

CHAPTER 2

LITERATURE REVIEW

2.1 Vocabulary

Vocabulary is essential for learning a new language. It is more than just a list of phrases with definitions or a stock of words known to a person; it is every word that we find, listen to, or use in speaking, reading, and writing (Sukirman & Ningsih, 2016). Vocabulary development is essential since it is useful for learning to read, succeeding in all academic courses, and achieving in the world beyond school (Graves, 2016). It is one of the important aspect in order to learn new languages especially for the beginner. In addition, vocabulary is an important part of increasing all aspects of English skill (Fachrozi et al., 2021). Without vocabulary, students will have difficulty in learning English. Because vocabulary plays a role in learning a language (Wijaksono S & Siddik, 2022). It can be concluded that vocabulary is essential in order to learn languages and also it can help students to increase their four basic skills; reading, writing, listening and speaking.

2.1.1 Types of Vocabulary

Understanding the different types of vocabulary and how we acquire it is important because it enables individuals to effectively communicate in various contexts, from everyday conversations to specialized fields or subjects. There are different kinds of vocabulary and teaching approaches. Vocabulary can be categorized into several types based on various criteria. According to Dakhi and Fitria (2019), there are several types of vocabulary as follows:

1) Receptive Vocabulary

The set of words that is acquired by the reader when reading and listening.

2) Productive Vocabulary

The set of words utilized to produce messages such as speaking and writing.

3) Active Vocabulary

The set of words that is often used and understood by societies.

4) **Passive Vocabulary**

The set of words which are not commonly used and understood by people.

2.1.2 **Aspect in Knowing Words**

According to Nation (2001), there are some aspects of knowing words as follows:

Table 2.1 Aspect in Knowing Words

Aspect	Definition
Meaning	Understanding the meaning of the words.
Form: (Spoken)	The learners are able to repeat and pronounce the words.
(Written)	Being able to write the words in the written form
Use (Grammatical use)	The ability to accurately utilize the words in a sentence.

There are three aspect in knowing words according to Nation (2001) proposed these aspect, namely meaning, form and use. The part in brackets is the branch contained in the aspect that the researcher used in this research. However, in this study the researcher only used meaning, written form and use. The spoken form did not used by the researcher because the respondents were unwilling to be researched and also the limitation time of the research.

2.2 **Teaching Vocabulary**

Teaching vocabulary is one of the essential aspects in terms of learning a language. The main idea in teaching vocabulary is to help students learn new words in a way that makes sense to them. Teachers choose words that are important and useful for students to know. They teach these words by connecting them to things students already understand and use them in different activities. It is important since it provides students with the ability to utilize suitable words based on the context. The process of learning vocabulary, primarily involves the memorization process

(Ardiansyah 2021). The process of memorization begins with the comprehension of an utterance, followed by the formulation of an idea that exactly defines the intended function of said utterance, commonly referred to as a speech act. Subsequently, this idea will be maintained in either short-term or long-term memory, depending upon the frequency of the event's repetition (Khamees, 2016). The strategies used in the memorization process use cognitive strategies such as repetition, remembering, elaboration, inferencing, and summarizing. As stated by Richards and Schmidt (2013) the term "memorization" typically refers to the planned cognitive process of transferring knowledge into one's memory. This implies that the previous teaching strategy is an intentional cognitive process, including mental activities that are intentionally performed by the speaker or writer. Thus, this strategy is important in order to facilitate their ability to learn new language. The learners may be ineffectively communicating and expressing their thoughts through grammatically correct sentence construction if they have any problems in memorizing the vocabularies (Hafizhah & Pratolo, 2022).

However, there are challenges in teaching vocabulary according to Suardi and Sakti (2019) the challenges related to teaching vocabulary may arise from the complexity of the language, the intellectual capacity of the learners, and the teacher's role in teaching vocabulary knowledge. Since teachers need to be in depth of their knowledge in teaching vocabulary, having a comprehensive understanding of concepts, terminology, and meaning vocabulary are must. A vocabulary or terms can be shown orally or in written form. Thus, regarding the subject at issue, this study employs crossword puzzles as an instructional tool for teaching vocabulary. The use of games as a medium for teaching vocabulary can be an alternative to solving the problem above. According to Bafadal and Humaira (2019), utilizing games may serve as an effective approach to minimize students' boredom when learning new vocabulary.

2.2.1 Approaches of Teaching Vocabulary

A variety of approaches have been presented by researchers and teachers while referring to approaches of teaching vocabulary. One such approach has been explained by Dakhi and Fitria, (2019) mention about the approaches to teaching vocabulary. There are implicit and explicit. Implicit vocabulary teaching can be described as the process of gaining knowledge that occurs naturally and without conscious effort. Meanwhile, explicit vocabulary is a teaching process which is essential for learners to comprehend the process and be done consciously. In addition,

2.2.2 Principle in Teaching Vocabulary

The principle in teaching vocabulary is to choose important words and help students understand them by connecting them to things they already know. These principles guide educators in selecting relevant words, facilitating comprehension, and promoting retention through various instructional strategies. According to Richards and Renandya (2008) cited in Ismail et al., (2017) there are ten principles in teaching vocabulary:

- 1) Select appropriate words, appropriate words are those that are both comprehensible to learners and coherent with their level of proficiency.
- 2) Pay attention to different aspects of words.
- 3) Move from vocabulary activities that are less difficult to those that are more difficult. Giving attention to terms that are already familiar in particular.
- 4) Limit forced semantic elaboration when learning new words for the first few weeks. Not include additional or poorly known similar words such as near-synonyms or opposites.
- 5) Get students interested in what they are learning.
- 6) Accommodate the use of contextual cues.
- 7) Show students how to use a dictionary.

- 8) Exercise repetition by introducing words frequently inside the module.
- 9) Promote deliberate vocabulary acquisition. Expose learners with exercises and activities other than memorizing words.

2.3 Crossword Puzzle Games

Crossword Puzzle, in Indonesian means Teka Teki Silang (*TTS*). This game is usually played to fill the spare time and also can be used as a learning medium for learning vocabulary by students. According to Rahayu et al. (2021) Crossword Puzzle is formed up of a series of boxes with a horizontal or vertical pattern, and to fill in a series of those boxes, various questions, queries, or words have been prepared as the key to completing a series of blank, boxes created in such a way. Added by Ndung'u and Ganthigia (2013) cited in Ardiansyah, (2021) crossword puzzle game additionally provides several opportunities for students to practice and repeat sentence patterns and vocabulary. This game is appropriate for enhancing students' vocabulary knowledge, as it is involving students' spelling ability so that they can write and use words correctly since they address facts as puzzle hints with words that must be written (Ardiansyah, 2021).

Moreover, Crossword Puzzles offer various benefits, including enhancing students' comfort level when studying English in the classroom, enhancing their capacity for absorbing new vocabulary, and facilitating a better understanding of word meanings within the context of the game (Muzdalifah, 2018). Furthermore, as noted by Karim and Hasbullah (1986) and cited in Imbenay and Katemba (2019), there exist disadvantages to utilizing Crossword Puzzles as an educational tool. Specifically, students may encounter difficulties with the puzzles on occasion. In the event that the clues presented lack clarity, students may face obstacles in devising their answers. The instructor of the English language may experience challenges in generating her own crossword puzzles. Presently, there is a growing trend among students to participate in the activity of solving Crossword puzzles through the use of electronic devices.

2.3.1 Teaching Vocabulary using Crossword Puzzle Games

Teaching vocabulary through crossword puzzle games is an engaging and effective method that fosters both enjoyment and learning. The collaborative nature of solving puzzles in groups or pairs encourages peer interaction and communication, enhancing social and linguistic skills. Through this interactive approach, students not only expand their vocabulary but also develop problem-solving strategies and critical thinking skills. Based on the principles of teaching vocabulary (Richards and Renandya, 2008 as cited in Ismail et al., 2017) and aspects in knowing word (Nation, 2001), The researcher offers the following technique for teaching vocabulary using crossword puzzle games:

- 1) Introduces the topic to the students.
- 2) The teacher gives new words and writes them on the board.
- 3) The teacher teaches new vocabularies by drilling the words and gives example sentences related contextual cues.
- 4) Ask the students to repeat the words based on the teacher's instruction.
- 5) After teaching vocabulary, the teacher will use crossword puzzle game in order to check the student's understanding.
- 6) Along with the teacher, students are asked to come forward to answer the questions given by the teacher. The teacher gives clues to the students to answer the words in the blanks box in the crossword puzzle.
- 7) After that, students work on the crossword worksheet in groups, by looking at the clues that are already available under the crossword puzzle box.
- 8) The teacher explains to the students how to make a simple sentence.
- 9) The students practice creating sentences.
- 10) Teacher gives homework to the students.

2.4 Study of Relevant Research

Several studies have been conducted to investigate the influence of crossword puzzles on the teaching and learning vocabulary. Melasari et al. (2019) presented research to investigate the effect of using crossword puzzle towards students' vocabulary mastery at the second grade students of SMA Muhammadiyah 2 Bandar Lampung. The researcher used experimental design, the results indicate that crossword puzzle was effective to improve students' vocabulary. Another research was carried out by Imbenay and Katemba (2019) they employed crossword puzzles as a means of increasing the vocabulary of students at Advent Bendungan Hilir Elementary School. A pre- test was conducted at the very beginning. The researcher started utilization of the crossword application and afterwards administered the Cross Word application. Then a post-test was finally given. Based on the research results, utilizing the Crossword puzzle as a pedagogical tool in the English language learning process has been proposed as a means of enhancing student vocabulary learning, thereby conferring important benefits.

Another research conducted by Anwar and Efransyah (2018). The study employed a quantitative research method and utilized a pre-experimental research design in one classroom setting. The result shows that the use of crossword puzzle games in the teaching and learning process received positive reactions from students, particularly in terms of vocabulary learning. This pedagogical approach shows potential in enhancing students' vocabulary skills and is recommended for integration into the teaching and learning process. Furthermore, Ardiansyah (2021) carried out the study about teaching English vocabulary using crossword puzzle at Simanjaya Junior High School. The result shown the use of Crossword Puzzle Media has been found to be an effective method for enhancing students' vocabulary competence. Futher, most of the students shown an interest in the Crossword Puzzle, despite it not being utilized by the teacher. This information had been conveyed by the author.

Hafizhah and Pratolo (2022) conducted a study at SMP Muhammadiyah 2 Kalasan, using a quasi-experimental design and quantitative framework. They found

that crossword puzzles are effective for learning English vocabulary, with significant differences in scores between pre-test and post-test groups. Crossword games can enhance student engagement and participation, especially among those less motivated. Overall, crossword puzzle games positively impact vocabulary teaching and student motivation.

2.5 Research Hypothesis

This study aims to determine the influence of crossword puzzle games on junior high school students' vocabulary. Thus, the hypothesis is:

- 1) H_a : There is an influence of using Crossword Puzzle games on Junior High School students' vocabulary.
- 2) H_o : There is no influence of using Crossword Puzzle games on Junior High School students' vocabulary.