledge.

b. The Use of Crossword Puzzle in Teaching Vocabulary

The crossword puzzle is the popular word game. 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. 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 and remembering the words.

This game can be done in individual, in pair, or in groups. The teacher gives a copy of the "crossword puzzle" and explains the rules, such as students have to complete it as quickly as possible. The one who can complete the

puzzle first is the winner. To solve a crossword puzzle, a student must be able to identify and understand the terms being used. This will frequently involve learning new vocabulary. It can also involve differentiating between similar words or phrases. Usually, after students learn new words, they tend to forget as time passes. So, one way to help them retain new words is to expose them to those words repeatedly. Given the nature of crossword puzzles, students can practice more on new words they have just learned from the textbook. They can also use them to review for the exam

According to Vossoughi & Zargar (2009:80) stated that word-search-puzzle game is one of many instructional games that reinforce word-level onto a grid and persuades the class to make suggestions for the puzzle clues. This game is good to review general vocabulary, without ever tiring the students. Moreover Whisenand & Dunphy (2010:142) say that crossword puzzles can also appeal to various student learning styles. Visual learners will enjoy using their strong puzzle-solving skills. Using stepwise reasoning, auditory learners can enjoy mastering the puzzle. Kinesthetic learners enjoy the multi-task strategies required to solve a crossword. For all the reasons above, crossword

puzzles are an excellent choice to use for this particular study.

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 (Ratnawati, Bindarti, & Rofiq, 2013:24).

Considering the opinions above, in this research, crossword puzzle was used in teaching vocabulary because it was very useful to help students learn new words. It can be used in the vocabulary teaching learning process to increase the students' interest and motivation in learning English vocabulary and make the students feel more relax.

c. **The Advantages of Using Crossword Puzzle**

Moursund (2006:47) stated that it is clear that solving crossword puzzles helps to maintain and improve one's vocabulary, spelling skills, and knowledge of many miscellaneous tidbits of information. Solving crossword puzzles tends to contribute to one's self esteem. For many people, their expertise in solving crossword puzzles plays a role in their social interaction with other people.

Crossword puzzle can be easily made by the teacher and presented to students. Crossword puzzle is also available for different classroom management of students' activities because it can be done by individually, pairs or group. Crossword puzzle is considered useful in teaching-learning because it maintain someone's vocabulary. Moreover, it is helpful to enrich someone's vocabulary mastery. Additionally, it is useful to improve someone's spelling knowledge of information, and encouraging the use of dictionary. In term of classroom teaching- learning crossword puzzle provides fun learning that can be used for different classroom management of students.

Based on Njoroge et al. (2013:315) crossword puzzle can make the teaching-learning process attractive and funny, and also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary. Then, crossword puzzle is a suitable game used to help students to master vocabulary easily by giving opportunity for them to memorize as much as possible vocabulary, for there will be many words given as cues that should be understood by them in order to be able to fill the squares with the suitable words too.