CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is dedicated to give a deeper understanding of the study. There are two levels in this chapter, previous studies and theoretical review.

2.1. Previous Study

The first research is conducted by Widyasari's (2010) who conducted the research entitled "*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)*". To find out whether interactive method by applying crossword puzzle can improve students' vocabulary, the writer gives the students pre-test before treatment and posttest after treatment. The finding shows 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 is greater than *table* with n =26 is 2, 06. It means that the use of crossword puzzle can improve the students' vocabulary mastery.

The second research is conducted by Ratnawati's, Bindarti's, Rofiq's (2013) who conducted the research entitled "*THE EFFECT OF USING CROSSWORD PUZZLE ON VOCABULARY ACHIEVEMENT OF THE EIGHTH YEAR STUDENTS AT SMP NEGERI 5 JEMBER*". The research design was Pre -experimental research with Nonequivalent-Group Post-test Only Design. The students' scores of Vocabulary Achievement were analyzed by applying t-test formula the result

indicated that the value of t-test was 2.54, while the t-table with the significant level 5% and degree of freedom (Df) 72 was 1,67. The value of t-test was 2, 54 and it was higher than 1.67 (2.54 >1.67). In conclusion, the null hypothesis (H0) was rejected while the alternate hypothesis (H1) was accepted. In conclusion, there was a significant effect of using Crossword Puzzle on Vocabulary achievement of the students at SMP Negeri 5 Jember.

The third research is conducted by Utami's (2014) who conducted the research entitled "*IMPROVING STUDENTS' VOCABULARY MASTERY USING CROSSWORD PUZZLES FOR GRADE VII OF SMP N 2 SRANDAKAN IN THE ACADEMIC YEAR OF 2013/2014.* It consisted of two cycles with three meetings in each one. The data were qualitative in nature obtained from classroom observation during the teaching and learning process, interview with the teacher and the students, and taking the photograph. The data were in the form of vignettes, interview transcripts, and photographs. The validity of the research was established based on the criteria of validity process include democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The trustworthiness of the data was employed by applying triangulation method by applying time triangulation, investigator triangulation, and theoretical triangulation. The result of this study concluded that there were improvements of students' vocabulary mastery.

The fourth research is conducted by Azizah's (2013) who conducted the research entitled *"THE ROLE of USING CROSSWORD PUZZLES as TEACHING STRATEGY to ENHANCE STUDENTS' VOCABULARY (A case study: Third year learners at Abadi Bouswalim and Cherif Largate).* As first step one main hypothesis is put, if the students learn vocabulary through the use of crosswords, their level will be increase. It is believed that vocabulary is something that can be achieved through practice. The research is qualitative. This research contains two parts the theoretical part and the field work We introduce the subject with vocabulary acquisition; the definition, importance and the main steps and strategies of teaching vocabulary, then we talk about the important concern of this study which is crossword puzzles; we talk about the definition, the history, terminology and also the different types of clues and crosswords, and also the educational value of crosswords. And finally to achieve our aim we relied on two means of research; the teachers' questionnaire and students test.

From the previous study above, the researcher can conclude that many researchers paid attention to the difficulties of improving and developing vocabulary at schools. This is considered a great indicator that teachers are in a real need new techniques and methods such as crosswords puzzle. All previous studies used crosswords puzzle to improve student's vocabulary but there are different level of schools such as junior high school and senior high school. The Widyasari's (2010), Ratnawati's, Bindarti's, Rofiq's (2013), Utami's (2014),

Azizah's (2013) study are similar with this study but, the differences is in technique of the research. The researcher's study uses descriptive research, the researcher only observe the teaching and learning process. While Ratnawati's, Bindarti's, Rofiq's (2013) study use experimental research, and the researcher makes collaboration with teacher to teach students in the class. Widyasari's (2010) and Utami's (2014) used action research to do their study. Azizah's (2013) also has different method with this study, the study used case study.

2.2. Theoretical Review

2.2.1. Vocabulary

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because in order to be able to speak, write, and listen learners have to know vocabulary first. According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary is most important to learn because it is a basic for learning foreign language.

According to Burhayani (2013:70), vocabulary is a set of words of a language and they give meanings whenever someone speaks the language. The key words of this definition are set of words and have meanings. It means vocabulary is set of words that have meaning it is used.

Vocabulary gives meaning when people use language and vocabulary also allows people to communicate. It also can be arranged to be in sentences and in dialogue by people. Vocabulary in this case is in words in which the sound and meanings interlock to allow people to communicate with one another, and words that people arrange together make sentences, dialogue, and discourse of all kinds. The key words of this definition are sounds and meaning. It means vocabulary is words which have meaning to allow students to communicate.

1.2.2   Kinds of Vocabulary

There are two kinds of vocabulary, receptive and productive vocabulary. Haycraft in Hatch and Brown (1995: 370) states that receptive vocabulary is words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly, and productive vocabulary is words which the student understands, can pronounce correctly, and use constructively in speaking and writing.

There are four points to improve the vocabulary mastery that students need to know according to Hammer (1991:156). They are as follows:

1) Word Meaning.

The first thing to realize about the vocabulary items is that they frequently have more than one meaning. For example the word

"book" clearly refers to something we use to read from – a set of printed page fastened together inside a cover, But, on the dictionary, the meaning of this words is listed into eight more meanings as noun, two meaning as a verb, and three meanings where "book + preposition" makes phrasal verb. Therefore, when we find a word and try to describe its meaning, we should also look at the content in which it is based.

2) Word Use.

The meaning of words can change depend on the use of them. Word meaning is frequently stretched through the use of metaphor and idiom. For example, the word "hiss", describes the noise that snakes make. But, it can be stretched to describe the way people to talk to each other. This is metaphorical use. Another example is the word "snake". This word means as treacherous person in a combination words, " snake in the pass" It is a fixed phrase that has become an idiom like counties other phrases such as "raining cats and dogs", putting the cat among the pigeons", straight from the horse mouth, etc.

3) Word Formation.

The shape and the grammatical value of words can also be changed. Students need to know facts about word formation and how twist words to fit different grammatical contexts. Students also need to know the suffixes and prefixes words and how words are spelt and how the sound as well. Indeed the way words are stressed is vital if

the students are able to understand and use words in speech. Part of learning a word is learning its written and spoken form. Therefore, word formation means knowing how words are written and spoken and knowing how they can change their form. Thus the verb "run" has the participle "running" and "run". The present participle "running" can be used as an adjective and "run" can also be a noun

4) Word Grammar.

 Just as words change according to their grammatical meaning so the use of certain words can trigger the use of certain grammatical pattern. There are many of grammatical meaning, so the use of certain words can trigger the use of certain grammatical patterns. There are many areas of grammatical behavior that students need to know about, what the distinction between *countable* and *uncountable* nouns and how they behave? How verbs behave in such grammatical patterns? What are phrasal verb and how they behave? How adjective ordered? What position can be adverbs be used in? Knowing a word means far more than just understanding (one of) its meaning. Somehow our teaching must help students to understand what this knowledge implies both in general and far certain words in particular. By being aware of this knowledge students will be more receptive to the contextual behavior of words when they first see them in text, etc. and they will be better able to manipulate both the meaning and forms or the words.

1.2.3 Teaching and Learning Vocabulary

Coady and Huckin (1997:5) states that vocabulary is central to language and of critical importance to the physical language learner. It means that vocabulary has main important role in teaching language. Making a good communication means using good vocabulary. Teaching vocabulary is the first steps in teaching English. Vocabulary is one of the important elements in teaching English. Vocabulary is the main point to understand language well. Vocabulary is the basic elements that must be mastered by students to understand skills in English.

Alqahtani (2015:26) Technique in teaching vocabulary is very important for English teacher. It is because the English teachers want students to remember new vocabulary .Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique. Here are some techniques of teaching vocabulary below:

1. Using Objects

   Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. Objects technique is appropriately employed for beginners or young learners and when presenting vocabulary.

2. Using Illustrations and Pictures

There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs support helps learners understand the meaning and helps to make the word more memorable.

3. Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. a skirt, trousers etc. And then the meaning of the word "clothes" will became clear.

4. Expressions and Gestures

Mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. It can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad"," happy"; mime and taking a hat off your head to teach hat and so on.

5. Translation

   Even though translation does not create a need or motivation of the learners to think about word meaning, in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary, checking students' comprehension, and pointing out similarities or differences between first and second language.

   Yopp (2009:25) reminds teachers of the following important principles for supporting English language learners as they develop their vocabularies in a new language:

   a. Encourage native language development. It is easier for individuals to learn new labels for already-known concepts than to learn new concepts. For instance, the word *indifferent* is easier to learn in a new language if students already know the concept and its verbal representation in their native languages.

   b. Create a safe, comfortable, and nonthreatening atmosphere that encourages students to use their new language and ensure that they have authentic reasons to engage in language use with you and one another.

   c. Respect and draw on students' backgrounds and experiences and build connections between the known and the new.

   d. Know students and capitalize on their interests. All of us are more likely to attend to and communicate about what we find fascinating.

   e. Model and scaffold language used.

f.   Take advantage of the cognates that exist between languages. For instance, many English and Spanish words, such as family and familia, have a common origin.

g.   Using of realia, concrete materials, visuals, pantomime, and other nonlinguistic representations of concepts to make input comprehensible. Write new words on the board as they are shared or provide each student with a set of cards that contain the words. Those way students can see the words as well as hear them.

h.   Introduce new words in rich contexts that support meaning.

i.   Ensure that students have ample opportunities for social interactions, especially in the context of content learning. English language learners need many occasions to practice the academic language they are learning.

j.   Provide wait time. Allowing students time to put their thoughts into words is important for all students, but it is especially so for students who are learning to communicate in a new language.

k.   Keep expectations high for all students and for the teacher. Work for depth and breadth of understanding of challenging content and promote critical thinking.

1.2.4   Definition of Crossword Puzzle

Crossword is puzzle in which words have to be written (from numbered clues) vertically and horizontally (up and down) in scales on a chequered squared or oblong (Hornby; 1963: 233). Puzzle is problem

design to test a person's knowledge (Hornby; 1963: 652). Crossword Puzzle is problem design to test a person's knowledge in which words have to be written vertically and horizontally in spaces on a squared.

Ratnawati's, Bindarti's, Rofiq's (2013) stated that puzzle and games are obvious types of self-motivating activity which are interesting and challenging to teach language. One of the puzzles that can be given by the teacher to make the students interested in studying English especially vocabulary is Crossword Puzzle. Crossword puzzles are excellent way to enrich student's vocabulary and crossword puzzle can be a good way to practice vocabulary.

1.2.5 Teaching Students in Elementary School

Teaching elementary school is considered as teaching children. In this case, vocabulary is very important to be mastered first. For this reason, teacher should pay more attention to the teaching and learning English vocabulary to children as the learners. Teacher should choose and apply some teaching techniques and media which are suitable with the students' needs based on the curriculum.

Teaching English for elementary school level is also different with teaching English for students at the higher levels. The elementary school students are still called as children because their ages are between 7 to 12 old. While according to Harmer, young children especially those up the age of nine or ten have some light of characteristics.

English is the first foreign language which is must be taught at all school levels. Additionally, elementary school becomes the first level that must involve English into its curriculum. Because at elementary school English is firstly introduced, it meant that the students at this level have not received English before.