

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It is discussed about definition of vocabulary, background to teach vocabulary, types of vocabulary, principles for teaching vocabulary, technique for teaching vocabulary, the procedures of crossword puzzle

A. Definition of Vocabulary

Vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his/her ideas in both oral/written forms. There are various definitions about what the vocabulary is. According to Hornsby, vocabulary is total number of word which (with rule for combining them) makes up language. While Pawler and Syder have different definition about vocabulary, they said that words like absolutely fantastic, at once can be said as vocabulary. When they do not know how to enrich their vocabulary, for example they often gradually lose interest in learning.¹¹

While David Nunan states that vocabulary are more than the words.¹² It means that vocabulary that is total a number of word has meaning and also it show the relationship between one word to others word make a sentence.

Mastery is the whole power or ability to direct knowledge. Coulson define that mastery is skill, use, or knowledge. it means mastery is the ability

¹¹ Ending Fauzati. *Teaching of English as A Foreign Language (Tefl)*. (Surakarta: Muhammadiyah University Press, 2005), 155.

¹² David Nunan. *Practical English Language Teaching*. (New York: Mc Graw- Hill, 1990), 121.

to use one of knowledge. It means mastery is the ability to combine skill and knowledge in one certain area. The certain area in teaching means lesson taught. It is usually arranged by a standard curriculum and syllabus in every aspect whether the topic or the test.

Vocabulary mastery can be done in three steps.¹³ First is children period, here children are able to define concept of vocabulary to say their concrete idea. Second is adolescent, it means that the children start to use the language and make it extensive directly in simple communication. Third is adult period, it used more intensive or people can make more communication each other.

Then vocabulary mastery define as an ability to combine skill or knowledge of words that used to express meaning, in case of the physical object or idea, in form of symbols of group of letter in a single or more one word.

B. Background to Teach Vocabulary

Vocabulary is the foundation of a language. People cannot advance speaking English or another language until the fundamentals of vocabulary are mastered. There are many methods for committing vocabulary to memory. Some strategies are more fun. However, going through the different phase of learning and learning vocabulary can ensure mastery of both the words as well as the language

¹³ Gorys keraf, komposisi,(Ende: Nusa Indah,1989), P.65-66

Vocabulary development is an important aspect of language development and the research that has been conducted in recent years is very exciting. A variety of studies have proven that appropriate vocabulary instruction benefits language students, especially school age learners. According to Mc Keown and Beck (2003) it is important to use both formal and informal vocabulary instruction that engages student's cognitive skills and gives opportunities for the learners to actually use the words.

Learners need to acquire vocabulary learning strategies in order to discover the meaning of new words. The strategies should be useful within the classroom as well as when the learners are in situation where they encounter new and unfamiliar words on their own. The strategies should also help children acquire new vocabulary words that they hear and see.¹⁴

C. The Types of Vocabulary

Nation divided vocabulary into two groups

1. Receptive Vocabulary

Knowing a word involves being able to recognize it when it is heard (what is the sound like?) or when it sees(what does it look like) and having an expectation of what grammatical pattern the word will occur. This includes being able to distinguish it from words with a similar form and being able to judge if the word form sounds right or looks right

¹⁴ Caroline T. Linse and David Nunan, *Practical English Language Teaching* (Singapore: The McGraw-Hill Companies, 2006), 122.

2. Productive Vocabulary

Knowing a word being able to pronounce the word, how to write and to spell it, how to use in grammatical pattern along with the word. It usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there are any¹⁵

Jo Ann Aeborsold and Mary Lee Field classified vocabulary into two terms. They are:

- a. Active vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to be familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skills.
- b. Passive vocabulary refers to language items that can be recognized and understood in the context of reading and listening and also called as receptive vocabulary.¹⁶

From the explaining above, we know that every expert in every book is different in classifying the kinds of vocabulary, because every

¹⁵ ISP Nation, *Teaching and Learning Language* (New York: New Burry House 1990), 29.

¹⁶ Jo Ann Aeborsold and Mary Lee Field, *From Reader to Reading Teacher* (New York: Cambridge University Press, 1977), 139.

person has different ways in showing and telling their opinion and ideas. It means that vocabulary is of two kinds function and contents words

D. Principles for teaching vocabulary

In teaching vocabulary, the teacher should know principles to teaching vocabulary because it will influence the income of the students. Base on David Nunan's book, there are some principles to teaching vocabulary. They are:

1. Emphasize both direct and indirect teaching vocabulary development

It consists of direct and indirect vocabulary instruction. Direct vocabulary instruction refers to teaching the words and their meaning. While indirect instruction refers to help, children learn appropriate strategies, so they can figure out the meaning of words on their own. It means that direct instruction is complementing by indirect instruction.

2. Teach vocabulary words before a new activity

When the teacher teach vocabulary words before a anew activity, the students benefit in two ways. First, they are better able to comprehend the activity. It will actually acquire the target vocabulary words.

3. Teach how to use context clues appropriately

The students no need to worry in making mistake while guessing the meaning words bbecause the mistake would stimulate the students' creativity in looking for the meaning of words. (Decarrico,2001). In the other hand, Beck and McKeon stated that the students need to be taught

that context clues do not always help readers to understand the meanings of unfamiliar words.

4. Present multiple exposures to new vocabulary items

The students could increase their vocabulary mastery based on different materials, times and situation because variety instruction would develop the students' skill in multi-sensory input.

5. Give opportunities for deep processing of vocabulary items

It is a very important component of vocabulary acquisition and development. The teacher could teach his/her students with the reality-life. For instance, when the teacher will teach about the living room. Of course, the teacher should indicate the real object to make sure that the students accept the material properly.

6. Teach the students to use dictionary

Dictionary is one of useful tool to increase the students' knowledge and its use of context clues. There are some kinds of dictionary as picture, alphabetical, electronic dictionary, etc. The teacher should give direction or help the students to operate the dictionary

7. Have the students keep vocabulary notebooks

Vocabulary notebooks is useful for helping students in knowing and understanding vocabulary with the meaning of word. The students can create the words that they have never seen before, then write it down in their notebooks. Children can easily record new words that they are

learning. So, there will be a satisfaction from themselves in increasing vocabulary knowledge with learning by doing.¹⁷

E. Technique for Teaching Vocabulary

According to Harmer: because students at different ages have different characteristics, the way we teach them differ too. With younger children we may over the greater variety of games, songs and puzzle than we would do with older students. We may want to ensure that there is more frequent change of activity.¹⁸

One activity that is the most enjoyable is playing games. Games is also the activities can be used to teach reign language to children. This can make having fun the children to learn a new language. Teacher can use various types of game, which is famous to them.

Games can help to make language learning becoming an exciting experience. Games also can be used as icebreaker at the beginning of class, as an introduction activity for new vocabulary or as review exercise at the end of lesson. By using games, the students can be cooperatively and compete with each other, think different way compare and share knowledge.

F. Crossword Puzzle

Crossword puzzle is Crossword is a game that the way of the game is to fill the empty spaces shaped box with the letters to form a word that suits

¹⁷ Lines T Caroline. David Nunan. *Practical english Language Teaching: Young Learners*(New York: MC Graw Hill,2006), 123-127

¹⁸ Jeremy Harmer, *How to Teach English*, 16.

with the direction. Fill the empty spaced in crossword puzzle is very enjoyable, not only children like this game but most all generation also like this game. Besides useful to remember the familiar vocabulary, crossword puzzle also can improve our general knowledge in a relaxed way. Looking relaxed crossword puzzle characteristics and emphasizes the similarities and differences of words, it is appropriate that such be used as a means of training students for the class given by a teacher who is not only a monotonous standard questions only.

According to Hisyam's book, crossword puzzle is categorized in active learning strategy. Crossword puzzle is exiting learning strategy without losing the essence of teaching and learning process. This strategy can involve the students' participationns from early study.¹⁹

1. The Advantages and Disadvantages Using Crossword Puzzle

Every methods of teaching ofcourse has the advantages and the disadvantages. For crossword puzzle the advantages and disadvantages are below.

The advantages using crossword puzzle

a. As an Entertainment

Crossword puzzle is very useful as a breakout of the problem. Crossword puzzle can we make as a venue for the brain refreshment after fatigue with a variety of thoughts. In addition, Increase knowledge.

¹⁹ Hisyam zaini, *Strategi Pembelajaran Aktif*, (Yogyakarta: CTSD IAIN Sunan Kalijaga, 2010), 73

b. Expanding Vocabulary

Crosswords can expand the vocabulary as some questions in Crossword puzzle consists synonym, opposite words, foreign language, and so on.

c. Rain Tenacity and Patience

Crossword puzzle is a job that requires persistence and patience. For crossword puzzle to complete, we are required to be resilient and patient in arranging letter by letter. When we can not find the answer, then we have to be patient as well as waiting instructions from another box.

d. As a Method of Learning

Crosswords continuously in a specific frequency indirectly also nearly equal to the application of the method applied to drill in schools. Once we succeed in answering the previous questions we do not know the answer. On another occasion we often find that question again. So eventually we too will remember the answer. The same questions are usually present in Crossword puzzle is in the books and widely circulated in the market.

In addition, the Crossword puzzle can be used as a learning tool for a relaxing and exciting. For subjects that require memorization, teachers can use Crossword puzzle as an alternative in the study.

e. Supply Curiosity to Conquer Challenges Positively

The crossword puzzle is like being a detective low level. Crossword puzzle is a bunch of empty boxes are usually two colors- black and white-where to fill it must follow the questions that have been provided. Once we could fill it, then we will be satisfied that he had conquered the challenge and mystery

Disadvantages of using crossword puzzle

- a. Crossword puzzle may be quite difficult when used in subjects such as Mathematics, Physics or Chemistry because in making the puzzle, there are a lot numbers. So that the figures contained Crossword puzzle- numbers may be a bit difficult.
- b. Besides the efficiency of the time, making the Crossword puzzle does not take a bit for making the complex so much
- c. in the form explain or describe the material can not be used because the place is limited Crossword puzzle besides the Crossword puzzle -only terms or words abbreviations or acronyms.

2. Crossword Puzzle and Learning Vocabulary

We have known that crossword puzzle is one of games which are famous in our society. Not only children like playing this game, but also adult like this game. We can find this game in the newspaper, magazine, lesson book or maybe a book special for crossword puzzles itself.

Because crossword puzzle is a game, it will make enjoy and easy the students to demonstrate new items in the long terms memory. So the students will not be stress and they can learn a lot.