CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the references from the experts which are useful to give relevant knowledge in the field of the study in the next chapter. The researcher is going to describe theories and review some relevant research findings. These explanations can be shown as follows.

2.1 Vocabulary

2.1.1 The Definition of Vocabulary

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to listen, read, speak, and write nicely we have to know vocabulary first. A person said to 'know' a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

Vocabulary is one of the language components that can affect macro skills. Some definition of vocabulary is proposed by some experts. Nunan (1999: 101) states that vocabulary is a list of target language words. Furthermore, Jackson and Amvela (2000: 11) said that the terms vocabulary, lexis, and lexicon are synonymous. Richards and Schmidt (2002: 580) state that vocabulary is a set of lexeme, including single words, compound words, and

idioms. Then, Vocabulary is the total number of the words which make up a language (Hornby: 2002: 6).

In addition, Haycraft (2004: 13) supports the definition of vocabulary. He divides it into two, namely active and passive vocabulary. Active vocabulary is the word, which the students can understand and pronounce correctly and constructively in speaking and writing. While passive vocabulary is the word that the students can recognize and understanding when they occur and in a context, but they cannot produce correctly.

Based on these definitions, the researcher concludes that vocabulary is a list or collection of words which is taken by integrated from : reading, listening, writing and speaking skills.

2.1.2 The Importance of Vocabulary

Vocabulary is the most important thing in learning language. It is necessary lesson which can be basic that links to four skills, those are listening, reading, speaking, and writing. We will not master those four skills if we are less of vocabulary. It is supported by Richards and Renandya (2002: 255), vocabulary is the bridge for their skills to achieve a certain goal such as in listening, reading, speaking, and writing.

2.1.3 How to Learn Vocabulary

There are many ways in learning vocabulary. The teacher can use dictionary, read aloud, crossword puzzle, video, games, internet, etc. For the

students, it is necessary to use pictures dictionary because it is easy enough to use. Most of the teachers use games as the media of teaching so that the students will feel fun and enjoyable. Ayum Hartini (2009) did a research about computer games to develop reading material, Dewi Aisyah (2011) used video tutorial for young learners in Madrasah Ibtidaiyah Poemusgri Gresik.

Recently, computer becomes one of media in learning vocabulary. The researcher chooses digital crossword puzzle as a media to teach English vocabulary because digital crossword puzzle is simple and free software that is useful to design digital educational materials, especially exercises and tests. Further about crossword puzzle will be explained to the next point.

2.2 Developing Material

In developing material, we have to know first the characteristics of the students. In this case, the researcher takes the 8th grade students of junior high school as the subject. On that level, the students still like everything which related to game, picture, sound, and story. It is quite the same as in Suyanto (2004:7), there are three things which make them pay attention in a classroom. Those are pictures, fables stories, and games.

2.2.1 Need Analysis

Need analysis is a set of tools, technique and procedure for determining the language content and learning process for specified group and learners

(Nunan: 1999). Need analysis refer to one of the activities in gathering information that will serve as the basic for developing a curriculum (Kuter: 1999).

Need analysis will help teachers to understand the "local need" of learners and crate class activities to meet the learners' real life need in meaningful ways. Based on Riterich and Chancerel (1987 at Kuter 1999) Need analysis should be carried out during the life of each course. They also stated that need analysis should be a continuing proses because the need of every period can be changed.

In this study, the researcher uses a reference of Hutchinson and Waters (1987: 53) they stated that there are two types of need that should be analyzed what the learner needs to do in the target situation and learning need is analyzing what the learners need to do in order to learn.

2.2.1.1 Target Need

Target need is one of analysis that should be investigated to understand what the learners need to do in target situation. The analysis of target need involves identifying the linguistic features of target situation included necessities, lack and wants (Hutchinson and Waters: 1987: 55-58).

Necessities represent the knowledge that the learners have to obtain in order to perform well in the target situation (Hutchinson and Waters: 1987) in which it has the question what the learners need English for. This investigation focuses on the learners need. It is a matter of observing what the situation the learners will be used to function in.

2.2.1.2 Learner Needs

Learners are the centre of the system in a teaching process. They are not the participants or consumers that only receive everything that was given by the teacher. Nevertheless, they can describe the educational illustration base on their needs. Hutchinson and Waters (1993 in Kunter: 1999) stated that the learners' need should be considered in the process of planning the content of language program.

According to Hutchinson and Waters, analyzing learning need is important for the teacher to get information about the learners in order to facilitate them well and it will stimulate, motivate and arrest learners' attention in the teaching and learning process.

Frameworks for analyzing are; why are the learners taking the course? How do the learners learn? What resources are available? Who are the learners? etc. Those questions are needed to know the learners' condition and also their needs in learning English. In conclusion, target needs and learning needs are two elements of need analysis that should be investigated.

2.3 Hot Potatoes

Hot Potatoes is a kind of fast edit tool software that includes six applications, it enables to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web. It is developed by "Half-baked Software", a Canadian educational group. In the case of vocabulary classes, the teacher can use this

alternative to make quiz for the students. The use of the product is free as long as you do not make money with it but you need to register in order to be able to use the full version of the programs. Downloading is done via their website at:

http://web.uvic.ca/hrd/hotpot/#downloads

Picture 2.3: The Interface of Hot Potatoes

There are six different activities that might be useful to create vocabulary exercises or quizzes for the students.

a. J-Cloze

It creates gap fill exercises. Unlimited correct answers can be specified for each gap, and the students can ask for a hint and see a letter of the correct answer. Automatic scoring is also included.

b. J-Match

It creates matching or ordering exercises. It can be used to match sound, pictures, texts or the translation of vocabulary.

c. J-Mix

It creates a jumbled-sentence or word exercise. Many varieties of sentences can be created from this exercise such as words and punctuation in the main sentence.

d. J-Cross

It creates crossword puzzle which can be completed online. The puzzle can be written across or down. The hints to help the students solve the puzzle are also provided. The clue can be in form of the picture or word. It also can be in form of sound.

e. J-Quiz

It creates question-based quizzes. There are four kinds of exercise categories can be chosen from J-Quiz; they are multiple-choice, short answer, hybrid, and multi select.

f. The Masher

In addition, the Masher to create complete units of material in one simple operation. If you are creating sequences of exercises and other pages that should form a unit, you may find the Masher that can also be used to upload Web pages to the www.hotpotatoes.net server.

2.4 J-Cross Program

J-Cross is one part of hot potatoes which to create digital crossword puzzle simply by typing the list of words. Teachers do not need to concern whether or not the words will be suitable for building crossword puzzle, because the program

will arrange them automatically. In general, there are four steps to create

crossword puzzle, i.e. (1) Entering the words, (2) Making the grid automatically,

(3) Adding the clues, and (4) Creating the Web page. After the J-Cross icon is

clicked, the image shown in picture 2.4.1 will appear. Next, click the third button

from the right (shown in the blue circle) to open the screen for entering the words.

That button is used for creating a grid layout automatically from a list of words.
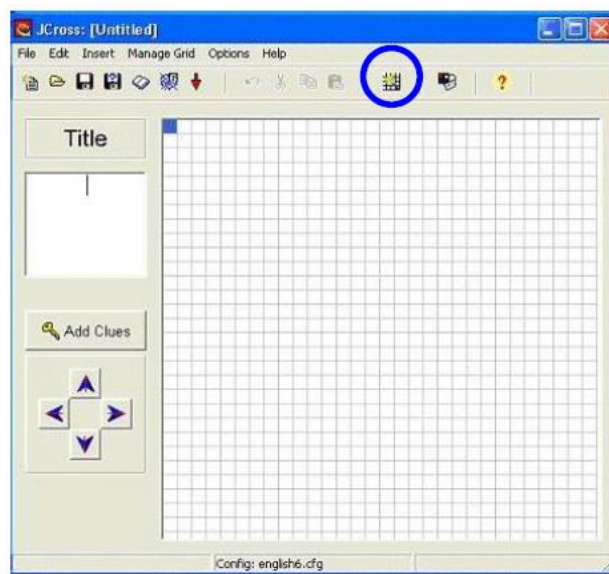
Picture 2.4.1: J-Cross Interface

The next screen shown after the button is pressed is shown in picture 2.4.2

Teachers should now type the words on separate lines. The size of the grid can be

determined by the teachers themselves. Virtually any size of grid can be created

by this program.
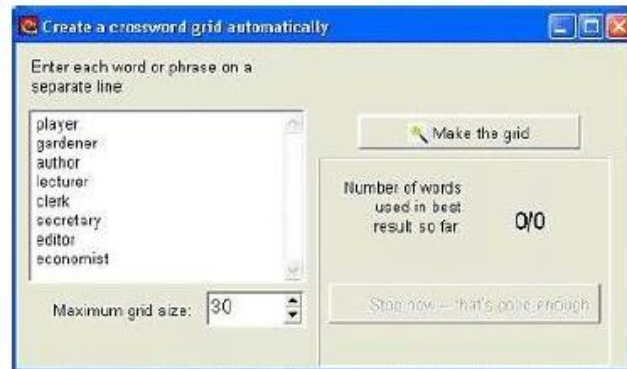
Picture 2.4.2: Entering the words

After entering all of the words, click the button "Make the grid" to create

the crossword automatically. The result is shown in picture 2.4.3.
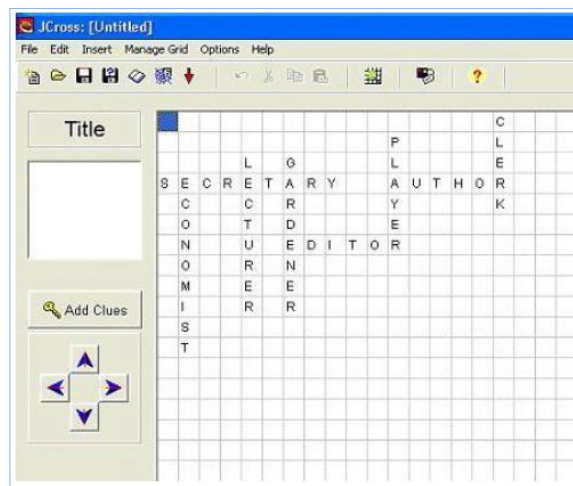
Picture 2.4.3: Creating the Grid

The clues for all of the words can be added by pressing the "Add Clues"

button. The view is shown in Picture 2.4.4. Teachers can simply click the word

and add a clue for the word, then press enter of the OK button on the right side.
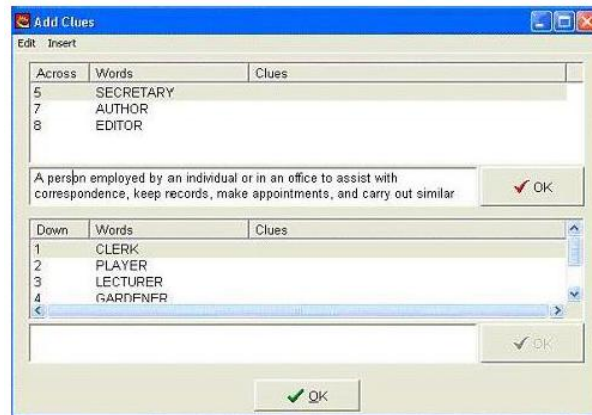
Picture 2.4.4: Adding the clues

If all words have been given the appropriate clues, click the OK button at the bottom of the screen. The next screen appeared is similar to the one shown previously in picture 2.4.3. Now, the last step is creating the web page by clicking "**File**", "**Create web page**", then "**Web page for v6 browsers**." This is shown in picture 2.4.5.
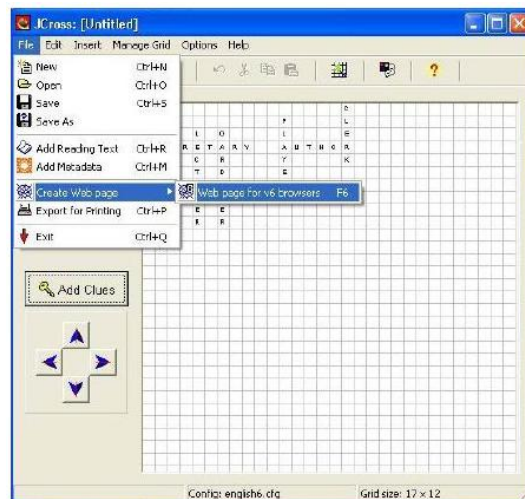
Picture 2.4.5: Creating the web page

The final result is a file with an .html extension. This type of file can be opened by any Internet browser either online or offline. After opening the file, the

students can see the crossword directly. They can click on any number in the crossword to see the clue. They also can type in the answer and press enter to see whether it is correct or incorrect. There is also a hint button which allows the student to request a free letter if help is needed.

2.5 Teaching Vocabulary by Using J-Cross Program

Computer software can be used as teaching aid in the classroom, especially in teaching vocabulary. Computer software gives a great contribution for the students in practicing the vocabulary. Many features of the computer are considered to enhance vocabulary development and reading comprehension: computer software is one of them. Computer software that uses various types of content, such as text, audio, video, game, graphics, animation, and interactivity.

The researcher chooses J-Cross program as a media to teach English vocabulary because J-Cross program is simple and free software that is useful to design digital educational materials, especially exercises and tests. It is a way to create crossword puzzle. Anybody can create a crossword puzzle with the words that he or she want, by only giving eclipse crossword a list of word and clues.

The teacher can use crossword puzzle to review vocabulary and lessons for all subjects because crossword puzzle to encourage logical thinking and correct spelling. The pedagogical advantages of this combination of tools are clear. Adding a lexical resource to crossword puzzle computer-based exercise motivates the student to learn, to try, to make mistakes, to explore, and try again.

Unlike a paper exercise where any words can be the stumbling block to understand, this type of exercise provides the tools to overcome the difficulty, without embarrassment to the learner.

2.6 Review of Previous Studies

The previous study is reviewed in order to avoid imitation. In this study, there were two previous studies. The first is a thesis entitled "Developing English vocabulary material using CALL instruction on the 3rd grade students SD Muhammadiyah Manyar GKB" it was done by Dian Kurnia Oktaviani (2008). This study was designed for English vocabulary material. The research problem is how the English vocabulary material is using CALL instruction on the 3rd grade students of SD Muhammadiyah Manyar GKB developed. The result of this study shows that this product is in the form of CD-ROM, it just should be inserted on CD-ROM, and run it. So, it is quite easy in operating. In the class, there are four students's scores of six students are increase. They feel happy and fun could try it because they have never learned with this kind of media.

The second was done by Dewi Aisyah (2011) with title "Developing video tutorial for young learners in Madrasah Ibtidaiyah Poemusgri Gresik". The design is Research & Development (R&D) and the subject is 1st Grade Student of MI POEMUSGRI. She develops the material by using Ulead Video Studio program. The result of the study shows that from twenty three students there are fifteen students's scores are increase. Most of them feel happy and fun could try this media. That will be new thing for them in learning English.

Eventhough this previous studies are similar but it is different in gaining the data and the strategy in teaching vocabulary. The researcher describes developing material in teaching vocabulary by using J-Cross program and the researcher uses Research and Development design. Related to those studies, the researcher tries to find a different way in introducing new vocabulary using different media. This study is to teach vocabulary in eighth grade of junior high school by using J-Cross program.