

## CHAPTER II

### REVIEW OF THE LITERATURE

In this chapter will discuss about definition of vocabulary, kinds of vocabulary, vocabulary mastery, importance vocabulary, teaching vocabulary.

#### A. Definition of Vocabulary

Vocabulary is one of the language components which should be mastered by English learners. Vocabulary has role, which parallel with phonology and grammar to help the learner mastering four language skills.

Richard and Renandya saythat vocabulary is component of language proficiency and provides much of the basis for how well students speak, listen, read and write. Vocabulary is part of language component and list of words that have been used by people to communicate.<sup>1</sup>

Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc. a list of words with their meaning, especially one that accompanies a textbook.<sup>2</sup> Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills.

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<sup>1</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002),225.

<sup>2</sup> Hornby, A.S, *Oxford Advanced Learners Dictionary of Current English*, (London: University Press, 1995),1331.

The vocabulary of language always changes and grows. As life become more complex, people devise or borrow new words to describe man's activities. No one knows exact numbers of words in the English vocabulary today. From the interpretation above, we can conclude that vocabulary is the core component of language proficiency that consists of a set of lexeme, including single words, compound words, idioms; provides much of the basis for how well learners speak, read, listen, and write; and has similarities with the term „lexis“ and „lexicon“.

In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language.

From explanation above, it can be argued that vocabulary is a list of words with their meanings that accompanies a text book in a foreign language. So, it is important to teach vocabulary first to the students. Vocabulary plays a significant role in supporting the mastery of language skills such as listening, reading, speaking, and writing which are called by four skills of language. And then vocabulary not only contains list of words but also it become a basic for people to communicate, because without vocabulary an idea cannot be transmitted in communication

## **B. Kinds of Vocabulary**

According to Nation, I. S. P. There are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. One listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units. They are reading vocabulary, listening vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary, it consists of the word people use in writing essays, reports, letter, etc.

In relation to kinds of vocabulary, states that there are four kinds of vocabulary in the text:<sup>3</sup>

1. High frequency words. These words are almost 80% of the running words in the text;

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<sup>3</sup>Nation, I. S. P. *Learning vocabulary in another language*. (Cambridge: Cambridge University Press, 2001).

2. Academic words. Typically, these words make up about 9% of the running words in the text;
3. Technical words. These words make up about 5% of the running words in the text;
4. Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

### **C. Vocabulary Mastery**

Vocabulary refers to the number of word someone knows. The term mastery is not restricted to simply recognize the meaning of certain words. In other words, it is more precisely defined as to know a word, because the learners are said to have good vocabulary mastery if they are able to recognize the meaning but also to know form grammar, collocation, meaning, and word formation. In relation to writing sub skills, vocabulary mastery can defined as a number of vocabulary or word in the memory of user or learners.

The vocabulary test which will be utilized to measure the learners vocabulary mastery is dealing with the measurement of productive skills that is the vocabulary knowledge required for writing.<sup>4</sup>

To summarize those statements, vocabulary mastery is not merely remember the words or words subsets. They should be pushed into long-term

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<sup>4</sup>Ibid., 12.

memory or never forgotten by attend them for many times. Moreover, remember them is not enough. Knowing words means knowing its denotative meaning and some aspects surround them. Further, someone who has known words would be able to use the words appropriately both for spoken or written needs.

#### **D. The Importance of Vocabulary**

Vocabulary is the basic component to help the students in mastering language. They will learn the language skill easily if they have enough vocabulary. In any foreign language, learning vocabulary is one that is emphasized. Students have to develop their vocabulary.

Developing a good vocabulary will help them to improve their ability in learning vocabulary. Many of the vocabulary in English textbook have to be learned. Without it no one can speak or understand the language.<sup>5</sup> It means that people cannot write a word or make a sentence well, when they do not master it.

There are some advantages when students can master the English vocabulary. According to Diana Bonet here some advantages:

1. Students will be better improving their reading, writing, speaking and listening vocabulary.
2. Students will think more clearly. Thoughts are limited by vocabulary.
3. Students will experience personal growth and greater confidence.

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<sup>5</sup>Virginia French, Allen, *Technique in Teaching Vocabulary* (New York: Oxford University Press, 1983).7.

4. Students will understand other people idea and explanation easily.<sup>6</sup>

Those advantages show us how vocabulary determines on how students learn language and their capability to build communication with others. Moreover, mastery in vocabulary is more important than grammar. Like Thornburry stated that, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.<sup>7</sup>

In other word, even without good grammar, people may able to speak and understand a language if they know a lot of vocabulary. It can be a basis to master the language. While vocabulary is largely a collection of words, grammar is a system. The more words we know, the easier for us to master the language. It shows us how vocabulary determines on how people learn language.

#### **E. Teaching vocabulary**

Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use appropriate techniques and enough practice for certain words, so that the objectives will be achieved. Concerning the appropriate techniques, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of the words but also has to use appropriate method for each other aspect of language. Vocabulary is one of the most obvious components of language and one of the first things

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<sup>6</sup> Diana Bonet, *Vocabulary Improvement*, (Boston:Thomson Course Technology,1991).iii.

<sup>7</sup> Scott Thornburry, *How to teach vocabulary*, (England: Longman, Pearson Education limited, 2002), Page 13.

applied linguists turned their attention to.<sup>8</sup> Learning language must be given special attention in order to get the goal of language learning. According to the concept and function of English state in 2006 curriculum the teaching English aims to develop the four skills, they are, listening, reading, speaking and writing. To support the developing of four language skills, English language component, vocabulary, grammar and pronunciation or spellings are also taught. Besides that in constructing a sentence, we do not need just grammar and pronunciation correctly but also the appropriateness of choosing vocabulary.

Teaching vocabulary is very significant for the students because in the increasing of vocabulary extension. More vocabularies the learners have, more chances they master the language.

In fact, teaching activities will be more fluently if the word is in a context form because students will know it clearly. Teaching vocabulary and grammar will be more effectively if it has relation with children's environment, so they can practice them easily.

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<sup>8</sup> Jack C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), p. 4.

## **F. Description of Crossword Puzzle**

### **1. Definition of Crossword Puzzle**

To improve the vocabulary mastery we need method to be used. One of them is game. The definition of game is an activity that you do to have some fun. Therefore, crossword puzzle can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because crossword puzzle can make the students more focus in learning, because they do not feel that they are forced to learn.

According to the *New Lexicon Webster's Dictionary* of the English language, crossword puzzle is a puzzle in which checkered square with blank space must be filled in with interlocking words (reading horizontally and vertically) deduced from clues.<sup>9</sup> Crossword puzzle is printed game in which words are fitted into numbered square. Crossword puzzle is a game which is consists of words in the grid that has to think carefully to guess from the clue and can be exercise the mind.<sup>10</sup>

Crossword is puzzle in which words have to be guessed from clues and written in spaces in a grid. A crossword is a word puzzle that normally takes the form of a square or rectangular grid of white and shaded squares.

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<sup>9</sup>Darnbury. *The New Lexicon Webster's Dictionary of the English Language Volume I*, (America: Lexicon Publications, 1994).

<sup>10</sup>Longman, *Handy Learners' Dictionary of American English*, (England: Pearson Education Limited, 2000). Page 99.

Puzzle is game that you have to think about carefully in order to answer it or do it (Oxford Learner dictionary; 2003:349).<sup>11</sup>

Crossword puzzle stands out from the rest as a classroom tool. Crosswords have been used successfully in many different disciplines, showing their versatility and flexibility.<sup>12</sup> They are also a useful tool as most people are already familiar with them, which reduces the need to explain directions, saving class time. Additionally, these puzzles are often perceived as being a recreational activity, therefore making them more enjoyable and less threatening than traditional teaching techniques. Crossword puzzles have been shown to be effective teaching tools of terminology, definitions, spelling, and pairing key concepts with related names, resulting in greater retention and memorization of facts.<sup>13</sup> Because of the need to spell items correctly to complete the puzzle, their use results in increased care in studying as well, and when completed, can be used further as a study device.

From some definitions above, the writer can conclude some definition of crossword puzzle:

1. Crossword puzzle is a game that you have think about carefully which is checkered square with blank space must be filled in with interlocking words (reading horizontally and vertically) deduced from clues.

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<sup>11</sup>Oxford University Press.*Oxford Learner's pocket Dictionary*. (New York: Oxford University Pres, 2003). Page 349.

<sup>12</sup> Childers, C. D. Using Crossword Puzzles as an AID to Studying Sociological Concepts. *Teaching Sociology*, (1996) 24(1), 231-235.

<sup>13</sup> Crossman, E., & Crossman, S. M. The Crossword Puzzle as a Teaching Tool. *Teaching Psychology*, (1983). 10(2), 98-99.

2. Crossword puzzle is a game to exercise the mind which is checkered square with blank space must be filled in with interlocking words (reading horizontally and vertically) deduced from clues.
3. Crossword puzzle is a game that you have to think about carefully which is consist of words that written in space in a grid.
4. Crossword puzzle is a game that you have think about carefully which is normally takes the form of a square or rectangular grid of white and shade square.

## **2. 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:<sup>14</sup>

- 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.

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<sup>14</sup>Lee, WQ. *Language Teaching Games And Contents*, (Oxford: Oxford University Press, 1963), 126.

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 hands-on learners. This type of puzzle works well for units with a lot of vocabulary.

### **3. The Procedure of Crossword Puzzle**

In presenting crossword puzzle, the teacher can do the various ways. The procedure of presenting crossword puzzle must make the students are interested to do the crossword puzzle. The various procedures are possible:<sup>15</sup>

- a. The teacher gives the same crossword for each student. They solve individually with the help of written clues.

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<sup>15</sup>Lee, WQ. *Language Teaching Games And Contents*, (Oxford: Oxford University Press, 1963), 135.

- b. The teacher divides the class into groups. Then the teacher gives a different crossword for each group. Everyone in the group helps to solve it. However, if there is a more active member in one group, they tend to do all the work. In otherwise, if there is a more passive member in one group, they will difficult to do all the work.
- c. Teacher gives crossword puzzle for all of students. They do the crossword individually. Then the teacher divides the class into groups and then they work in groups. The students can share their answer to finish their crossword in their group.
- d. The teacher write crossword on the board, but no written clues. The teacher gives clues orally and solves the crossword step by step with the class. The class is divided into groups and each group come to the board and writes the words in one by one.

Besides the procedures, there are some variations in the using of crossword puzzle.

- a. Have the entire group work cooperatively to complete the crossword puzzle.
- b. Simplify the puzzle by deciding on one word that has been keyto the entire course. Write it in horizontal crossword squares. Use words that summarize other points in the training session and fit them vertically into the key words.

In fact, some methods or games in the teaching and learning process have the strength and weaknesses. The advantages of the using of Crossword Puzzle in the teaching vocabulary are:

- a. In teaching vocabulary the using of Crossword puzzle is effective, because students can feel relax and enjoy in the teaching and learning process.
- b. Every student can memorize some words quickly in the short time without feeling borrowed.
- c. Requires each student to become actively involved.
- d. Teach to the student to think quickly, active and responsive.
- e. Can aid students in learning how to think critically and objectively.
- f. Easy to play.

Besides have the more advantages, the using of Crossword puzzle also have some disadvantages. That is:

- a. May be only fun with no planned objectives in mind.
- b. Can be difficult to evaluate individuals.