

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Previous Studies

In this case, the researcher finds some previous researches that are relevant to the research that researcher want to conduct. They are in thesis and journal form. Those researches are a sign that kind of this research has been applied.

The first thesis was titled “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)” by Zunita Widyasari (Widyasari, 2010). The aim of this research was to find out whether interactive method by applying crossword puzzle could improve vocabulary mastery of the first year students in MA Al Bidayah Candi Bandungan. The finding showed that the *t-test* calculation from the result of pre-test and post-test in cycle I is 5, 97 and in cycle II is 6, 33. Both of them was greatest than *t-table* with $n = 26$ is 2, 06. It meant that the use of crossword puzzle could improve the students’ vocabulary mastery.

The second thesis was titled “The Effectiveness of Crossword Puzzle in Learning Vocabulary (A Quasy-experimental Study at the Seventh Grade Students of MTs Muhammadiyah 1 Ciputat)” by Eka Fitriyani (Fitriyani, 2016). The objective of this research was to get

empirical evidence from using crossword puzzle in learning vocabulary. The finding of the study stated that using crossword puzzle in learning vocabulary was an effective way and quite success because it could improve the students' achievement in learning vocabulary.

The third thesis was titled "Improving Students' Vocabulary Mastery Using Crossword Puzzles for Grade VII of SMP N 2 Srandakan in the Academic Year of 2013/2014" by Yheni Suiwi Utami (Utami, 2014). This study was aimed at improving the vocabulary mastery through the use of crossword puzzles among grade VII students of SMP 2 Srandakan in the academic year of 2013/2014. To be concluded, the students' vocabulary mastery was improved through the implementation of crossword puzzles.

The fourth was a journal titled "Teaching Vocabulary by Using Crossword Puzzle" by Yoni Pinuria et al (Pinuria, Harmaini, & Ernati, 2015). This paper aimed to give explanation about vocabulary and crossword puzzles, and how to teach vocabulary by using crossword puzzle especially for junior high school students. Teaching vocabulary by using crossword puzzle game could help the students to increase their vocabulary.

The fifth journal was titled "Using Contextual Crossword Puzzle to Improve the Vocabulary Mastery of Grade VIII C Students at SMP Negeri 7 Yogyakarta in the Academic Year of 2016/2017" by Lizzani

Kurnia Pratiwi and Sugirin (Pratiwi & Sugirin, 2016). The objective of this study was to improve the vocabulary mastery of grade VIII C students at SMP Negeri 7 Yogyakarta in the academic year of 2016/2017 through contextual crossword puzzle game. The result of the study showed that there were some improvements on students' vocabulary mastery. It could be seen from the students' mean scores and attitude towards the implemented actions during the teaching and learning process.

Based on the five previous studies above, it can be concluded that the research is quite successful. The use of crossword puzzle in learning English vocabulary could improve the students' achievement in learning vocabulary. From the previous studies above, there is only one classroom action research. So, the researcher will try to focus on using classroom action research in order to improve students' vocabulary by using crossword puzzle in MTs Al Muttaqin.

2.2. Review of Related Literature

2.2.1. Vocabulary

a. Definition of Vocabulary

According to Oxford dictionary, vocabulary is all the words in a language (Pull, 2008:495). It means that there are vocabularies in every language. No exception for English. Vocabularies consist of every word in English that is needed as the basic aspect in

understanding English (Syarif & Fitrawati, 2016:148). So, in a basic aspect we need to know vocabulary in order to understand English.

According to some definitions above, the writer concluded that vocabulary is a group of word that used in a language as basic aspect in order to understand a language. Everybody needs vocabulary in order to understand a language. English as a language also need vocabulary mastery in order able to use it.

The use of vocabulary in learning language is important. People can understand the meaning of language in written or spoken form by mastery vocabulary first. It means people can communicate using English easily if they know or understand a lot of vocabulary.

b. Kinds of Vocabulary

According to Hatch and Brown (1996:2018) there are word classifications in English. Based on their functional categories they are divided into:

- Noun. Example: teacher, student, school, etc.
- Verb. Example: play, study, write, etc.
- Adjective. Example: happy, sad, fine, etc.
- Adverb. Example: yesterday, today (adverb of time), etc
- Pronoun. Example: him, her, them (object pronoun), etc.

- Conjunction. Example: and, until, while, before, etc.
- Preposition. Example: at, in, on, etc.

c. Vocabulary in Learning English

According to Cameron, building up a useful vocabulary is central to the learning of a foreign language at primary level (Cameron, 2001:72). It means that the role of vocabulary in learning language is really important. McCarty said, no matter how well the student learns grammar, no matter how successfully the sounds of second language are mastered, without words to express a wide range of meanings, communication using second language just cannot happen in any meaningful way (Mccarthy, 1990:vii).

In line with Cameron about the important of vocabulary, Syarif & Fitrawati said that vocabulary is a basic aspect in mastering a language because it is linked to other skills in English (Syarif & Fitrawati, 2016:151). There are four basic skills at learning English, they are speaking, listening, writing and reading. Those basic skills are really important for mastering English language. But without vocabulary mastery first, it will be impossible to master those four skills. Furthermore, If the students have lack of vocabulary, they cannot express their ideas, and it is impossible to communicate effectively among people (Puspita & Sabiqoh, 2017:309).

So, from the explanation above we can conclude how important the role of learning vocabulary in English is.

2.2.2. Crossword Puzzle

a. Definition of Crossword Puzzle

According to Pratiwi & Sugirin, crossword puzzle is a kind of games done by filling the blank form presented with letters forming words as the answer of the question given (Pratiwi & Sugirin, 2016:205). Meanwhile according to Pull (2008:106) in Oxford dictionary, crossword is puzzle in which words have to be guessed from clues and written in spaces in a grid. Puzzle is game that you have to think about carefully in order to answer it or do it (Pull, 2008:358). It means in order to answer the crossword puzzle people need to think carefully to fill using correct answer.

Based on some explanations above, researcher concludes that crossword puzzle is a game which is done by filling the blank form presented using correct word. Crossword puzzle is one of game that can be implemented in learning process at class. Nugroho & Suprpto (2017:193) state that teaching using game is one of the many ways to make the learning process more effective and interesting.

b. The Use of Crossword Puzzle in Learning Vocabulary

According to Njorge et al (2013:317), the use of crossword puzzle in the teaching of vocabulary in English as a Second Language classrooms is effective and subsequently influences performance. It means the use crossword puzzle in learning vocabulary can improve students' vocabulary.

Crossword puzzle stimulates the students to think what words are appropriate to fill the blank boxes, and make the teaching learning process more interesting and challenging (Majaga, Ohoiwutun, & Salehuddin, 2013:3). So, using crossword puzzle in learning vocabulary can make students feel challenged in learning process.

Based on the explanation above the researcher can conclude that the use of crossword puzzle in learning vocabulary can improve students' vocabulary effectively and make learning process more interesting and challenging.

2.2.3. Teaching Vocabulary by Using Crossword Puzzle

In this research the researcher will use crossword puzzle in teaching vocabulary. After the researcher teaches appropriate English material, the researcher will start to implement teaching vocabulary using crossword puzzle. The researcher will explain first, what crossword puzzle is. Then, the researcher will give crossword puzzle

that has been prepared to every students. The students have to answer the crossword puzzle.

By implementing this crossword puzzle, hopefully the students will feel more interesting in learning vocabulary. The researcher also hopes that the use of crossword puzzle can make or stimulate the students be more active in learning process.



2.3. Research Framework

