

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It discusses the definition of vocabulary, kinds of vocabulary, teaching vocabulary, technique of teaching vocabulary, the definition of *crossword puzzle*, the advantages of crossword puzzle, and previous study.

A. Definition of Vocabulary

Vocabulary can be defined as "words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385). Hornby stated in Alqahtani (2015) defines vocabulary as "the total number of words in a language: vocabulary is a list of words with their meanings". "Vocabulary can be defined, roughly, as the words we teach in the foreign language." However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "word". In addition, Burns (2013) stated in Alqahtani (2015) defines vocabulary as the stock of words which is used by a person, class or profession. According to Zimmerman (2017) cited in Coady and Huckin (2015) vocabulary is central to language and of critical importance to the typical language learning.

Irma (2015:2) said that vocabulary is the basic thing in the language learning. We cannot understand written or oral language without knowing the meaning of the words. Vocabulary helps the reader and listener understand both spoken and written form. Moreover, lack of vocabulary will make the students difficult to master the language. Richard and Renandya stated in Jack ((2002:225) say that 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. Eva (2015:2) Vocabulary is the main content of language. People use vocabulary to construct a sentence to express the idea. By having a lot of vocabularies, people can express more ideas. Vocabulary achievement is an important element in second language acquisition. Without grammar little things can be conveyed, without vocabularies nothing can be conveyed. The mastery of vocabulary is essential in order to construct sentences that contains some messages for social interaction.

B. Kinds of Vocabulary

According to Scrivener (2004: 74) an important consideration for teacher planning vocabulary work is the distinction between productive and receptive vocabulary. The clear differences between productive and receptive vocabulary will be seen the function of the using vocabulary.

1. Productive Vocabulary

Usually productive vocabulary called active vocabulary. It is the words which are used in speaking and writing skill. Productive vocabulary is more difficult to be learned than receptive vocabulary. The learner must be able to choose the word which is appropriate with the situation. Therefore, the learner must be an extra effort to learn an active or productive vocabulary.

2. Receptive Vocabulary

Sometimes receptive vocabulary called passive vocabulary. It is the word which is used in reading and writing skill. Receptive vocabulary is the set of words that we recognize and understand, but tend not to use ourselves (Scrivener; 2004: 75). Learner's receptive vocabulary is useful in understanding what the learners have heard and what they have read. If the learner has much receptive vocabulary, they will understand what the text talking about.

Productive and receptive vocabularies are words that the students understand when they use in everyday situation. They can't produce it correctly in reading or listening. In contrast, productive and receptive vocabularies are the set of word that they understand, can pronounce correctly and use constructively in speaking and writing.

Sometimes, vocabulary is easier aspect of a foreign language to learn but it hardly required formal attention in the classroom. The students are quickly to accept but they are quickly forgotten. Thonbury (2002: 24) said that the relevant to the subject of word learning are as follow:

1. Repetition

The time-honored way of memorizing new material is through repeated rehearsal of the material while it is still in working memory.

2. Imaging

Best of all were subject who were given the task of silently visualizing a mental picture to go with a new word. Other tests have shown that easily visualized words are more memorable than words that do not immediately evoke a picture.

3. Motivation

Simply wanting to learn new words is no guarantee that words will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, which in the end will pay off in terms of memory.

4. Attention

Contrary to popular belief, you can't improve your vocabulary in your sleep, simply by listening to a tape. Some degree of conscious attention is required. A very high degree of attention (called arousal) seems to correlate with improved recall.

C. Teaching Vocabulary

Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002). It is almost impossible to learn a language without words: even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004).

In this case, teaching vocabulary is needed to be done in order that the learners or students are able to learn the use of appropriate vocabulary based on the context. Furthermore, Harmer (2007) states that teaching vocabulary is clearly more than just

presenting new words. Teacher must be careful in selecting the vocabulary that he or she will teach. Teacher and students need to know how it talks about language at various points during teaching and learning. Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques.

Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom. The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his/her learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching.

D. Media in Teaching Vocabulary

This section reports the results of research aimed at investigating the techniques used by an English teacher in presenting vocabulary meanings and forms. Generally, there are several techniques about teaching 'vocabulary'. However, there are some things that most English teachers must remember if they want to present new vocabulary or lexical items for their students. That means English teachers want their students to remember new vocabulary. Then, it needs to be studied, practiced, and revised to prevent students from forgetting. The technique used by the teacher depends on several factors, such as content, time availability, and value for learners (Takac, 2008).

This makes the teacher have several reasons for using certain techniques in presenting vocabulary, presenting a planned vocabulary item, the teacher usually combines more than one technique, instead of using a single technique. Further teachers are advised to use as many vocabulary planned as possible (Pinter, 2006). Teacher can discover some techniques in teaching vocabulary, Pittman as cited in Jack C. Richrads and Tehodore S. Rodgers (2002) states there are some ways in demonstrating the meaning of new language such as using picture, realia, action with gesture and also the real object. These are some activities in learning vocabulary:

1. Realia

Presenting the real thing can be used in learning and teaching in the classroom such as pen, ruler, book, and ball. The teachers hold the things and say it loudly then get students to repeat it.

2. Pictures

Picture can be flashcards, wall pictures, charts, magazine picture and any other non-technical visual. Teacher can use this to explain the meaning of words such teachers

draw or bring some pictures then show to the students that students can illustrate the pictures such as hat, house, door, etc.

3. Mime, Action and Gesture

Action will be better to explain by mime. This concept of this action is easily presented such as running, walking, crying, etc.

4. Explanation

For the beginner the explanation will be difficult but it will become easy by remembering the fact of these words. For instance, explain the meaning of “mate” teachers have to point out that it is colloquial words that used in informal context.

5. Translation

Translation is the easy way in teaching vocabulary to understand the meaning. In choosing words for the students, teachers should know some characteristic of words. Furthermore, Nagy (2018) as cited in Smith (2008:21) identified three elements which are needed to an effective programs in teaching vocabulary: integration, meaningful use and repetition. Integration means that vocabulary lesson must be an integral, teachers should teach vocabulary and tie into reading and writing lesson. Then, meaningful use means teachers should give opportunities to the students to practice what they have learned in meaningful ways. The statement above is supported by R. Ellis and He as cited in Susan M (2008:464).

Gass and Larry Selinker stated in Susan M (2008) that “when learners have opportunity to use new word in a communicative context, those words are retained in short and long term than when they are only input them on their mind”. The last is repetition, it means that teachers have to recall previous vocabulary in every ways in which students always remember the vocabulary that they have learned.

6. Crossword Puzzle

Crossword Puzzle can be used in teaching and learning as other media. Teacher may wish to highlight keywords of a short story or teachers may also decide to provide students with key words of a short story in Crossword Puzzle and students are required to provide the clues.

E. Definition of Crossword Puzzle

Campbell (2012:14) defines Puzzle as a kind of game in which the students are finding the name of the thing based on expression or sentence. It is obvious types of self motivating activity which will arouse the students interest in learning language. This is in line with what Cohen (2010:5) states that vocabulary puzzle can keep a student engaged in the lesson. Thus, games create a happy situation and they can definitely increase motivation. Games are more effective than conventional way in teaching vocabulary. Thus, vocabulary becomes more enjoyable. From this statement it can be seen that puzzle and game are obvious types of self motivating activity which are interesting and challenging in teaching language.

Crossword Puzzle is a word game that consists of black and white squares. A crossword puzzle, according to Wahyuningsih (2009) is a game in which words, guessed from their definitions, are fitted into a diagram of white and black squares. The crossword has words written horizontally (across clues) and words written vertically (down clues). Crossword Puzzle could be used to sustain students interest and make the student feel relax. Damayanti (2012: 13) adds Crossword Puzzle is a word game which consists of black and white squares and also arrangement numbered of squares to be filled in with words. Students need to think and guess the word based on the clues to fill in. This activity is very challenging that people have to solve to find the answer based on the clues given. According to Novia and Yuyun (2018:72) Crossword Puzzle is a kind of game that can be used to improve students' vocabulary mastery. Crossword Puzzle would help the students to improve their vocabulary. Crossword Puzzle can help the students to have more efforts to guess the answer in order they

can finish the game quickly and correctly so they would be the winner. Therefore, they have to recall the vocabulary that related to the question and to fill the puzzle.

F. The advantages of Crossword Puzzle in Vocabulary

Crossword Puzzle are media that can be used to teach vocabulary. Using crossword puzzle, students become more interested and motivated in learning vocabulary because there are several learning activities that they can do with crossword puzzles that make students enjoy teaching and learning activities. Thus, they will learn English easily. The above statement is supported by Fahmi (2014) which states that Crossword Puzzle helps students to learn and memorize word easily. Thus, student motivation increases. This motivation can stimulate students' interest in learning vocabulary. Then, create a relaxed atmosphere and reduce students' boredom in the teaching and learning process. From the statement above, it can be seen clearly that Crossword Puzzle offer several benefits in the teaching and learning process that enable students to achieve their learning goals. In addition, the use of Crossword Puzzle in the teaching and learning process can create a more lively atmosphere, such as play, interest, and motivation to teachers and students. In short, teacher can apply the use of Crossword Puzzle as a medium of instruction in teaching English, especially teaching vocabulary.

Teaching vocabulary through cross word puzzle may draw on other problem-solving activities in order to reinforce previous lexical items or it may deal with an entirely new lexical. In learning vocabulary through cross word puzzle is an effective and interesting way that can be applied in EFL classroom. Njoroge (2013 : 313-321) mentions some advantages using cross word puzzle as follow: Help students to gain interest and reduce boredom, Cross word puzzle give students opportunity to practice and repeat the sentence pattern and vocabulary, Students feel relax and enjoy in participating in the learning activity and they

memorize the vocabulary in different way, and Cross word puzzle can be given at point of time during the lesson.

G. Previous Study

Crossword Puzzle is a word game that consists of black and white squares. A crossword puzzle, according to Wahyuningsih (2009: 26) is a game in which words, guessed from their definitions, are fitted into a diagram of white and black squares. The crossword has words written horizontally (across clues) and words written vertically (down clues). Crossword Puzzle could be used to sustain students' interest and make the student feel relaxed. Damayanti (2012: 13) adds Crossword Puzzle is a word game which consists of black and white squares and also arrangement numbered of squares to be filled in with words. Students need to think and guess the word based on the clues to fill in. This activity is very challenging that people have to solve to find the answer based on the clues given. According to Novia and Yuyun (2018:72) Crossword Puzzle is a kind of game that can be used to improve students' vocabulary mastery. Crossword Puzzle would help the students to improve their vocabulary. Crossword Puzzle can help the students to have more efforts to guess the answer in order they can finish the game quickly and correctly so they would be the winner. Therefore, they have to recall the vocabulary that related to the question and to fill the puzzle.

Crossword Puzzle are media that can be used to teach vocabulary. Using crossword puzzle, students become more interested and motivated in learning vocabulary because there are several learning activities that they can do with crossword puzzles that make students enjoy teaching and learning activities. Thus, they will learn English easily. The above statement is supported by Karim and Hasbullah stated in Fahmi (2014) which states that Crossword Puzzle helps students to learn and memorize word easily. Thus, student motivation increases. This motivation can stimulate students' interest in learning vocabulary. Then, create a relaxed atmosphere and reduce students' boredom in the teaching and learning process. From the statement above, it can be seen clearly that Crossword Puzzle offer several benefits in the teaching and learning process that enable students to achieve their learning

goals. In addition, the use of Crossword Puzzle in the teaching and learning process can create a more lively atmosphere, such as play, interest, and motivation to teachers and students. In short, teacher can apply the use of Crossword Puzzle as a medium of instruction in teaching English, especially teaching vocabulary.

Teaching vocabulary through cross word puzzle may draw on other problem-solving activities in order to reinforce previous lexical items or it may deal with an entirely new lexical. In learning vocabulary through cross word puzzle is an effective and interesting way that can be applied in EFL classroom. Njoroge (2013 : 313-321) mentions some advantages using cross word puzzle as follow: Help students to gain interest and reduce boredom, Cross word puzzle give students opportunity to practice and repeat the sentence pattern and vocabulary, Students feel relax and enjoy in participating in the learning activity and they memorize the vocabulary in different way, and Crossword puzzle can be given at point of time during the lesson.

Based on the problem found, one of the appropriate method in teaching vocabulary is using crossword puzzles. The use of crossword puzzle could improve English vocabulary mastery especially in spelling, pronouncing, using and meaning. Crossword puzzle was a method to introduce the new word to students especially young learner. In this activity, the students write the blank box with the letter. After the letter could form an English word, the teacher spelled it followed by students. There was a distinction between English language and Indonesian language. In English language, the written was different with the pronunciation. So, the teacher taught how to pronounce the word correctly. The students imitated after the teacher till they could pronounce the word correctly. To introduce an English word, the teacher mentioned the meaning of this word into Indonesian language.