



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 The Nature of Vocabulary

Everyone would agree that vocabulary plays a key role in mastering English as foreign language. Many experts or researchers define the meaning of vocabulary. Kamil and Hiebert (2005:3), generically, vocabulary is the knowledge of meanings of words. Besides, another definition of vocabulary is stated by McCarthy (1990:32). He states that vocabulary is defined as words in a specific language or freestanding items of language that have meaning.

Hornby (1995: 1331) mentions his definition of vocabulary as the total number of words in a language and vocabulary as a list of words with their meanings. Richard and Schmidt (2002: 580) argue that a set of lexemes, including single words, compound words and idioms. Shared reading, defined by Hatch and Brown (1995) as the term vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use.

Burns (1972) argues that vocabulary is the stock of words used by a person, class or profession. According to Zimmerman cited in Coady and Huckin (1998), vocabulary is central to language and of critical importance to the typical language learning. In addition, Ur (1996: 60) states that vocabulary can be defined roughly as the words teacher teaches in the foreign language. The term “words” here means that the new item of vocabulary maybe more than a single word, for example, father-in-law and police office, which are made up of



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two or more words but express a single definition or idea. In other case there are also compound words called as multi-word idioms, for example, *call it a day*.

From the definition above, it can be concluded that vocabulary is a set/list of words of a particular language including single words, compound words and idioms that individual speakers of a language might use.

### 2.1.1 Kinds of Vocabulary

There are many kinds of vocabulary according to some experts. Some experts divide vocabulary into two types: active and passive vocabulary. According to Nation (2001:24), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use. It is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is relatively larger than writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units. They are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people

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used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

Harmer (1991:150) distinguishes two kinds of vocabulary. The first kind of vocabulary refers to the stock of words which have been taught by the teacher or learnt by the students and which are expected to be able to use. While the second term refers to the words of which the students will recognize when they meet them, but of which they will probably not be able to pronounce.

Furthermore, Hornby (2006: 1645) defines vocabulary as all the words that a person knows or uses, all the words in a particular language, the words that people use when they are talking about a particular subject, and a list of words with their meanings.

In addition, Thornburry (2002:4) states that there are two kinds of vocabulary or words. They are grammatical words (or function words) and content words. Further, he states that:

in term of the meanings associated with these word classes, we can make a crude division into two groups. On the one hand, there are words like for, and, them, to that mainly contribute to the grammatical structure of the sentence. These are called grammatical words (or function words) and are generally prepositions, conjunctions, determiners, and pronouns. On the other hand, there are content words, those that carry a high information load. Content words are usually nouns, verbs, adjectives, and adverbs (Thornburry, 2002:4).

In relation to kinds of vocabulary, Nation (2008:13-14) states that there are four kinds of vocabulary in a text: High frequency words. These

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words are almost 80% of the running words in the text; Academic words. Typically, these words make up about 9% of the running words in the text; Technical words. These words make up about 5% of the running words in the text; Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

According to some experts' opinions above, a conclusion can be drawn that vocabulary can be sorted as follows:

- a. Perceptive and productive vocabulary
- b. The stock of words which have been taught by the teacher or learnt by the students and those of which the students will recognize when they meet them.
- c. Grammatical and content words
- d. Academic, technical, low frequency, and high frequency words

### 2.1.2 Importance of the Vocabulary

Vocabulary is the body of words that make up a language, and the importance of vocabulary in reading comprehension cannot be overstated. Without a good working knowledge of words and their meanings, both written and verbal communication will be poorly understood. Teachers and parents can emphasize reading and verbal interaction with children to help them build a strong working vocabulary.

Thornburry (2002:14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important

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because it enriches someone's knowledge of words. This implies that. The success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.

Furthermore, Cameron (2001:72) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building.

To show how important vocabulary is, Bromley (2004:3-4) states that vocabulary holds some important roles in teaching learning process. They are as follows:

1. Promoting Fluency. Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.
2. Boosting Comprehension. Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.
3. Improving Achievement. A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test than those with small vocabularies.

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4. Enhancing Thinking and communication. Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. Teachers can emphasize the importance of vocabulary early in school and continue to provide students with opportunities to build word skills. One way to do this is to pre-teach key words in all subjects. This strategy helps students grasp concepts that contain terms with which they may be unfamiliar. Putting emphasis on root words, prefixes, and suffixes assist students in morphemic analysis, which combines this knowledge with the context to figure out a new word's meaning. Multimedia tools are good ways to expose students to new concepts and enhance their desire to build vocabulary skills. If someone can master vocabulary well, He or she will be able to promote fluency, boost comprehension, improve achievement and enhance thinking and communication.

### 2.1.3 Vocabulary Mastery

According to John (2000: 16), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in



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their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. Vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process. The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer (2001: 16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use



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such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

#### a. Meaning

Meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning.

Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning.

A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

#### 1. Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean “same and name”. Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.



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## 2. Antonym

Antonym is the opposite of meaning. It derives from Greek, “ant- and nymy”, the two parts mean “opposite + name”. Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

## 3. Connotation

Connotation is more complicated than denotation. Connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

## 4. Denotation

Denotative meaning is called as some terms such as denotational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called denotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

### b. Use

According to Nation (2001:1), there are some ways to draw the attention to the use of words by quickly showing the grammatical pattern

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the word fits into (countable/uncountable, transitive/intransitive, etc.), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc.), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.

#### c. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together.

According to Ur (1996: 60) there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

#### d. Pronunciation

According to Hewings (2004:3), pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation. It is a way in which language is spoken. It includes segmental feature, vowel, and the

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intonation patterns. The listeners are supposed to apply them well and correctly. According to Ur (1996: 60), there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the words will be perceived by the learners when encountering the items for the first time.

From the definitions above, it can be inferred that learners should master the words of the language because language consists of words in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

#### 2.1.4 Principle of Vocabulary Teaching and Learning

When teaching or learning vocabulary, several principles should be kept in mind. Cameron (2001:93) writes down the general principles to help children learn vocabulary:

- a. Teachers can model how to use strategies and draw children's attention explicitly to aspect of strategy use. Example: teacher can show how to find clues to the meaning of a new word in a picture.
- b. Teacher can teach the sub-skills needed to make use of strategies. Example: to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.

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- c. Classroom task can include structured opportunities for using strategies. Example: when teacher reads a story, teachers explicitly encourage prediction of the meaning of new word.
- d. Independent strategy used can be rehearsed in classrooms. Example: students can be helped to prepare list of words that they want to learn from a lesson, can show ways of learning from lists and a letter can be put in pairs to test each other.
- e. Young learners can be helped to reflect on the learning process through evaluating their achievement. Example: at the end of a lesson, students can be asked how many new words they have learned and which words they needs to learn more about.

Brown (2002: 377) proposed some guidelines of communicative instructions in teaching and learning vocabulary:

- a. Allocate specific class time to vocabulary learning.
- b. Help students to learn vocabulary in context.
- c. Play down the role of bilingual dictionaries.
- d. Encourage students to develop strategies for determining the meaning of words.
- e. Engaged in “unplanned” vocabulary teaching.

### 2.1.5 Vocabulary Teaching in Junior High School

Knowing the characteristics of the students is somehow important for teachers. It will be much helpful for the teacher to know what the

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students feel, what they need, and how the suitable learning method is. Jeremy (2001:37) states that:

the age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonably expect a greater use of abstract thought.

Students of junior high school are typically those who are in the age of 12-15 years old. They can be categorized as teenagers or adolescents. At this age, adolescents are looking for their identity and so that they have labil emotion. “It is widely accepted that one of the key issues in adolescence, especially perhaps in the west, is the search for individual identity, and that this search provides the key challenge for this age group (Harmer, 2001:39).

Furthermore, another characteristic of students of junior high school is that they are so enthusiasm and have passionate commitment to things which interest them. As what has been stated by Harmer (2001:39),

teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. There is almost nothing more exciting than a class of involved young people at this age pursuing a learning goal with enthusiasm”. He also adds that “we have some way from the teaching of young children. We can ask teenagers to adress learning issues directly in a way that younger learners might not appreciate. We are able to discuss abstract issues with them. Indeed part of our job is to provoke intellectual activity by helping them to be aware of contrasting ideas and



concepts which they can resolve for themselves-though still with our guidance.

In brief, teaching English vocabulary to Junior High School students needs an extra work and appropriate teaching method which is adjusted to the students' need and interest. Therefore, the teachers should be creative in finding interesting ways to teach vocabulary.

## 2.2 Review of Game

### 2.2.1 The Nature of Game

Hornby (1995: 486) defines game as an activity that you do to have some fun. Richard and Schmidt (2002: 580) argue that game is an organized activity that usually has the following properties such as a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language. Byrne (2002:1) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Jill Hadfield (2002:1) defined games as an activity with rules, a goal and an element of fun. Deesri (2002:2) added that games involve many factors: rules, competition, relaxation, and learning, in particular.

### 2.2.2 Kinds of Language Games

Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in

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order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

There are many kinds of games which can be used in teaching English. Lewis and Bedson (2002:16-18) divide games according to their general character and spirit. They are:

- a. Movement games in which children are physically active.
- b. Card games: Games, during which children collect, give away, sort and count cards; cards can have a meaning in a game, or simply serve as symbols for objects or actions.
- c. Board games: All games which mainly involve moving makers along a path.
- d. Dice games: Games during which players use one or more dice; a dice can have numbers on the faces or colors, letters of alphabet.
- e. Drawing games: They require creativity and sensitivity towards world, the children must be able to understand instructions and describe their art.
- f. Guessing games: The aim in these games is to guess the answer of the questions given.
- g. Role-play games: They can vary from guided drama to free speaking activities but it depends on the language level, curiosity, and confidence of players.

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- h. Team games: They can belong to other categories but also require cooperative team work.
- i. Word games: These kinds of games allow utilizing children's enjoyment with words.
- j. Thematic dominoes game: game of dominoes that have a theme

## 2.3 Review of Crossword Puzzles

### 2.3.1 Nature of the Crossword Puzzles

A crossword is a word puzzle that normally takes the form of a square or a rectangular grid of white and black shaded squares. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers. In languages that are written left-to-right, the answer words and phrases are placed in the grid from left to right and from top to bottom. The shaded squares are used to separate the words or phrases ([www.wikipedia.org](http://www.wikipedia.org)).

Paul (2003:187) asserts crossword puzzle is a popular game which uses words the children have learned and some pictures as clues. The clues can also be definitions or sentences with gaps if the puzzle's level is high enough. Dhand (2008: 55) defines a crossword puzzle as a puzzle with sets of squares to be filled in with words/numbers, one letter/number to each square. Synonyms or definitions of words are given with number corresponding to numbers in the squares. Letters/ words are fitted into a pattern of numbered squares in answer to clues. According to Moursund (2007:8) crossword puzzle is a popular puzzle games which in every case,



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the puzzle-solve's goal is to solve a particular mentally challenging problem or accomplish a particular mentally challenging task. While according to Hornby (1974:206), it is a puzzle in which words have to be written (from numbered clues) vertically and horizontally in spaces on a chequered square. From those definitions, it shows that crossword puzzle is both a fun and also challenged game that can used by learners to practice spelling and reading, and reinforce vocabulary retention with attractive activity.

Crossword puzzles are said to be the most popular and widespread word game in the world, yet have a short history. The first crosswords appeared in England during the 19th century. They were of an elementary kind, apparently derived from the word square, a group of words arranged so the letters read alike vertically and horizontally, and printed in children's puzzle books and various periodicals. Another crossword puzzle appeared on September 14, 1890, in the Italian magazine *Il Secolo Illustrato della Domenica*. It was designed by Giuseppe Airoldi and titled "Per passare il tempo" ("To pass the time"). Airoldi's puzzle was a four-by-four grid with no shaded squares; it included horizontal and vertical clues. On December 21, 1913, Arthur Wynne, a journalist from Liverpool, England, published a "word-cross" puzzle in the *New York World* that embodied most of the features of the genre as we know it. This puzzle is frequently cited as the first crossword puzzle, and Wynne as the inventor. Later, the name of the puzzle was changed to "crossword".

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The first book of crossword puzzles appeared in 1924, published by Simon & Schuster. "This odd-looking book with a pencil attached to it was an instant hit and crossword puzzles became the craze of 1924. Today, there are many popular crosswords distributed in American newspapers and online. The most prestigious (and among the most difficult to solve) are the *New York Times* puzzles. The first editor of the *New York Times* crossword was Margaret Farrar, who was editor from 1942 to 1969. She was succeeded by Will Weng, who was succeeded by Eugene T. Maleska. Since 1993, they have been edited by Will Shortz, the fourth crossword editor in *Times*. In 1978 Shortz founded and still directs the annual American Crossword Puzzle Tournament.

### 2.3.2 Types of Crossword Puzzle

There are variations of crossword puzzle that can be used and adjusted to the students' needs. They are:

#### a. From picture to word

This game function is to identify pictures into word. The teacher will write the name of picture or subjects in the squares. Each object is arranged according to the number and the cross-down squares. The students have to write the name of object in the correct place in the crossword puzzles. (Tim Instruktur Jateng, 1999:60)

Based on it's level of difficulty, this kind of crossword puzzles is divided into four kinds, they are:

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**(1) Picture crossword with word list**

The students sound out words from the words list and then match them with the picture. Students copy the words from the word list into the crossword puzzles.

**(2) Picture crossword (no word list)**

Students use the picture clues to figure out the words that go in the crossword. Students print the words from the picture clues into crossword puzzles.

**(3) Word Clues (Regular) crossword with word list**

Students use the verbal clues and the word list to figure out where the words to in the crossword. Students print the words from the word list into the crossword puzzles.

**(4) Word clues (regular) crossword with no word list**

Students use the verbal clues to figure out the crossword. Students print the words into the crossword puzzles (<http://www.dltk.holidays.com/easter/m-crossword.htm>)

**b. Translation Crossword**

In this activity, the clue is given in the native language and the answers are in the target language or vice versa. It is possible that the clues are given both in the native and the target language. (Larcom, 2003:4-5)

**c. Anagram**

Anagram is a game where students have to arrange the word into a good word. Anagram only needs a little more preparation but it is fun and



students will be interested with this game  
 (<http://www.centrosoft.com/anagram.html>)

### 2.3.3 Terminology of the Crossword Puzzle

According to wikipedia the crossword puzzle has a specific terminology as in the following:

- a. The entries or answers which mean the horizontal and vertical lines of white cells into which answers are written.
- b. The definitions: are lists of clues or the clues.
- c. The white cells: they are also called lights.
- d. The shaded cells: which are sometimes called darks, blanks or blocks. Shaded Squares make the constructor's job much easier.
- e. The crossed or keyed cells: which is part of the two entries (both cross and down).
- f. Unchecked cells: they are part of only one entry; they are also called unkeyed or uncrossed.
- g. The cruciverbalism: is the creating of crossword among its practitioners.
- h. The cruciverbalists: they are the creators of crossword puzzles.

### 2.3.4 Types of Crossword Puzzles Grid

According to Burrows the crossword puzzles take the form of square grid of white and black squares. According to Wikipedia, there are four types of grids: American, British, Japanese and the Swedish style of grid.

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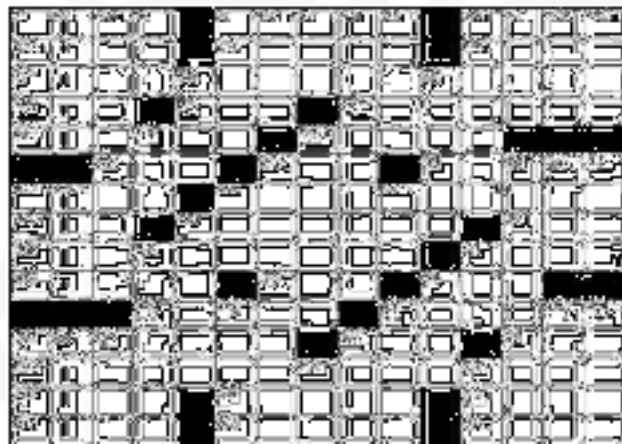
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**a. American Style Grid**

In the North American style crossword puzzles is described by the fact that every letter in the puzzle is a letter in a crossword, and also in a down word. Shaded squares are mainly used in the North American style. It is also characterized with rotational symmetry which means that if the grid has 180 degree, the patterns appear the same.



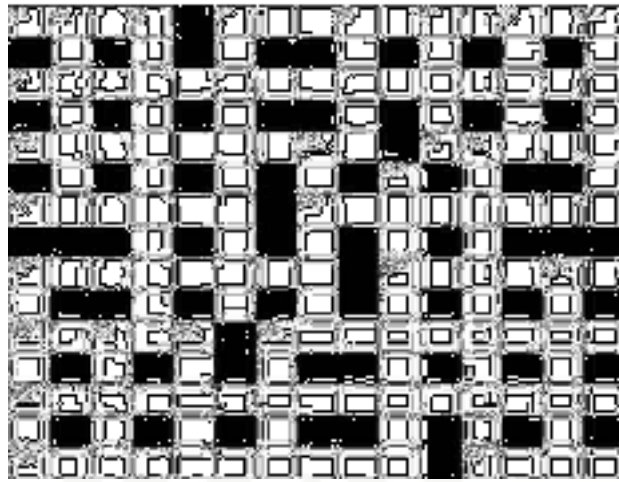
**Figure 1: American Style Grid (www.wikipedia.org)**

**b. British Style Grid**

British crosswords puzzles has also 180 degree rotational symmetry, so that its patterns look the same if the paper is turned upside down ,however there are some differences between the American style and the British one and which means that shaded squares are used with higher percentage and uncrossed cells are also involved . For example, if the first row of the crossword puzzle is in an across way, then, there will be no across in the second row, as shown on figure 2.

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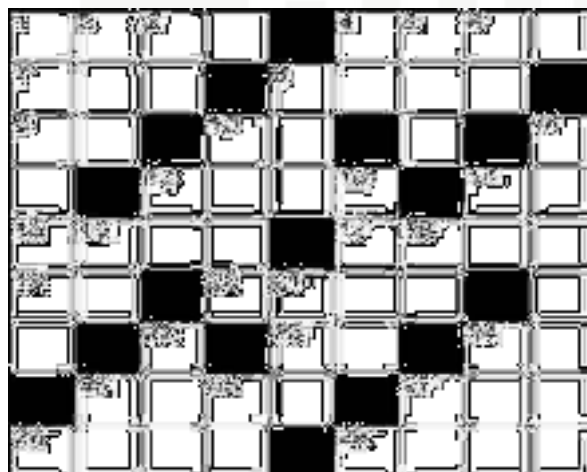


**Figure 2: British Style Grid (www.wikipedia.org)**

**c. Japanese Style Grid**

The design of Japanese crossword puzzles grid follows two additional rules :

- The shaded cells may not share aside.
- The corner must be white. And which is shown in figure 5. It uses the diagonal blanks.



**Figure 3: Japanese Style Grid (www.wikipedia.org)**

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#### d. Swedish Style Grid

This type of grids is different from the other grids, in the Swedish style grid the clues numbers are not used, this clues are included in the cells which would normally be shaded in other countries. Arrows are indicated in this style of grid. The shaded squares can be also replaced by a photo or a movie star and it serves as a clue to an answer. It is also used in many countries other than Sweden, as shown in figure below.

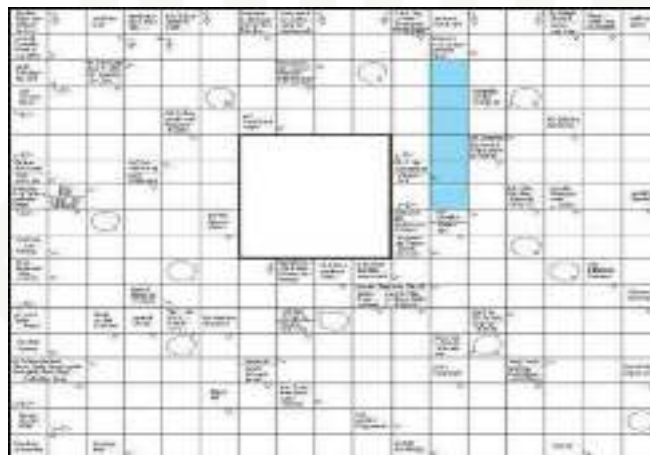


Figure 4: Swedish Style Grid ([www.wikipedia.org](http://www.wikipedia.org))

#### 2.3.5 Educational Values of the Crossword Puzzle Game

The crossword puzzles are one of the good teaching aids which give many benefits for the learners, especially in learning vocabulary. Kerry Jones stated that there are many benefits of crossword puzzles in EFL classrooms as follows:

##### a. Vocabulary knowledge

To solve any crossword puzzle, a learner must have the ability identify and understand the term being used, and this can be done by acquiring new vocabulary items. It can also involve making

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differentiation between similar words or phrases, and this create self confidence which means that the learner can use the word appropriately without making any confusion in the form, meaning, and class and even in the pronunciation of the word. Further, Harmer (2001) considered self - confidence as an important factor.

#### b. Practicing skills

The practice of crossword puzzles pushes the learner to be able to practice their skills, evaluating choices and drawing conclusions.

#### c. Exact spelling

When the learner tries to solve the crossword puzzles, he or she must first understand the clues that lead to the answers, and if the learner cannot answer any crossword question he or she may refer to the dictionary to get the right answer and use the exact spelling and this will lead to many results in improving the learners skill or proficiency, so that the learner will be able to practice spelling and pronunciation and even word identification.

#### d. Less thretening

Another benefit of using of crosswords puzzles in classroom is less threatening which means that the learners who might practice tests, flashcards or review sessions with the teacher find puzzles solving to be much less threatening and more like game play.



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### e. Memory and recall

Brown stated that when we solve themed crossword puzzles, memory and recall also came into play. The teacher can create specific curriculum of crosswords with little troubles. A Crosswords puzzles with specific vocabulary subject can be created with ease and in short amount of time.

In brief, Crossword puzzles have make a terrific educational tool which enable teachers to teach vocabulary and continue to use them, it give the learners the opportunity to prepare themselves to become capable learners; rely on themselves to develop self-confidence and achieve better results. Crossword puzzles are a great way to have fun whil e learners build their vocabulary at the same time .learners' vocabulary can be expanded through playing with words because their brain will be forced to play with letters , (Moursund 2007:8). Thus, it will be better and effective to study a language by using another part of language. This activity keeps the learners' mind active, and leads them to a more lively participation and practice of the language, especially in matters of vocabulary.

### 2.3.6 The Procedure of Presenting Crossword Puzzle Game

In presenting crossword puzzle, the teacher can do various ways. It depends on the characteristics and conditions of the students. The various procedures are possible (Lee, 1963:135):

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1. The teacher gives the explanation in English about the topic (thing in the kitchen, bathroom, bag, cardinal number, family members and parts of human bodies)
2. The teacher gives the same crossword puzzle game for each student (based on the topic had been taught). They solve individually with the help of written clues.
3. The teacher divides the class into groups. Then the teacher gives a different crossword for each group. Everyone in the group helps to solve it. However, if there is a more active member in one group, they tend to do all the work. In otherwise, if there is a more passive member in one group, they will difficult to do all the work.
4. Teacher gives crossword puzzle to all of students. They do the crossword individually. Then the teacher divides the class into groups and then they work in groups. The students can share their answer to finish their crossword in their group.
5. The teacher writes crossword on the board, but no written clues. The teacher gives clues orally and solves the crossword step by step with the class. The class is divided into groups and each group come to the board and writes the words in one by one.

## 2.4 Review of Thematic Dominoes

### 2.4.1 Nature of the Thematic Dominoes

Thematic is a theme or something related to the theme. And a domino is a game in a set of dominoes the way to plays is taken and placed



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on the table. A similar game can be played with key words and definition: keyword dominoes. It takes some preparation, each pair or group of students will need a set of key word dominoes. For the game to work well, several key words and definition are needed, or a double set with each word appearing twice but in combination with a different definition. (Brown 2009: 80). So, thematic domino is a game of dominoes that have a theme.

According Baker and Westrup (2000) in Aulia (2013), Thematic Domino here means matching words and picture, or matching word to their meaning. Students can play different matching games with modified domino cards, for example, they can match words and picture, or match the words in their first language to the words in English, or match words to their definition.

According to Baker and Westrup (2000:38), student can enjoy practicing new vocabulary through a large variety of games, such as Thematic Dominoes. Thematic Dominoes is one of alternative strategy used by the teacher to introduce vocabulary to the students at school. It is very interesting because the students will be attracted to the materials. Besides, the students will be easy to understanding the meaning of the new words. At lower level, single words can be used and at higher levels phrasal verbs or idioms can be used. (For example, with the phrasal verbs to get out of can be matched with the equivalent single words verb to escape). The whole class can help to make the modified domino cards as a



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learning activity in itself. The large class is divided into groups, and each group makes set of cards. First, the teacher and the student in the class choose a set of words, which the teacher writes on the blackboard. Each student is given two or three pieces of cards, such as cut up cardboard packaging. Each student when writer a word from a set of words chosen by the teacher at the class, and draw simple drawing (for noun such as dog, tree or moon) on each piece of cards. The complete set a cards can be matched up and played like the matching of sets of sports on dominoes. (Bakers and Westrup : 2000). Applying modified the Thematic Dominoes game as one of alternative games is effective to help students learning vocabulary. It stimulates the students mind to guess the students words, memorize and makes students use their skill to solve some of the difficult words to get intended meaning and also the right answers.

Domino card game is designed to help students acquire vocabulary in fun way. It is played the same as the real domino game. Domino card can be played both alone and group. In playing it alone, shuffle the dominoes and place them face upon the table so the player can see them all clearly. Select one domino and place it in the middle of the table. This is the target of domino. Try to find the matching spelling on another domino and place it next to the correct picture on the target domino. Then, find the matching picture on another domino and place it next to the spelling on the target domino. Now the player can match two more dominoes to the new

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image and spelling at the end of the line of dominoes. Continue until the player has matched all the dominoes.

While the game is played in group, shuffle the dominoes and place them face down on the tables so the player can't see what is on them. Share the dominoes out equally among the players. One person selects a domino and places it in the middle of the table. This is the target domino. The first player tries to find either a matching spelling or picture on one of their dominoes and place it next to the picture spelling on the target domino if they do not have a matching spelling or image, they tap on the table and miss a turn. Then it is the next player's turn. Each time a new domino is added a new word or picture becomes available or match. Continue playing until one player has used all their dominoes. They are the winner. If the player don't use all the dominoes in the game, the person with the fewest dominoes left when no one else can go, is the winner.

([www.wikepeida.org](http://www.wikepeida.org))

#### 2.4.2 Benefits of the Thematic Dominoes Game

Thematic dominoes game is not only fun and challenge for learners but it also offers many benefits, especially, in learning vocabulary

##### a. Letter and Word Order

The usefulness of domino games may, on other hand, reject some teachers' views regarding 'games' as time-killing activities when they find game is attractive to students and beneficial to their learning (Taheri, 2014). When a child plays the dominoes game, the students get more used

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to their look and feel. The students try to find either a matching word or picture on one of their dominoes and placed it next to the picture or word of the domino. Beginners increase their familiarity with letters/words and picture.

#### **b. Pronunciation**

By this strategy, the students hopefully get correct spelling and pronunciation. The player must pronounce the word when he or she matches it. So, by this thematic dominoes can improve students' pronunciation automatically.

#### **c. Vocabulary**

The students may learn new words by this way, even though it can't compare with coming across new vocabulary while reading an enjoyable book. But by using this strategy and if the students play this thematic dominoes correctly, the students will get more new vocabulary. Because when a new domino is added, a new picture or word becomes available for the next matching. (Lau Wing Sum , Jojo: 2015) Domino games have potentialities to be widely used in reinforcing vocabulary.

#### **d. Providing relaxing atmosphere**

The usefulness of domino in vocabulary development also arises from the relaxing atmosphere that maintained by the adoption of domino (Celce-Murcia & Macintosh, 1979; Aslanabadi& Rasouli., 2013; Tavıl & İşısağ, 2009). Relaxing atmosphere by all means is one of the indispensable constituents which brought about the effectiveness of

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domino (Cunningham, 2009). Employing domino can minimize students' negative stress because they 'do not need to afraid of grades' (Taheri, 2014).

#### e. Strengthened vocabulary retention

The students show their reluctance of doing rote exercises. But by using the thematic dominoes, they prefer to play domino because of the delightful and successful learning experience it provided (Aslanabadi& Rasouli., 2013). Richard-Amato (1988) and Celce-Murcia & Macintosh (1979) that participants prefer domino rather than mechanical worksheets. Domino can better capture students' attention in contrast to fill-in-the-blanks worksheets or other mechanical teaching methods. With motivation and interests to play domino, the students be better in memorizing the vocabulary.

#### f. Purposeful communication

Domino acted as a stimulus in getting the class to use its initiative in English for communication during the game (Haycraft, 1978). Domino enables purposeful communication as participants exchange their ideas during the game (Freeman, 1986; Huyen and Nga, 2003).

#### g. Delightful

It's always useful for a teacher to have a choice of different activities for students. Thematic dominoes games may be the right thing at a particular moment or for a particular students when a fun element is needed while pursuing language development. Students feel less anxious

and nervous when playing domino. This pleasing environment allows students to consolidate the words more effectively (Aslanabadi& Rasouli., 2013; Richard-Amato, 1988; Nguyen & Khuat, 2003; Taheri, 2014). Thus, it is an excellent idea for students to consolidate the vocabulary they have learnt through domino, which is a type of ‘playful’ tasks.

### 2.4.3 Procedures of Presenting Thematic Dominoes Games

Domino games for vocabulary learning refers to the matching of cards end to end by putting the correct pictures and the nouns together (Lewis, 2000). Domino is one of the common and easy ways to prepare games in classroom to recycle vocabulary; It has the advantages of ‘being fun, competitive, and consequently memorable,’ (Schmitt and McCarthy, 1997). The sample of thematic dominoes game is described as the following picture.



Figure 5. Thematic Dominoes Game

This game is played the same as the real domino game. Domino card can be played both alone and group. Here are the procedures of presenting thematic dominoes game in a classroom:

1. The teacher gives the explanation in English about the topic (thing in the kitchen, bathroom, bag, cardinal number, family members and parts of human bodies)





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2. A teacher provides thematic dominoes game that will be arranged by students continuously.
3. The students work in group. The group will be selected randomly.
4. The teacher shuffles the dominoes and place them face down on the tables so the students can't see what is on them.
5. The teacher shares the dominoes out equally among the students.
6. The teacher selects a domino and places it in the middle of the table. This is the target domino.
7. The first player/student tries to find either a matching spelling or picture on one of their dominoes and place it next to the picture spelling on the target domino, if they do not have a matching spelling or image, they tap on the table and miss a turn. Then it is the next player's turn.
8. Each time a new domino added, a new word or picture becomes available or match. Continue playing until one player has used all their dominoes. They are the winner. If the player/students don't use all the dominoes in the game, the person with the fewest dominoes left when no one else can go, is the winner.
9. The students share and discuss the result

## 2.5 Review of Related Study

To support this reserach related studies are needed. There have been many researcers who investigated various of games as teaching aids to improve students' vocabulary mastery. Absolutely, there are some similarities and



differences found in the terms of research design, variable used, research findings, and so on. Here are some of them:

Firstly, a study conducted by Martin C. Njoroge, Ruth W. Ndung'u and Moses Gatambuki Gathigi : 2013 entitled *The Use of Crossword Puzzles as a Vocabulary Learning Strategy*. The study used two approaches, the Traditional Lexical Pedagogy and the Crossword Puzzle Approach, were applied to an existing classroom system in a Form 2 Kenyan secondary school. The study was conducted using a pretest/post-test paradigm to test the best approach in the teaching of English vocabulary. While the experimental group receives treatment, the control group does not. The study adopted a quantitative research design. The findings have shown that the class that used crossword puzzles as a method of vocabulary instruction did better in the post test than the one exposed to the traditional lexical pedagogy.

Secondly, a study conducted by Neneng Ratnawati, Wiwiek Eko Bindarti, Annur Rofiq : 2013 entitled *The Effect of Using Crossword Puzzle on Vocabulary Achievement of The Eighth Year Students At Smp Negeri 5 Jember*. The research design was Pre-experimental research with Nonequivalent-Group Posttest Only Design. The students' scores of Vocabulary Achievement were analyzed by applying t-test formula the result indicated that the value of t-test was 2,54, while the ttable with the significant level 5% and degree of freedom (Df) 72 was 1,67. The value of t-test was 2,54 and it was higher than 1.67 ( $2.54 > 1.67$ ). In conclusion, there was a significant effect of using Crossword Puzzle on Vocabulary achievement of the students at SMP Negeri 5 Jember.

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Thirdly, a study conducted by Rokhuma : 2011 entitled Comparative Study of Using Crossword Puzzle and Quarted Card to Enhance Students' Vocabulary Mastery. The method used in this study was true experimental by dividing the subjects into two experimental groups. Experimental group 1 was taught by using crossword puzzle and experimental group 2 was taught by using quarted card. The research design used was pre test-post test comparison group. The sample was taken from 27 students of IV A and 28 students of IV B at MI Al Iman Banaran Gunung Pati Semarang. The research findings concluded that crossword puzzle was more effective that quarted game.

Forthly, a study conducted by Saepudin : 2014 entitled The Use of Dominoes Game in Teaching Vocabulary. This research was conducted to examine whether the implementation of the Dominoes game affects the students' vocabulary mastery and how the use of the game shapes the students' learning involvement. The method used in this study was Classroom Action Research (CAR) in which the researcher worked collaboratively with the English teacher in the class. The CAR consisted of two cycles with the steps of planning, acting, observing, and reflecting in each cycle. The data were gathered through procedures, i.e. observation, questionnaire, interview, and tests. The result of this research showed that there was a significant development in the students' vocabulary mastery, as proven through a T-test. In addition, there was an increase in the students' fulfillment of Minimum Mastery Criterion from 0% before the treatment to 16.7% after cycle 1 and 85.7% after cycle 2. Accordingly, the criterion of success was achieved. Equally important, the result of the

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questionnaire showed that the students responded positively towards the use of the Dominoes game in teaching vocabulary. Likewise, the results of observation showed that the students actively participated in the learning process. The two results were supported by the positive responses from the students to the use of Dominoes game, as revealed through the questionnaire, and the positive collaborator's opinion on the use of the game, as evidenced in the interview.

Fifthly, a study conducted by Sri Astutik : 2013 entitled The Effectiveness of Teaching Vocabulary Using of Thematic Dominoes Game the Seventh Grade Students at MTs An Nawawi 04 Donorejo in the Academic Year 2012/2013. The population of this research is the seventh grade students of MTs An Nawawi 04 Donorejo in the academic year of 2012/2013. The total numbers of the population in this research is 47 students, so the researcher took all the population as the sample. The sample of this research was two classes which were divided into the control group (VII A, 27 students) and the experimental group (VII B, 20 students). The sampling technique used was saturated sampling. The results of the research were that the use of Thematic Dominoes Game was effective in teaching vocabulary. The computation of t test showed that the  $H_a$  was accepted. It can be proven by the value of t – test. Compared to the value of t-table ( $9.16 > 1.68$ ). The highest score of the control class was 76 and the experimental class was 88. The highest score was gotten by the students in the experimental group after getting the treatment. Then, the lowest score was 64. The lowest score was gotten by the students of the control group. After the test, the average scores were found that the pre-test mean of the experimental class was 58.4, and the experimental



had the mean score of 79.4 in the post test. Moreover, the mean of the pre test of the control class was 59.70, while the post test of the control class had the mean score of 66.67. If the value of t-test was higher than the t-table, the alternative hypothesis could be stated that it was effective to use the Thematic Dominoes Game in teaching vocabulary to the seventh-grade students of MTs An Nawawi 04 Donorejo in the academic year of 2012/2013.

The last, a study conducted by Puji Mar Atul Khasanah, Chamdani, Tri Saptuti Susiani, entitled 'Increasing the Mastery of English Language Vocabulary by Pictorial Word Domino Card Media Toward 5th Grade Student of State Elementary School'. The research purposed were: (1) describing the use of pictorial word domino card media that could increase the mastery of English Language vocabulary toward 5th grade students (2) describing the use of pictorial word domino card media within increasing the mastery of English Language vocabulary toward 5th grade students. This research was a classroom action research. The results of the research showed that using of pictorial word domino card media could increase the mastery of English Language vocabulary, writing English Language vocabulary, and interpretation of vocabulary. The increase was shown in cycle I until cycle III, in the pretest they got the mean score of 69, in cycle I the increase rose up to 75, in cycle II 83, and in cycle III it became 86.

Finally, a study was conducted by Ria : 2014 entitled 'Teaching Vocabulary through thematic dominoes to the Fifth Grade Students of SDN01 Ngaglik Blitar. The subjects of the study were the fifth year students of State Elementary School. 15 students were taken from VA as the control class and 16



students were taken from VB as the experimental class. The data obtained was statistically analyzed by SPSS 16. The result indicated that thematic dominoes technique was able to improve students' achievements in vocabulary of the fifth grade of SDN 01 Ngaglik, Blitar.

On the basis of all relevant studies mentioned above, this research is more closed to two researchers, Martin C. Njoroge, Ruth W. Ndung'u and Moses Gatambuki Gathigi and Neneng Ratnawati, Wiwiek Eko Bindarti, Annur Rofiq's studies. The similarity of both researches was that they both investigated about crossword puzzle game to improve students' vocabulary. The difference of both studies is that in Martin C. Njoroge, Ruth W. Ndung'u and Moses Gatambuki Gathigi's study, the study was conducted by using a quantitative research design with a pretest/post-test paradigm to test the best approach in the teaching of English vocabulary.

On the other hand, in the studies done by Moses Gatambuki Gathigi and Neneng Ratnawati, Wiwiek Eko Bindarti, Annur Rofiq's study, the research design was Pre-experimental research with Nonequivalent-Group Posttest Only Design. The students' scores of Vocabulary Achievement were analyzed by applying t-test formula.

Based on related studies above, it can be concluded that using games like crossword puzzle and thematic dominoes is an effective way to enrich the students' vocabulary mastery at SMP N02 Sinabo, Rokan Hilir Regency.

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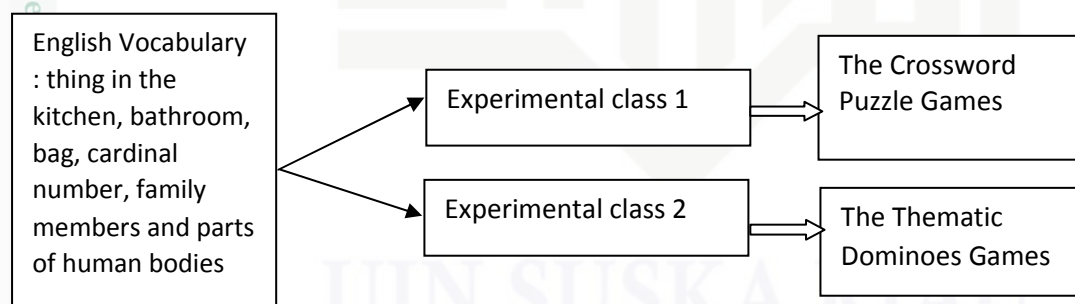
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## 2.6 Operational Concept and Indicators

### 2.6.1 Operational Concept

To avoid misunderstanding and misinterpreting of this research, it was important to elaborate the operation concept of this research. There were three variables used in this research. The first variable was the Crossword Puzzle Game as the independent variable or X1 variable. The second variable was the Thematic Dominoes game as the independent variable or X2 variable. The third variable was students' vocabulary mastery as the dependent variable or Y variable. Creswell (2009:50) states independent variables are those that (probably) cause, influence or affect outcome and dependent variables are those that are dependent on the independent variables. They are outcome or a result. The illustration of the operational concept of this research can be drawn as follows:

**Figure 6: operational concept**



**(Brown and Rodgers, 2002)**

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**2.6.2 Indicators****a. The crossword puzzle game**

1. The teacher gives the explanation in English about the topic (thing in the kitchen, bathroom, bag, cardinal number, family members and parts of human bodies).
2. The teacher shows a set of pictures about the topic.
3. The teacher describes the pictures.
4. The teacher asks the students some question about the pictures.
5. The students answer the questions as best as they can by using the target language (English).
6. The teacher prepares sheets of the crossword puzzle game.
7. The teacher tells the students the rules of the game and explains how to play it.
8. The teacher divides the students into groups of three.
9. The teacher gives a restriction time to complete the task.
10. The teacher instructs the groups to fill in the across and down grids based on the clues given.
11. The teacher checks the students' answers and discusses them with the students.
12. The teacher gives a punishment to the group that finishes the work in the last time in the form of singing a song.



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**b. The Thematic Dominoes Game:**

1. The teacher gives the explanation in English about the topic.(thing in the kitchen, bathroom, bag, cardinal number, family members and parts of human bodies).
2. The teacher shows a set of pictures about the topic.
3. The teacher describes the pictures.
4. The teacher asks the students some questions about the pictures.
5. The students answer the questions as best as they can by using the target language (English).
6. The teacher prepares a set domino card which can be made using cardboard or paper.
7. The teacher divides the students into groups, one group of three or five students.
8. The teacher shuffles the dominoes cards and place them face down on the tables so the students can't see what is on them.
9. The teacher shares the dominoes out equally among the students.
10. The teacher selects a domino and places it in the middle of the table. This is the target domino.
11. The first player/student tries to find either a matching spelling or picture on one of their dominoes and place it

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next to the picture spelling on the target domino, if they do not have a matching spelling or an image, they tap on the table and miss a turn. Then it is the next player's turn.

12. Each time a new domino added, a new word or picture becomes available or match. Continue playing until one player has used all their dominoes. They are the winner. If the player/students don't use all the dominoes in the game, the person with the fewest dominoes left when no one else can go, is the winner.
13. Teacher checks the students' answers and discuss them with the students.
14. Teacher gives punishment to the group that finishes the work in the last time in the form of singing a song.

**c. The indicators of the vocabulary mastery are:**

1. Students are able to identify the meaning of the words.
2. Students are able to write the words in correct spelling.
3. Students are able to use the words in context.

The words evaluated in this research were limited into:

- a. Family members
- b. Cardinal numbers
- c. Parts of human bodies
- d. Things in a bag
- e. Things in the bathroom, and kitchen

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f. Animals around us

## 2.7 Assumptions and Hypotheses

### 2.7.1 The Assumption

It is known that that there are many strategies which teachers can apply in teaching and learning process to build the students capability in English, especially in vocabulary mastery. In this research, it is assumed that applying Crossword Puzzles and Thematic Dominoes Games are appropriate strategies to improve students' vocabulary mastery.

### 2.7.2 Hypotheses

Ho1 : There is no significant difference of students' pre-test vocabulary mastery mean score between the experimental group 1 and the experimental group 2 at SMP N02 Sinaboi, Rokan Hilir Regency.

Ha1 : There is a significant difference of students' pre-test vocabulary mastery mean score between the experimental group 1 and the experimental group 2 at SMP N02 Sinaboi, Rokan Hilir Regency.

Ho2 : There is no significant difference of students' vocabulary mastery pre-test and post-test mean scores by using Crossword Puzzles Games in experimental group 1 at SMP N02 Sinaboi, Rokan Hilir Regency.

Ha2 : There is a significant difference of students' vocabulary mastery of the pre-test and the post-test mean scores by using Crossword Puzzles Games in the experimental group 1 at SMP N02 Sinaboi, Rokan Hilir Regency.

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Ho3 : There is no significant difference of students' vocabulary mastery of the pre-test and the post-test mean scores by using Thematic Dominoes Games in the experimental group 2 at SMP N02 Sinaboi, Rokan Hilir Regency.

Ha3 : There is a significant difference of students' vocabulary mastery of the pre-test and the post-test mean scores by using Thematic Dominoes Games in the experimental group 2 at SMP N02 Sinaboi, Rokan Hilir Regency.

Ho4 : There is no significant difference of students' post-test vocabulary mastery mean score between the experimental group 1 and the experimental group 2 at SMP N02 Sinaboi, Rokan Hilir Regency.

Ha4 : There is a significant difference of students' post-test vocabulary mastery mean score between the experimental group 1 and the experimental group 2 at SMP N02 Sinaboi, Rokan Hilir Regency.

Ho5 : There is no significant difference of the improvement of students' pre-test and post-test vocabulary mastery mean scores by using Crossword Puzzle Game and Thematic Dominoes Game.

Ha5 : There is a significant difference of the improvement of the students' pre-test and post-test vocabulary mastery mean score by using Crossword Puzzle Game and Thematic Dominoes Game.