

CHAPTER II

REVIEW OF RELATED LITERATURE

This section is literature review which consists of definition of vocabulary, types of vocabulary, teaching and learning vocabulary, game, word search puzzle, and previous study.

A. Vocabulary

1. Definition of Vocabulary

The goal of teaching and learning process is to enable the student to acquire the four language skills. They need lots vocabulary because vocabulary has an important role in communication using target language. In communication, vocabulary is an important component. Without vocabulary mastery it is impossible to make meaningful sentences in communication. Vocabulary is list words.

Vocabulary is the knowledge of meanings of words (Kamil and Hiebert, 2005:3). It means vocabulary is all about words, the words in a language or a special set of words you are trying to learn. The term vocabulary refers to students' understanding of oral and print word. Vocabularies include conceptual knowledge of words that goes well beyond a simple dictionary definition. Students' vocabulary knowledge is a building process that occurs over time as they make connection to other words; learn examples and non examples of the word and related words, and the use word accurately within the context of the sentence.

Vocabulary is the collection of words which is possessed by language and gives the meaning if we use that language. According to the oxford dictionary “vocabulary is the total number of words that make up a language”. So vocabulary is the most important part of language. Without knowing the vocabulary, the students can do nothing to the language. Actually the students can still read text book or everything, listens to English song but the students don't know the meaning. It is same useless.

Vocabulary is an obvious area for language variation (celce-Murcia & ohlstain,2000:78). It means that the vocabulary is a key of language, because without vocabulary the language cannot convey. Skills language is like speaking, writing, reading, and listening will not convey to the other people. In speaking and listening, we cannot speak and listen if we do not know the words or the meaning of the words to we speak or listen. In reading and writing, we cannot read and write then if we do not know words or the meaning of the words to we read or write. So, the vocabulary is very important part of the language.

Vocabulary is core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write (Richards & Renandya, 2002:255). Vocabulary cannot appear by them self without any practice. This practice is various like listen to the music, communication with the native speakers directly, reading a book or writing a something. All this activities cannot be done if the students' do not know about vocabulary.

Words are the building blocks in a language. By learning the lexical items, we start to develop knowledge of the target language. In a language, vocabulary is

one of the most important components in expressing ideas, feeling, and message, without it we cannot combine or produce linguistics elements further more in reading, writing, speaking, and listening.

The researcher can be conclude that vocabulary is important part of language especially in all foreign language and language itself consists of words and vocabulary consists of words too. Kusumaningrum & Cahyono (2011: 137) state that vocabulary is important element to support English language learning. So, vocabulary is very important to encourage students' ability in English. It can be called as a key of English learning.

2. Types of Vocabulary

Vocabulary has many classifications in its types. These classifications can make the teacher to be easy when will learn English especially about vocabulary. There are four types of vocabulary:

a. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

b. Listening vocabulary

A person's listening vocabulary is all the words her or she can recognize. When listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to spontaneous nature of the speaking vocabulary, words are often missing issued. This misused-through slight and unintentional may be compensated by facial expressions, tone of voice, or hand gesture (Duri, 2013).

There are three types of vocabulary. These types can be used based on the necessary and subject of user.

B. Teaching and Learning Vocabulary

1. Definition of teaching and learning vocabulary

Teaching is the way of convey information to someone. The teacher needs creativity to improve his or her teaching vocabulary. According to (Vacca, 1999: 316) that teaching vocabulary often as means assigning a corpus of words rather than exploring words meaning and relationship that contribute to students' conceptual awareness and understanding of a subject. One teacher clarify the relationship between words and concepts, they are receptive to instructional alternative.

Teaching is an interactive process between the teacher and students and among students themselves. The students need to comprehend the new language, and the teacher need creativity to improve his or her teaching vocabulary. The teacher also has to be able to apply several of teaching to make the students

interested in learning English. It is showed that your enthusiasm for word knowledge is keys to motivating students to get excited about learning new words. Vocabulary, in addition to grammar and pronunciation, is one of language elements considered necessary for language mastery. Vocabulary teaching aims at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purpose. Thus, good vocabulary mastery supports mastery of each of language skills, both receptive (listening and reading) and productive (speaking and writing). (Bambang, 2011: 107)

Moreover, the way of teaching and learning will produce in vocabulary acquisition of students. Before teaching vocabulary, the teacher will prepare vocabulary teaching procedures. A procedure is a series of clearly defined steps leading to learning goal. According to Nation (2001: 133) said that vocabulary teaching and learning must fit into the broader framework of a language course. One way to make sure that there is a balanced range of learning opportunities is to see a language course as consisting of four strands. They are as follows:

- a. Learning from meaning-focused input-learning through listening and reading
- b. Deliberate language-focused learning-learning from being taught sounds, vocabulary, grammar, and discourse
- c. Learning from meaning-focused output-learning by having to produce language in speaking and writing
- d. Developing fluency-becoming quick and confident at listening, speaking, reading and writing

These four strands above will be a balance of deliberate learning either input or output, learning through oral and written skills, and learning and fluency development. Besides, the teacher should try to a special of teaching vocabulary like above, because (Hedge, 2003: 125) said that at the moment, teachers and textbook writers are in a position of trying to work out principles and procedures for teaching vocabulary on the basic of the insights we have gained about the lexical system of English and about vocabulary acquisition.

2. Technique of teaching vocabulary

Technique is a way which is used to implement of the method specifically. To success in teaching vocabulary through word search puzzle game, the teacher should have different technique for different level. There are a number of techniques which could be used to teaching of vocabulary:

- a. A physical demonstration, using mime and gesture, may be the most effective as it will create a visual memory for the word. It'd be great to get some more ideas to use that can be demonstrated with some contraption, construction or physical intuition.
- b. A verbal explanation, involving a number of context, for example, a long journey, a hard day's work, or a strenuous physical task, will lead the learners toward meaning.
- c. Synonym, for example, "very tired"
- d. Other techniques are translation, pointing to objects, using visual aids such as mounted magazine pictures or blackboard drawings, using antonym, or asking learners to check in a dictionary (Hedge, 2003:126)

Technique of teaching vocabulary is various and it can help the teachers to teach their students in teaching vocabulary. So, the teacher is not only teaching through general technique but also the other technique that it looks interesting and colorful. The teacher is practiced to be creative teacher with implementation of those techniques. Technique should be implicated in teaching atmosphere especially in the classroom. There are many implication of teaching especially teaching vocabulary.

Meanwhile, Hedge (2003: 125) state teaching vocabulary would be useful to have information from classroom studies as to which teaching procedures seem to enhance particular learning strategies and need other factors are: storing, organizing, building vocabulary in the mental lexicon, being able to retrieve or recall it when it is needed. There are two factors which have influence of vocabulary learning. These factors can be gotten by input or output. If this factor like input or output is acquired automatically the vocabulary learning can be success.

C. Games

1. Definition of game

Games are an agreeable way of getting a class to use its initiative in English. Games are usually related with competition to win, rules the follow, and enjoyment to experience.

According to Allen (1983:52) that game is helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved. Automatically, game can

bring the way of thinking about material in process learning. Games are the activities that are done through certain role. It means that game consists of certain role for players. This role has to clear goals and activity. That is why, using game to teach students vocabulary is suggested because games will help the students relaxing and enjoyable learning atmosphere.

Based on the above definition, games are a part of learning process. Games are called as effective learning process. The teacher can easily keep control of the class while students enjoy and follow the logic of the game and play it correctly, achieving at the same time the goals of the activity effectively. When the students are having fun, they are more likely to take risks, make mistakes without having feelings of failure, and try to overcome their initial flings of confusion when they encounter new words and patterns, because it always used to be easier the catch of material. It means that the learning can be implemented as real learning for the student easily.

2. Types of games

Game has classification in its types. These classifications can be used based on the subject and our necessary. There are two types of kinds of games:

a. Accuracy-focused games

In these games the aim is usually to score more points than others and there is often a clear winner. This kind of game may focus on comprehension as well as production and these games are also very good at training pupils' memories (Brewster, Ellis with Girard, 2010: 175).

b. Fluency-focused games

This type of game tends to focus on developing fluency and collaboration with others. These games are an important part of the communicative and activities based approaches and are usually done in pairs or groups (Brewster, Ellis with Girard, 2010: 176).

Based on the explanation above, games have two types. The most important of all that game can function as a way to be easier students to catch the materials.

3. Advantages of using game

Language learning is hard work especially in foreign language. The students will feel enjoy and they do not feel if they get stimulation in foreign language. Based on the (Toth, 1995: 6) that games help to create a context in which students' attention is focused on the completion of a task without necessarily realizing that language items are being practiced.

Games have advantages based on the principle of psychology views. Games are fun and fun is motivating, because anything done so often, by so many, must be motivating in its own right. Besides, the people enjoy a challenge, some fair competition, an escape into another reality, and a bit of surprise, and so the games contain those motivating feature.

Game also has others advantages for the students. It can help the students to be more understood about their study materials.

- a. It encourages the memorization of chunks of language which can be slotted into various contexts.
- b. Thinking of language provides useful pronunciation practice.

- c. The language needed for games may be used as part of an activity where the focus is on getting something done, rather than practicing language for its own sake.
- d. Language may be practiced together with a wider educational or conceptual goal.
- e. The language in a game may encourage more creative use language in addition to simple repetition.
- f. The pupils may be involved in informal language analysis and noticing of language items or rules through problem solving and puzzles.
- g. Games help to make learning more memorable and accessible by using as many approaches as possible, such as mime and movement, use of color and patterns, or personalization (Brewster, Ellis with Girard, 2010:173)

In order to, the game has many functions and it can give the motivations the students to learn more and games also should need to be tried and used in learning process.

D. Word Search Puzzle

1. Definition of Word Search Puzzle

Word search puzzle is one of games which is used the teacher in his or her learning goal. It is used to be easier the students absorb material in their learning process and it is a one of review and assesses new vocabulary.

Word search puzzle game is one of many instructional games that reinforce word level in to a grid and persuades the class to make suggestions for the puzzle clues. This game is good to review general vocabulary, without ever

tiring the students. According to Hornby (1995: 947), puzzle is a thing that is difficult to understand or answer a mystery or a question or toy that is designed to test a person's knowledge, skill, intelligence, etc. A word search puzzle is a word game that is letters of a word in a grid that usually has a rectangular or square shape. The objective of this puzzle is to find and mark all the words hidden inside the box. The word may be horizontally, vertically, or diagonally. Many word search games have a theme to which all the hidden words are related. The puzzle itself kind to play that can be used to practice certain language features at certain phases in learning process in order to develop communication skill.

2. Step of word search puzzle

The procedure of word search puzzle is very simple and easy. Word search puzzle are also fun and easy to make, so the puzzle creator can also be entertained. The procedure of word search puzzle make by myself. The steps to create a word search puzzle are really easy:

- a. Think of the words to put in your puzzle
- b. Create a framework
- c. Make a list of your words
- d. Put the words in the grid
- e. Publish or make copies

This game can help the teacher to teaching the students understanding about last materials or as a post-test. The students will feel enjoy to do it, but the teacher has be able to apply the all material based on the learning goal.

3. Advantages and disadvantages of word search puzzle

Word search puzzle has many advantages in improving vocabulary mastery. This advantage is not only the teacher but also the student. To teacher is this media can help the teacher to explain more about material. In addition, the teacher can know how far the material can be understood by the student. To students are these activities can make the more understanding about their materials. This activity can make the student e a discipline. This discipline means that the students are asked to do this work regularly. As stated Rosi (2015) that the advantage puzzle can be inspiration sources for teacher who do not have certain ideas, and disadvantage a tools that puzzle for teaching English in the school are limited, if the teacher doesn't provides the tools for teaching before, so it will spend a lot of time in the class.

E. Previous Study

There are some previous studies about teaching vocabulary written by English Department of State Islamic Institute of Tulungagung. The researchers are Duri with entitled "The use of bilingual crossword puzzle toward students' vocabulary mastery of fifth grade in MI Salafiyah-Selopuro academic year 2012/2013. Here she used bilingual crossword puzzle as teaching media. The result of the study showed that the students get better achievement in vocabulary score after taught by using the treatment. It found that the use of vocabulary by bilingual crossword puzzle can improve students' vocabulary. The writer used pre experimental research with the quantitative approach. So, there are three steps like pretest, treatment, and posttest with the design in the form of one group.

Other research entitled “The effectiveness of using word square game towards the students’ mastery of vocabulary the second grade at SMP Negeri 2 Pakel year 2012/2013”. The writer is Pujiastuti. She research used pre experimental with one group pretest-posttest design. She is using word square game in the teaching vocabulary. Her research was succeeded and shows a better result.

Based on above previous studies, the researcher will try to implement other technique in the teaching vocabulary by using word search puzzle game. The researcher uses the different puzzle that is called word search puzzle. The instruction of puzzle here is only search answer the vocabularies from question sentence. Actually, the concept is still same with usual practice. The researcher just takes one group without control group. The method of collecting data by using administering test with the instrument is vocabulary test. Here, the researchers try to compare students’ score before teaching by using word search puzzle game and after teaching by using word search puzzle game.