**CHAPTER II**

**REVIEW OF LITERATURE**

**2.1 Theoretical Framework**

**2.1.1 Description of Vocabulary**

Vocabulary is the total number of words which make up a language (Lou and Xu, 2016: 91). Vocabulary is a very important part of English language. One can contrast some words to make sentences and for communication with other people.

Vocabulary is the wealth of word which is processed by a certain language.Based on http:/teachingvocabularyonline/vocabulary-com/all-language/English, the word vocabulary means:

1. All the words of language.
2. The sum of words used by, understood by, or at the command of a particular person or group.
3. A list of words and often phrases, usually arranged alphabetically and defined or translated a lexicon or glossary.
4. A supply or expressive means, a repertoire of communication, vocabulary of movement.

Vocabulary proficiently affects not only the students’ reading skills, but their speaking, listening and writing skills as well. In speaking, the words they choose affect how well they are understood, the impression they make, and how people react to them.

In writing, their vocabulary determines how clearly and accurately they can express their ideas to others. In listening, their vocabulary influences how much they understand in class lectures, speeches and class discussion.

From explanation above, it can be concluded that vocabulary is the total number of words toward specific concept possessed by someone.

**2.1.2 Teaching Vocabulary**

Vocabulary is number of words of language which is based on native speaker’s experiences, thing or idea has name which is called ‘word’. Every language has many words. A language has more than 450.000 words. Therefore, it is impossible that someone will be able to master all words of a certain language. Teaching vocabulary is seen as incidental to the main language teaching namely the acquisition of grammatical knowledge about the language.

The goals of vocabulary teaching must be more than simply to cover a certain number of word lists. The teacher must look to how teaching technique numbers can help realize their concept of what it means to know a word. As in all areas of the syllabus, the understanding of the nature what they are teaching should be reflected in the way about teaching it. Thombury (2004: 93) said teaching vocabulary is conveying new information in to the already existing system of the mental lexicon.

Based on the explanation above, it can be said that teaching vocabulary is a set of work done by a teacher to enable the students to master the total amount of words presented in vocabulary test.

**2.1.3 Media**

Media according to Kirkorian (2008: 39) are any extensions of man which allows him to affect other people who are not in face with him. Thus, communication media include letters, television, film, radio, printed matter and telephone. Media are any means of communication which carry the information between the source and receiver. The media are called instructional media if they are used to convey the messages in educational environment.

 Kunnu (2016: 419) said that using the media in teaching can activate students who are passive and stimulate the students to study.

 In the nature of language, teaching media is the main point that should be owned and played by the teachers as long as they get involved in developing students proficiency. Because the teachers are demanded to make the students easy to comprehend the materials are being learnt. Moreover the students become a teaching object that have participating in the activities designed to improve the competence of the students skill, especially one intended skill, one of them is vocabulary.

**2.1.3.1 Type of Media**

Study media in functioning appliance and used to submit the study message. Study is communication process between study, instructor and teaching substance can be said that, form of communication will not walk unassisted of medium to submit message.

According to Sadiman (2009: 28-75) Media is used in learning activity in Indonesia are:

a. Graphic media.

Graphic media including visual media. Examples: photos, pictures, sketches, diagrams, charts, graphics, cartoons, maps, globe, flannel boards and bulletin boards.

b. Audio media.

Audio media is related to the sense of hearing. There are several types of media which we can group into audio media, including radio, tools magnetic tape recorder, phonograph record and language laboratory.

c. Silent projection media (still projected medium).

This media has similarities with graphic media in the sense of presenting visual stimulation. Some types of silent media includes film frames (slides), film strips, transparency media, translucent projectors view, television, video, and game.

According to Dayton (2016: 2692) there are three kinds of media:

1. Visual media is media that can be seen and touched by students. Examples: picture, photo, cards, real object, map, flashcard and realia.

2. Audio media is media that contain recorded text to listen, example: radio and cassette recorder.

3. Audio visual media is media that can be seen, touched and listened. Example: television and film.

  According to Bretz via Sadiman (2009: 20-21) There are eight types of media:

1. Media audio visual motion is media that contains elements of sound, images, lines, symbols, and motion. Examples: television and film.

2. Silent audio-visual media are media whose elements are only sound, images, lines, and symbols. Examples: sound chain film, sound frame film, and audio books.

3. Semi-motion audio media is media that contains elements of sound, lines, symbol, and motion. Example: audio pointer.

4. Media visual motion is media that contains elements of images, lines, symbol, and motion. Example: silent films.

5. Media silent visual is media that contains elements of images, lines, and symbol. Examples: facsimile, images, series, print pages, and microfilm.

6. Semi-motion media is media whose elements are only lines, symbols, and motion. Example: telautograph.

7. Audio media is the media whose elements are only sound. Examples: radio dish and audio tape.

8. Print media is media whose elements are only symbols. Example: ribbon hollow.

  Learning media are classified based on the characteristics of the media type (Daryanto, 2010: 19-56) are:

a. Two-dimensional media.

Two-dimensional media is the general designation for props that only has a length and width that is in one flat plane.

Media two-dimensional learning includes graphics, board-shaped media, and media print whose appearance is classified as two-dimensional.

b. Three-dimensional learning media.

Three-dimensional learning media includes learning actual objects through travel, learning real things through specimens, studying through artificial media, embossed maps, and dolls.

c. Audio media and radio media.

Audio media and radio media include CDs and DVDs, MP3s, digital audio, radio and audio streaming.

d. Interactive multimedia learning.

Audio and radio media include tutorials, drills and practices, simulations, experiment and game.

Seels and Glasgow in Arsyad (2011: 33-35) shared the media learning into two categories, namely traditional media choices and choices cutting-edge media technology.

a. Traditional media choices are:

1) Silent visual media projected, including opaque projections (not translucent) view), overhead projections, slides, and filmstrips.

2)Visual media not projected, including images, posters, photos, charts, charts, diagrams, exhibits, and info boards.

3) Audio media, including recording discs, and cassette tapes.

4) Multimedia presentation media, including slides plus sound (tape), and multi-image.

5) Dynamic visual media projected, including film, television and video.

6) Print media, including textbooks, modules, programmed text, workbooks, magazines scientific, periodic, hand-outs.

7) Media games, including puzzles, simulations, games.

8) Media realia, including models, specimens (examples), manipulative (maps, puppets).

b. The latest choices of Media Technology are as follows:

1) Telecommunication-based media, including teleconferencing, distance learning.

2) Microprocessor-based media, including computer-assisted instruction, computer games, intelligence, interactive, hypermedia and video tutor systems compact disc.

The Sanaky (2009: 26) divided the types and characteristics of teaching media as follows:

1) Viewed from the aspect of physical form namely electronic media (slides, films, radio, television, video, VCD, DVD, LCD, computer, internet) and non-electronic media (books, handouts, modules, dictates, graphic media, props).

2) Viewed from the aspect of the five senses in the form of audio media (hearing), media visual (viewing), and audio-visual media (hearing-seeing).

3) Viewed from the aspects of tools and materials used, namely tools hardware and software tools.

**2.1.3.2 Function of Teaching Media**

A lot of definition of congeniality opened all expert about media, among other things is: Association of Education and Communication Technology (AECT) in America, limiting media as all the form of and channel used a people to channel the message our information.

National Education Association (NEA) said that “media” is form of communication print, audio-visual and also its equipment’s. Media is various type of component or happening of process learn themselves. So in general media is assistive appliance which can be used in course of study.

 Kasihani (2007: 101) said that media functions to:

1. Help learning language more simple
2. Decrease the use of mother tongue
3. Increase students’ interest in learning language
4. Explain the new concept in order to students can understand easier
5. Equal some perceptions
6. Improve English learning quality
7. Make learning process more interesting and enjoyable

**2.1.3.3 Criteria of Selecting for Teaching Media**

Before using teaching media, it is necessary for the selection of teaching media which are appropriate according to certain criteria. Hamalik via Arsyad (2011: 19) said in choosing teaching media must be in accordance with:

1. The purpose of Teaching
2. Teaching material
3. Teaching method
4. Availability of tools needed
5. Personal instructor
6. Learner interests and abilities
7. The situation of ongoing learning

According to Arsyad (2011: 75) explained that there are several criteria needed attention in choosing media, namely:

1. In accordance with the objectives to be achieved, namely based on the objectives general preset instructional. Selecting media must refer to one combination and two or three domains cognitive, affective and psychomotor.
2. Support content in accordance with needs learning task and students’ mental abilities.
3. Practical, flexible and enduring, meaning the media it should not be limited by time, funds, place, not expensive, can used anytime and taken anywhere.
4. Can be used in learning.
5. Effective for all good study groups to large groups, medium groups, small groups and individual.
6. Technical quality, meaning that the media used must be pay attention to all technical matters contained in the media like color, size and text.

Daryanto (2010: 157) also had the opinion that there are several considerations in the selecting of media as follows:

1. The objectives to be achieved.
2. The characteristics of students / targets.
3. Types of learning stimulus (audio, visual and motion)
4. Local environmental conditions.
5. The extent of the range to be served.

Based on the descriptions above there are some things that must be considered message provider (teacher) in choosing learning media, including:

1. Teacher must be skilled in using his media in learning.
2. Teacher must be able to condition the media to be suggested to large groups, medium groups, small groups and individuals.
3. Teacher must be right to choose practical and interesting media that supports material and students mental abilities.

**2.1.3.4 Word Square Media**

 Word square came from English words and consists of 2 words, they are word and square. Word means words and square means a square field of words. So, word square is the field of words that have a square shaped. Word Square is one of the models of learning through words like a game, or learning while playing and the emphasis is on learning.

Urdang via Wurianingrum (2007: 16) said that word square is a set of words that have relation from one word another that arranged in the form of a square, can read horizontally and vertically. Word square media is applied like a game that is introducingor using variations in the form of learning vocabulary through word games, so students are expect to show ability in mastering vocabulary strategies. In this method, students are viewed as objects and subjects of education which have the potential to develop according to their talents and capabilities, so in this case the teacher is as a facilitator of learning.

Meanwhile according to Hornby viaWurianingrum (2007: 16) revealed that word square is a number of words arranged so words it can be read forward and backward.

  From the explanation above it was concluded that Word Square is words arranged in a square read vertically or horizontally.

According to Istarani (2012: 182) Word Square had some advantages and disadvantages. It can be explained as follows:

The advantages of Word Square are:

1. Encourage students’ understanding of subject matter.
2. Students can practice meticulous and critical attitude.
3. Stimulate students to think effectively before answering the questions.
4. Train accuracy and accuracy in answering and searching the right word in a worksheet.

The disadvantages of Word Square are:

1. Students just receive the raw materials from the teacher.
2. Students are not able to develop material with their abilities.

Word Square game fell into the multimedia learning category interactive in the form of graphic or visual media that contains elements of line drawing and symbols, or can also be included in the media category non electronic.

 In the book of *KonsepStrategiPembelajaran* written by Hanafiah (2010: 53) explains that the measures of Word Square can be used in a model of learning are as follows:

1. Create a box as necessary

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| M | J | A | L | H | N | M | O | I | U |
| F | I | N | A | A | O | A | N | C | N |
| A | K | A | M | C | B | R | T | U | A |
| N | I | M | A | P | L | K | L | F | B |
| A | U | A | K | I | T | E | I | D | L |
| S | C | Y | U | B | Y | R | N | I | B |
| B | U | B | S | O | Z | G | E | P | R |
| T | P | F | L | A | M | P | P | E | O |
| U | B | A | Y | R | A | C | E | R | O |
| E | O | T | I | D | S | A | N | O | M |
| T | A | B | L | E | T | R | U | T | I |
| H | R | E | N | R | E | D | E | S | E |
| A | D | T | I | A | C | H | A | I | R |
| S | C | I | R | S | T | R | A | I | N |
| R | I | C | H | E | N | G | I | N | K |
| C | H | I | R | R | U | L | E | R | E |
| L | A | S | S | B | O | X | I | E | T |

1. Create questions based on the subject indicators.

 Guess what the things are!

1. What is it?

 You need it to look for a place.

2. What is it?

 You need it to sit on.

3. What is it?

 It has four legs, you put books on it.

4. What is it?

 You need it to make your classroom cool.

5. What is it?

 You need it to sweep the floor.

6. What is it?

 You need it to clean the board.

7. What is it?

 It’s made of wood, it’s big and you put stuff in.

8. What is it?

 You need it to write on the board.

9. What is it?

 You need it to brighten your classroom.

10. What is it?

 You need to make a line.

1. Present the material

 Before answering the test in the answer sheet, the teacher should give some materials about the question. Make sure that the students understand about the topic and it can make them easy to answer. The material is given in some minutes based on the teacher lesson plan, then the teacher asks them to answer the test given on the answer sheet with the rules of word square.

1. Distribute the activity sheets as the example

The teacher gives the word square answer sheet to the students then asks them to answer the question based on the example that the teacher explained before. To answer in the word square answer sheet, the students can make a line in the right answer and give the number of answer based on the question given.

1. Learners ask to answer the question, with make a line in a right word. The result of answering of word square method can be shown as follows :

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| M | J | A | L | H | N | M | O | I | U |
| B | I | N | A | A | O | A | N | C | N |
| A | K | A | M | C | B | R | T | R | A |
| N | I | M | I | P | 5B | K | R | U | B |
| A | U | A | K | I | R | E | O | K | L |
| N | 7C | Y | U | 6B | O | R | S | E | B |
| A | U | B | S | O | O | A | E | R | N |
| T | P | F | 9L | A | M | P | P | T | 8M |
| U | B | A | Y | R | 10R | C | E | R | A |
| E | O | T | I | D | S | U | N | O | R |
| 3T | A | B | L | E | T | R | L | T | K |
| H | R | E | N | R | P | D | 4F | E | E |
| A | D | T | I | A | 2C | H | A | I | R |
| S | C | I | 1M | S | T | R | N | I | N |
| R | I | C | H | E | N | G | I | N | K |
| C | H | I | R | R | U | L | E | T | E |
| L | A | S | S | B | O | X | I | E | T |

1. Map 6. Board eraser

2. Chair 7. Cupboard

3. Table 8. Marker

4. Fan 9. Lamp

5. Broom 10. Ruler

1. Give each answer in a grid point. The point of the right word is given by the teacher.

**2.2 Conceptual Framework**

 Vocabulary is one of the most important things in language acquisition, whatever the language is needed. The theory and medium in teaching learning vocabulary, it will influence the other system of basic skills, such as: listening, speaking, reading and writing skills. Students can learn quickly about new words by using media. In learning foreign language, vocabulary is a basic need. When students want to learn English, They should have enough vocabulary. A lot of applications of language in daily life force the language users to enrich their vocabulary.

 Word square is one of media is used to teaching vocabulary. Teaching vocabulary by using word square is needed to help the students’ understanding and help the students in remembering vocabulary. It is also used to stimulate the students’ motivation and students’ interest to the lesson. Variation in teaching influences to the teaching learning process, one of the variations is game.

 Word Square is used to stimulate the students in order to master the number vocabulary playing a game. In this case, the students are hoped to be active analyzing the right word. They will choose the word based on the question given.