CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents some results of reviewing some theories related to the topic of study. Some theories presented are about vocabulary and word search puzzle.

A. Theoretical Review of Vocabulary

a. Definition of Vocabulary

Vocabulary can be roughly defined as a set of words (Takač, 2008: 4). It can be more than a single word: for example *look for, look after, look forward, son-in-law, make up*, which are from two or three words but express one thought. So, we cannot only represent the definition of vocabulary by a single word only as it can also in the form of phrase like 'good morning'.

Vocabulary is also can be defined as all words which a person knows and uses (Oxford Dictionary, 2008: 495). It means that a word is not only a sequence of letters but it must bring a meaning on it or in simply way it is a meaningful unit of language. Thus, when talking about the definition of vocabulary, it is better to define it as word or a set of words which have meaning so that it can be understood and used by a certain group of people. It is word which is being accepted and used commonly as a part of tools in communicating using language.

Vocabulary is used in the written form such as in book and magazines and also in the spoken form for example in daily conversation. Moreover, vocabulary is important for language learner as the success of learning foreign language can be seen from the rich vocabulary the ones have to express their thought or feeling.

b. Types of Vocabulary

Words can be seen to have different roles in a text. They fall into eight part of speech or word classes (Thornbury, 2007: 3) as follows:

1. Noun

    It refers to the name of thing, person, or idea. For example: bits, pieces, record, player, chair, and butcher

2. Pronoun

    It is word which replaces the name of things, person or idea. For example: I, them, you, and she

3. Verbs

    It is word refers to the action. For example: like, looking, doing, to look, to work, is catching

4. Adjective

    It is word describes the noun. For example: old, second-hand, and new.

5. Adverb

    It is word describes the action. For example: up, lately, happily, usually

6. Preposition

   It is word refers to place, time, and direction of pronoun or noun. For example: for, like, on, at, between, under

7. Conjunction

   It is word which links between two clauses or more. For example: and, but, if

8. Determiner

   It is word which points to the noun without giving it description like the adjectives does. For example: the, a

To learn many sorts of vocabulary, the learner need to have vocabulary knowledge. Vocabulary knowledge is the depth understanding of vocabulary includes knowing the word and kinds of aspect of the process and vocabulary construct. Pullido & Hambrick (2008) in Baharudin & Maskor (2016: 262) defined it as measurement of writing, reading, listening, and speaking proficiency. Vocabulary knowledge based on Nation (2001) can be divided into receptive and productive vocabulary.

a) Receptive Vocabulary Knowledge

   Receptive vocabulary means vocabularies which can be understood by people when they read or listen it, but which they cannot produce. Learners understand and identify the meaning of the word which let them conceive the text they are reading or listening yet not used to speak and write. Receptive knowledge

outweighs productive knowledge and generally precedes it. Therefore, learner understand more words than what they can convey (Thornbury, 2002: 15). Receptive vocabulary can also be called as passive process because learner only receives it without actively produces.

b) Productive Vocabulary Knowledge

Productive vocabulary is the words the learners can understand, pronounce correctly, and use constructively in speaking and writing (Hatch & Brown, 1995). Learners can produce the words in order to express their thought or ideas both spoken and written and it can be understood by others. Productive vocabulary knowledge can be regarded as the ability of learner to recover the structure and meaning. Moreover, he distinguished productive vocabulary knowledge into two. They are productive controlled and free vocabulary. In controlled productive vocabulary, learners show the ability to construct words if they are given the cue, while free productive vocabulary is the ability of learners to spontaneously and independently construct and produce certain words without specific embodiment.

Productive vocabulary seems to have more important than the receptive one. However, the aim of teaching foreign language is actually expanding both the learner's mastery of receptive and productive vocabularies.

c. Aspect of Vocabulary Knowledge

There are three significant aspects the teacher requires to be aware on when they teach the concept of vocabulary. Those aspects are *form, meaning*, and *use*. According to Nation (2001: 27), the *form* of vocabulary contains its spelling (written form), its pronunciation (spoken form), and any words part which build this particular item (such as prefix, root, and suffix). The example of the word parts can be found in the word *unpredictable*, where the prefix un- means *not* or *negative*, predict is *the root*, and –*able* is the suffix indicating that something or someone can be done. Thus, they all go together to make up a word which has meaning that someone or something is not able to be predicted.

Meanwhile, the *meaning* involves the way the form and meaning do job together or the concept which items it refers to, and what come to people's mind when they find the word while reading or listening it. Different from *form* and *meaning, use* encompasses the grammatical function, collocation, and any constrains on its use, in term of level, frequency, and so forth. Give the learner understanding about those aspects will enhance their vocabulary use and knowledge.

Table 2.1
Aspect in Vocabulary Knowledge

Aspect	Component	Receptive knowledge	Productive knowledge
Form	Spoken	What does the word sounds like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelled?
	Word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does the word from signal?	What word forms can be used to express the meaning?
	Concept and reference associations	What is included in this concept?	What items can the concept refers to?
		What other words does this make people think of?	What other words could people use instead of this one?
Use	Grammatical functions	In the pattern does the word occur?	In what patterns must people use the words?
	Collocations	What words occur with this one?	What words or types of words must people use with this one?
	Constrains on use (register, frequency…)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

(Source: Adapted from Nation (2001: 27)

d. Vocabulary Mastery

Giving the chance to the language learner to mastery large numbers of words is one of the objectives in teaching and learning vocabulary. The word mastery here means that they become a master over vocabulary, or in another word, they understand well not only the definition of them but also how to apply the words in different contexts. It is in accordance with what Schmitt (2000) stated that vocabulary mastery is the competence to know words and meaning.

Mastering vocabulary is important because vocabulary itself is component of language used to mastery other language skills. It is fairly if we cannot listen, write, speak, or read text in the target language without mastering words which construct the text. The larger vocabulary learner is able to mastery, the more possible learner can mastery all of language skills. Due to vocabulary mastery is not only knowing words' definition but also how the learner is able to deliver them into understandable both in written and spoken utterance, thus, the only represent way to measure someone's vocabulary mastery is through their receptive and productive knowledge. Nation proposes the following list of the different kinds of knowledge that person must master to know words are:

a) The meaning of the word

b) The written form of the word

c) The spoken form of the word

d) The grammatical behavior of the word

e) The collocation of the word

f) The register of the word

g) The association of the word

h) The frequency of the word

e. The importance of Vocabulary

Vocabulary is one of the most important language components the learners need to mastery if they want to have good skills in learning English. Vocabulary is more significant than grammar and pronounciation when we are conveying utterance. Campilo (2000: 36) added that no matter how good the grammar which someone learnt, no matter how well someone pronounce the sound of L2, communication in L2 can't happen meaningfully without vocabulary to be expressed.

Talking about the importance of vocabulary, Wilkins (1972: 111) summed up that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. He also stated that to improve our language skills we need to spend more time to learn vocabulary and expressions rather than grammar. If people understand grammar, they can say very little, but with vocabulary they can convey almost everything they want. As the example of the important of vocabulary, imagine if people want to say something about their opinion on certain news, but they do not have any words to say, so they will not be able to

express their idea which is accepted by others even though they understand rules in grammar.

Another idea of the importance of vocabulary has been stated by Thornbury (2007: 14). According to him, in the 1970s, the onset of communicative approach set the level of a main re-think of the vocabulary role. Particularly tourist is recognized the communication value of vocabulary core. More communicative mileage rather than grammar are provided by a dictionary. Even, vocabulary acquisition is the largest and most significant task faced by learners. Course books started to involve activities which targeted vocabulary.

f. Teaching English Vocabulary

Learners may acquire large numbers of vocabulary by themselves through some media such as book and corpora. However, the role of teacher is also important. In presenting new words, teacher needs to consider the level of the learner, the amount of the words must not stretch the learner's capacity, and learner's participation must be included (Thornbury, 2007: 76-77).

Even though teaching vocabulary is challenging, or in some cases it is difficult to ensure that the learner is able to remember huge numbers of new words presented, teachers can get better result to develop learner's vocabulary acquisition by some ways. First, teachers should teach vocabulary clearly. Second, teachers need to present vocabularies linked with each other. The learner is delivered by some

new words in a context so that they can predict the meaning of unfamiliar words through considering the other words meaning. The last, it is better if teacher gives the learner pace to learn vocabulary. In addition, delivering some new vocabularies briefly when starting a lesson, review it after in the same lesson is better (Ur, 2009: 67).

Furthermore, in order to ensure that the learner will be able to keep some new words in longer time, Thonburry (2007: 24) said that the relevant to the subjects of word learning are:

a. Repetition

The way of memorizing new words is by doing rehearsal repetition of the words while it is still in working memory.

b. Retrieval

Retrieve the words have been memorized by the learner in order to make the learner recall them again.

c. Spacing

Not giving a lot of new words for the learner in a single time, but give them a period of time.

d. Pacing

Teacher give the learner pace to work with the new vocabulary they get individually and silently, as each learner has different style of learning.

e. Affective depth

The learner needs to make cognitive judgment about word. It is important to especially primary students choose what words they want to learn. The affective judgment may say like these: *Do I like the sound and look of the word? Do I like the thing that the word represents?*

According to Harmer (2001: 155) there are some techniques to teach vocabulary as follows:

a) Demonstration

The teachers demonstrate vocabulary which they want to be learnt by their students.

b) Explanation

The teacher explains the construction of language by using helping media.

c) Discovery

To let and encourage students understanding new language by looking at grammatical evidence in attest to conclude grammatical rule.

d) Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

e) Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime,

action, and gesture to present the words

B.   Teaching Vocabulary by Using Word Search Puzzle

a.   Definition of Word Search Puzzle

There are some definitions of word search puzzle. According to Yulianto, (2011: 36) a Word Find Puzzle or word search or word mystery is a word game that is letters of a word in a grid that usually has a rectangular or square shape. Finding and marking all the words intentionally hidden is the goal of this game. The way to mark the words can be horizontally, vertically or diagonally. Even though playing puzzle simple, but it is useful for testing learner's knowledge, skill, and intelligence. In simply way, word search puzzle is is a game which contains some letters in a grid and the aim of it is to find some words vertically or horizontally.

Nowadays, word search puzzle can be played online. We don't always need to buy book which delivers the collection of word search puzzle. If we want to play this game, we only need to search it through the Internet or create it by ourselves on some puzzle maker online websites. One of websites which allow us to make our own puzzle is https://www.proprofsgames.com/word-search/. The puzzle which has been created can be shared to others by copying the link.

b. **Types of Puzzle Game**

There are some kinds of game puzzle. Here are some types of word puzzle which popular. They are anagram, crossword puzzle, letter arrangement game, rebus puzzle, word jumble, and word search puzzle.

a.) Anagram

The players are delivered by some letters and their job is to find as many words as they can from those letters. It challenges the players' vocabulary size and ability to build words from random letters.

Figure 2.1
Anagram

(Source:
*https://www.kidsgen.com/events/american_independence_day/puzzle_*
activities/anagram)

b.) Crossword Puzzle

The players are given some questions, mostly about the definition of certain word, and grid of squares. Their job is to

guess what word the question refers to. The grid of square is used

to be the hint of the answer word.

Figure 2.2
Crossword Puzzle

Across
1. Your sister's baby girl
4. A toy percussion instrument that baby shakes
5. Baby's Feeding Utensil
7. Infant Bodysuit
9. A young child's bed with barred or latticed sides
11. Traditional Girl color
12. Metallic objects with clasps which are used to fasten cloth diapers
13. A room in the house for young children
15. Wet towels which are used to clean baby skin

Down
2. Baby's eating apparel
3. Grains used as baby's food
5. Traditional Boy color
6. Baby's first foot wear
8. Spill proof drinking cup
10. A basket like bed for an infant
14. A soothing tool for teething infants
16. Nappies

(Source: http://efimorena.blogspot.com/2017/05/puzzle-games-crossword)

c.) Letter Arrangement Games

It may be more complicated than anagram although the aim is

similar with it. The players are faced with some letters and they

need to form as many word as they can, but the score sometimes

lays on the quality of word that the players formed.

Figure 2.3
Letter Arrangement Game

(Source: https://bargames101.com/types-of-word-puzzles)

d.) Rebus Puzzle

It is unique kind of puzzles because it does not only give the player letters as the hint to guess the target word, but it also contains picture. For example, there is a picture of instant coffee sachet which is torn in the middle. This hint is at 'coffee break'.

Figure 2.4
Rebus Puzzle

(Source: https://bargames101.com/types-of-word-puzzles)
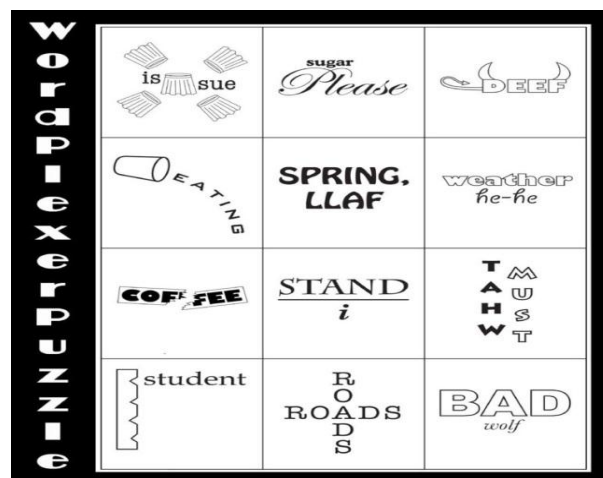
e.) Word Jumble

This puzzle delivers the player some jumble words in order to be re-arranged into the proper words or anagram. This challenges the players' spelling and forming words from jumble letters. It is usually accompanied by a picture as the hint of the answer.

For example, there are letter KNIDY, the player need to guest the most possible anagram to be formed from those five letters. The answer is dinky. This is the picture of word jumble game:

Figure 2.5
Word Jumble

(Source: https://tribunecontentagency.com/premium-content/games-pzzles/jumble/jumble-game/)

f.) Word Search Puzzle

It gives the players some random letters in a grid. The players need to find some word related to certain theme of the puzzle,

whether horizontally or vertically. Whether up-down or down-up

and left-right or right-left or cross.

Figure 2.6
**Word Search Puzzle**

(Source: https://thewordsearch.com/)

c. **How to Create Word Search Puzzle Online Game**

Online website which the researcher used to create the puzzle is

PorProfs. This website provides its users some tools for creating,

testing, and assessing quizzes or game which are attractive and fun.

This website is an online- learning platform that has more than one

million users around the world. Besides devoting various kinds of

paid-quizzes, ProProfs also offers some free-quizzes for its users. One

of free-tools for creating quiz or game through this website is word

search puzzle creator. By using this tool, the users are able to create

and set words, level of difficulty, and completion time for their own

puzzle. The users also allowed sharing the quiz or game they make to others.

Here are some steps to create puzzle by using ProProfs quiz-maker:

1. Open ProProfs word search puzzle maker's link on search engine https://www.proprofsgames.com/word-search/

2. After that, we will be showed the first website display as the picture above. Choose <u>Login</u> icon if we have already an account or <u>Sign Up Free</u> if we have not!
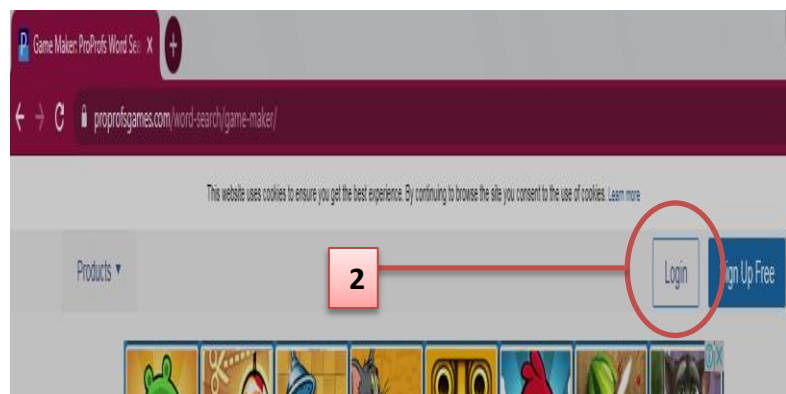
3. Next, sign up by filling email and password form! Choose <u>get started</u> icon to start creating puzzle!

4.   Then, choose <u>Create Games</u> icon! There will be some choices, and we can choose <u>Word Search</u> to make word search puzzle.
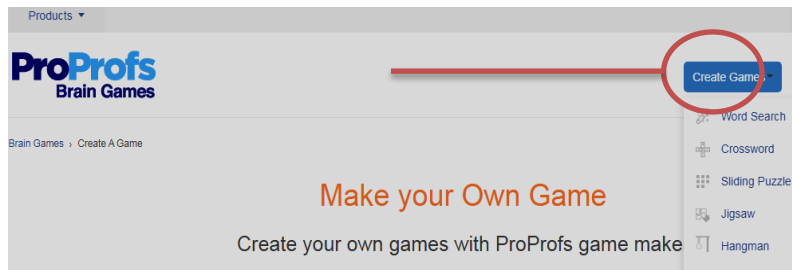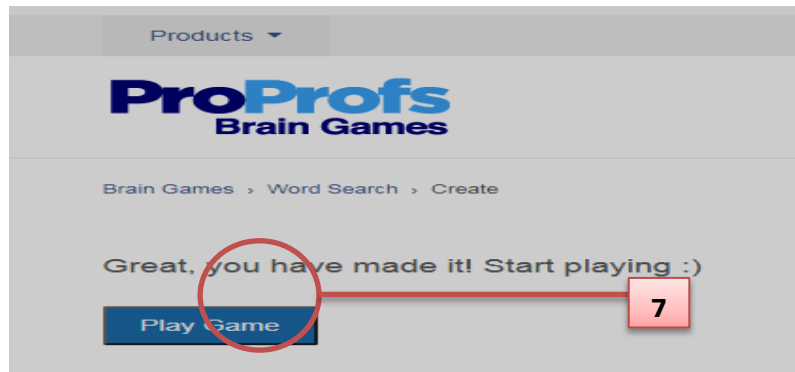

5.   The website will display some forms. Complete the form with information we want to be displayed to our word puzzle game! For the words for our puzzle, we must create at least 6 words.

6.   After that, choose level of difficulty and maximum time of our puzzle game! Then, choose <u>Create My Game</u> icon to create the online word search puzzle game!
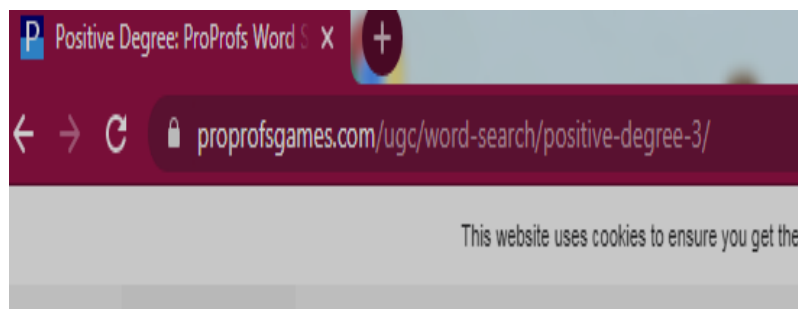
7. Choose <u>Play Game</u> icon!

8. After that, we will be delivered with word search puzzle we

have created. We must complete finding all words in given

time. If we find the word, tap and drag the words!
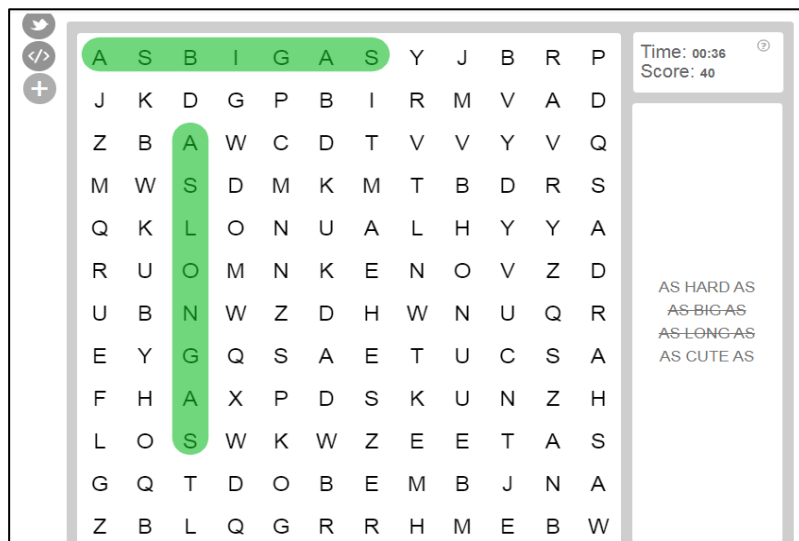
9. Copy the link if we want to share our word search puzzle to

our students!

10. After we finish our puzzle, we will get this notifications
bellow.
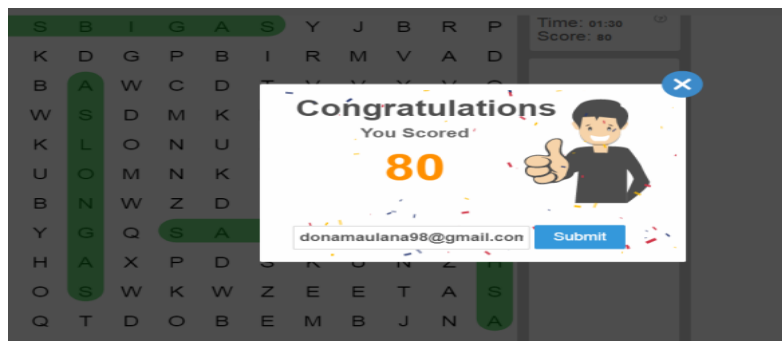
d. **Advantage of Word Search Puzzle Game**

According to Huyen as cited at Furqon (2017:104), playing puzzle
game will bring some advantages to the learners. Through game,
learner will experience fun and relaxation experience. Learner is
easily got bored when they attend online class. Thus, giving ice-
breaking with game will increase learner's excitement in taking
course. Moreover, game keeps the interest of learners and involves
friendly completion.

In addition, based on Richards (2006: 19), puzzle belonged to task-
completion activities in Communicative Language Teaching (CLT).
Word search puzzle allows the learner to study language in interesting
way. Through this game, learner is given motivation to learn English
in relaxing atmosphere. They can guest and find the hidden words
which allow them easier to memorize new words without doing
boring and stressful memorizing activities.

e. Word Search Puzzle as the Media for Teaching Vocabulary

Word search puzzle is used to facilitate the learners memorizing new English vocabularies in interesting way. It also increases the learner's internal motivation in learning English. The key factor when applying this game in the class is to link the situation of the learner experience. In this case, the words in grid are those which have connection with the material they are leaning to (Goumas et al., 2019). These are some following steps in teaching vocabulary with word search puzzle as the media:

a) The teacher makes the puzzle game through ProProfs word search maker.

b) The teacher gives the link of word search puzzle which has been created to the learners in online class. The puzzle contains some words related to vocabularies used in degrees of comparison.

c) The learners are given the instruction to play the puzzle. They need to discover the words during the completion time given.

d) After the learners had completed the puzzle, the teacher gives quiz about degrees of comparison. They may ask to translate, change the form, or both by seeing the answer through the result of the puzzle.

e) The last, both teacher and learners discuss the finding.

C.   **Previous Study**

Before conducting the research, the researcher looked for some related previous studies. Those studies are used as references in order to get information about how to arrange research which has an aim to test the effectiveness of word search puzzle towards students' vocabulary mastery. There are some differences and similarities between the researcher's and other researchers'. The previous studies which the researcher used can be drawn as follows:

The first previous study comes from Goumas in 2019 untitled "Wordsearch, an Educational Game in Language Learning." It was evaluated to 11 students who face English as their foreign language. This study was conducted using descriptive qualitative method. He developed algorithm and implementation of word search puzzle to be played on computer. This study had two tests given to the sample. Before applying the puzzle, he used test to ensure that the digital puzzle could be operated correctly. Secondly, he applied the puzzle to the sample followed with gave the open-ended interview. The result showed (1) word search puzzle is easy to use, (2) the puzzle help students to have long term vocabulary recall, and (3) word search puzzle game is fun media to learn English and it gives internal motivation to the learners as well.

The next previous study is untitled "The Effect of Word Search Puzzle Game in Teaching Vocabulary to the Sixth Grade Students of SDN KulPajung II." This study was conducted by Dian Ratih in 2019 using pre-

experimental research design. The aim of this research was to reveal the effect of using word search puzzle in teaching vocabulary. The result of this study concluded that there is significance effect of word search puzzle in teaching vocabulary. It can be seen from the level of significant (0.865) is higher than 0.05.

The third study is from Hossein and Marzien. Their study was untitled "Using Word-Search-Puzzle Game for Improving Vocabulary Knowledge of Iranian EFL Learners." It was conducted to 30 intermediate female students at Language Institute of Senman, Iran. The samples were selected from 100 students and the samples were divided into 2 groups. They were experimental and control group. They gave 8 treatment and two kinds of test (pre-test and post-test). The result showed that level of significance is 0.728 or upper than 0.05. Therefore, it could be revealed that word search puzzle is suitable to improve the students' vocabulary knowledge.

The fourth previous study was administered by Aulia Rahmah to know the effect of word search puzzle on vocabulary size under the title "The Effect of Word Search Puzzle on Vocabulary Size at the Seventh Grade Students' of SMP Muhammadiyah Buntonk." The study collected data through pre-experimental research design. The result which she found showed that the mean score of pre-test is lower than post-test (after given by word search puzzle). The average score is from 62.5 to 71.25. In addition, according to statistical computation, the significant effect of

word search puzzle to enrich vocabulary size was also proved by the value of t-test (4.797) is higher than t-table (2.069).

The fourth previous study is from Fikry Al-Faleet and Awad Soliman Keshta (2013). The study was conducted to 80 Palestinian tenth graders at Abdul Kareem Al-Aklook School for boys in Dair Al Balah to know the effectiveness of word search puzzle in developing their vocabulary achievement and retention. The experiment lasted for six weeks where in the second week, the researchers administered test for experimental group to read the retention. The result showed that mean score of students gained from experimental class hassignificant difference in post application. Moreover, there is no significant different between the post-test and delayed test, which showed that teaching vocabulary with word search puzzle is recommended for long learning (retention).

The fifth study is from Laura Chessy which has title "The Use of Word Search Puzzle to Teach Students' Vocabulary Mastery". This study was conducted in 2018 to the tenth grade TSM students of SMK PGRI Pontianak by using quantitative method with pre-experimental research design. This study was experimented to 31 students. The result of this study shows that there is significant difference score of students before and after being treated with word search puzzle. It can be seen through the value of t-test is 6.53 means higher than t-table 2.042 at 0.05 the degree of freedom (df) =N-1 = 30. The mean or average score of post-test is higher than post-test.

The sixth previous study was conducted by Vivit Rahmawati untitled "The Effectiveness of Word Search Puzzle to Increase Teaching Vocabulary Mastery at the Seventh Grade of MTS Muhammadiyah 4 Sambungmacan in the Academic Year of 2017/2018. This study used quantitative method using pre-experimental research design and applied to 30 students from 70 students of the seventh grade. The result of this study shows that word search puzzle is more effective to increase student's vocabulary mastery than Memory game at MTS Muhammadiyah Sambungmacan. The mean of experimental group is higher than the control group. Through the puzzle, students could learn vocabulary with team study.

The last previous study was conducted by Acham Syarofi al-Furqon. The title was "The Effect of Word Search Puzzle Game in teaching Vocabulary to the First Grade Students of SMPN 3 Proppo" Furqon used pre-experimental research design which has aim to know the significant difference score gained by students before and after being given with word search puzzle. The result of this study said that word search puzzle is effective used for teaching vocabulary to the students there.

The difference between this study and some previous studies above which need to be highlighted is that the focus of this study is not only knowing the effectiveness of word search puzzle through student's vocabulary in general, but more specifically in their vocabulary form, use,

and meaning. This study reveals whether word search puzzle is able to give significant influence on vocabulary aspects; form, use, and meaning. Besides that, word search puzzle game is applied through online learning. In contrary, all previous studies above gave the game directly in their treatment. Considering nowadays online learning is important, the researcher hopes that this kind of online treatment will be useful in the future.

D.   Conceptual Framework

Vocabulary is important and language learner needs to mastery aspects of vocabulary knowledge. They are vocabulary in form, meaning, and use (Nation, 2005). It is due to without vocabulary, nothing can be conveyed. However, to teach vocabulary is not easy. Teacher need to administer interactive activities to get rid the boredom during vocabulary teaching, especially in online classroom during this pandemic caused by COVID-19. Some problems faced by the students are lack of motivation and the difficulty in operating online applications. Therefore, teachers need to give the students media which is more fun and easy to use (Nizar, 2020). One of the ways to create fun environment among the students is by giving them some games.

The game must have the same purpose with the objective of teaching vocabulary. Moreover, it must be easy and attractive when it is being played. The researcher found some previous studies which had revealed that word search puzzle is one of effective games to increase

students' vocabulary mastery. Thus, the researcher wants to prove the theory by applying it to different subject and in different way. Word search puzzle will be played through online website which is easy to use. The researcher wants to apply this game to the eight grade students at SMPN 1 Karangrejo. In addition, the researcher wants to know the effect of word search puzzle more specifically on students' vocabulary form, vocabulary use, and vocabulary meaning because they are important aspects of vocabulary (Nation, 2005). The result of this study will enrich and tested the existed theory about the effectiveness of word search puzzle towards students' vocabulary mastery so that teacher and other researchers can use it as the additional references. The framework of this study can be seen through this chart below:

Learning vocabulary: form, meaning, & use, is important

The boredom activities on teaching vocabulary during pandemic

Students need attractive media to learn vocabulary which is easy to use and fun

Theories said word search puzzle is effective to vocabulary mastery		There are some websites used to play word search puzzle online which is easy to make and play

Apply word search puzzle toward students' vocabulary form, meaning, and use.