II. FRAME OF THEORIES

2.1 Concept of Vocabulary

Hornby (1984: 959) states that vocabulary is the total number of words, with rules or combining them which makes up language. We can also say that language is built by vocabulary. Rivers (1970: 462) says that it would be impossible to learn a language without learning its vocabulary. It suggests that vocabulary has very important role in learning a language. This is supported by Byrne (1976: 10) who states that in order to communicate effectively, the learners need an adequate mastery of vocabulary. It is obvious that without vocabulary, someone can convey nothing. Liven though we master the grammar of a certain language but we do not have any knowledge on its vocabulary, we will not be able to communicate or to express our idea using that language.

In line with previous statement the writer assumes that vocabulary is the basic element of, language in words which it will make a language meaningful. Wallace (1988), state that vocabulary is the vital aspect of the language. Mastering a lot of vocabulary, people may be able to understand what someone say and write. Thus, vocabulary is such a crucial thing for everyone that she or he needs learn it in order to understand someone else’s utterance. So, the more words we have the better communication we produce. Concerning this matter, Burton (1982: 98) states that a larger number of vocabularies help to express idea precisely, vividly and without repeating the word.
Therefore, in order to help the students in mastering a new language, they have to master an adequate number of vocabularies. Other words, we can say that the quality of the language performance of the students may depend on the quality and the quantity of the vocabulary that the students have. The better vocabulary they gain, the more skillful the language they can perform.

In any activity of learning language, students are trying to use the language by using, vocabulary into certain sentences in order to be able to communicate and transfer their ideas. Wilkin (1983: 3) says that without grammar little thing can be Conveyed, without vocabulary nothing call be conveyed. We can still understand the language even if we know nothing about grammar. On the other hand, the language will tell us nothing, if we do not know anything about vocabulary. Thus, vocabulary is an essential of language which makes the language meaningful.

Vocabulary is grouped into a simple word, a compound word and idiom. Lamb (1963: 19) defines a simple word as a single word that not has a prefix and or a suffix, for instance; table, chair, book, ball, etc. Willie a compound word is a word coined from two or more other words. Trask (1999: 120) also says that compound word is two or more existing words are simply combined. A compound word may be written as one word, two words or as hyphenate word, classroom, etc. Idiom is a group of, words with a meaning which is different from the individual words and often difficult to understand from the individual words, for instance; look, turn on, get off, etc.
According to Fries (1974: 45), vocabulary is divided into 4 types:

a. Content words which are classified into four types, noun (pencil, book, bird), verb (eat, play, walk), adjective (beautiful, good, ugly), and adverb. Instance: adverb of frequency (seldom, always), adverb of degree (too, fairly, quite), adverb of manner (carefully, beautifully), adverb place (here, there), adverb of time (now, yesterday, last week).

b. Function words are those words which are used as a means of expressing relation of grammar structure, such as conjunction (and, but, because), article (a, an, the), auxiliaries (do, does, did).

c. Substitute words, words do not represent individual things or specific action, but function as substitute for whole form classes words. In this group there are personal pronoun e.g. you, she, he (subject pronouns), me, you, her (object pronoun), mine, your, hers (possessive pronouns), negative expressions (nobody, nothing, etc.) and quantity of number. (Each, both).

d. Distributed words, those till are distributed in use according to grammatical matter as the presence or absence of a negative, such as: Some, any, either, etc.

There are types of vocabulary based on the theory of parts of speech. This part is theory of word order. They are seven, speech is commonly known as speech: the verb, the noun, the pronoun, the adjective, the adverb, the preposition, and the conjunction. Fact part of speech explains not what the word is, but how the word
is used. In fact, the same word can be a noun in one sentence an a verb or adjective in the next.

Crystal (1995:206) defines definition those seven parts of speech as follows:

1. **Noun**

It is one of most important part of speech. A noun is a word used to name a person, animal, place, thing, and abstract idea. It is also a word which occurs as apart of subject of a sentence or an object of verb or the object noun can be modified by all adjective.

**Types of Nouns**

There are many different types of nouns. As you know, you capitalize some nouns, such as Canada or Louise, and do not capitalize others, such as badger or tree (unless they appear at the beginning of a sentence). In fact, grammarians have developed a whole series of noun types, including the adjectival noun, the animate noun, the collective noun, the compound noun, the concrete noun, the countable noun, and the uncountable noun and the collective noun.

a. **Adjectival Noun**

Adjectival noun is an adjective that function as it noun. The examples adjectival nouns are: 1). the other is still on the way, 2). The poor is asking any food from the rich.
b. **Animate Noun**

Animate nouns refer to a person, or other creature. This animate noun sometimes has different noun endings which make the gender clear. The examples of the animate noun are: 1) The *princess* dances (the stage, 2). The *actor* is greeting his fans, 3). We meet the *manager*.

c. **Collective Noun**

Collective noun is a word used to define a group of objects, where the objects can be people, animals, emotions, concept or other thing. It is a noun that refers to things or people as it unit. The examples collective nouns are : 1). The *jury* is collecting the score to decide the winner 2). The *team* join the match. 3) The *audience* gives their applause to the singer.

d. **Compound Noun**

Compound Noun is a noun that is made up of two or more words. Most compound nouns in English are formed by nouns modified by other nouns or adjective. Are the examples of compound noun: 1). my mother buys *toothpaste*, 2). the teacher is writing her notes on the *whiteboard*.

e. **Concrete Noun**

Concrete noun refers to entities which can be observed and measured. Here are the examples of concrete noun: 1). She holds many *books*. 2). My parents buy a *house*, 3). They drive the *car* quickly.
f. Abstract Noun

Abstract noun refers to unobservable notions, such as difficulty, idea, certainly, etc.

g. Countable Noun

Countable noun refers to individual, countable entities, such as books, houses, flowers and others.

h. Uncountable Noun

Uncountable nouns refer to an undifferentiated mass or notion, such as butter, water, sugar, and others.

i. Proper Noun

Proper nouns are names of specific people, place, occasions, events, publications and so on. Proper nouns are not usually used with determiners. It is also written with an initial letter. The examples of proper nouns are: 1). I love Indonesia, 2). I went to museum on Sunday, 3). They watch the FIFA World Cup Championship.

2. Verb

It is the word which expresses an action or help to make a statement. The verb is perhaps the most important part of the sentence. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or states
of being. It occurs as a part of predicate of a sentence and sometimes carries numbers of grammatical categories, such as tense, aspect, and mood.

There are several types of verbs. Those are:

a. Auxiliary verb

Auxiliary verb is also called as helping verb. This helping verb assists the main verb in a clause to express several basic grammatical contrasts, such as in a person, number and tense. They do not follow the same grammatical rules as main verb, which is why they must be considered as a separate class. Auxiliary can be used before the word 'not'. It is also put the subject in order to ask a question. Here are the examples of Auxiliary verb: 1). They do not need any help to finish their homework, 2) Does she comes late every Monday? 3). Marry does not want to attend birthday party.

b. Inchoative Verb

Inchoative verb is a verb that describes a change of state. The examples of, inchoative verb are freeze, dry, burn, rise, etc. The examples in sentence are: 1) The refrigerator freezes everything in it, 2). The fire burns the wood.

c. Modals

Modal verbs convey a range of judgments about the likelihood of events, function only as auxiliary verbs, expressing meaning which are much less definable, focused, and independent than those of lexical verbs. There are nine in this class: can, could, may, might, would, shall, should, and must,
with, dare, need, ought to and used to having a very similar function. Here are the examples of using modals in the sentence: 1). I will visit the museum in week end, 2). She can finish her homework without any help.

d. Phrasal Verb

Phrasal verb is a set of verbs which demonstrate some unique properties. It appears with what looks to be a preposition, traditionally referred to as particle. Here are the examples of phrasal verb: 1). the plane took off 2) My father looks for money every day.

e. Regular and Irregular Verb

A regular verb is the verb that follows the pattern of taking -ed for the past tense and past participle or-d if the word ends in e, such as smoke-smoked. An irregular verb is the verb that does not take the-ed ending for the past tense and past participle forms. Some irregular verbs do not change : put-put-put while others change completely : buy-bought-bought, Here are the examples of regular and irregular use in sentence: 1). He walked alone to the school, 2). She drank a cup of milk.

3. Adjective

It is the word used to qualify noun or pronoun. An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually
precedes the noun or the pronoun which it modifies. In the following examples, the italic words are adjectives:

1). The small boat foundered on the wine dark sea,

2). The back room was filled with large, yellow rain boots.

An adjective can be modified by an adverb, or by a phrase or clause functioning as an adverb in the sentence: for example: My husband knits intricately, patterned mittens.

**Here are several types of adjective:**

a. **Possessive Adjectives**

   A possessive adjective (my, your, his, her, its, our, her) is similar or identical to a possessive pronoun, however, it is used as an adjective and modifies a noun or a noun phrase, as in the following sentences: 1). I can't complete, my assignment because I don't have the textbook, 2). What is your phone number?

b. **Demonstrative Adjectives**

   The demonstrative adjectives this, these, that, those, and what are identical to the demonstrative pronouns, but are used as adjectives to Modify nouns or noun phrases, as in the following sentences: 1). When the librarian tripped over that cord, she dropped a pile of books, 2). This apartment needs to be fumigated.
Another classification is given by Jo Ann Aebersold and Mary Lee Field (1997:139) who classify the vocabulary into active and passive:

a. Active vocabulary refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice, its means that to use the productive vocabulary, the students must to know how to pronounce it well, they must be familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.

b. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

Referring to the above statement, the researcher assumes that vocabulary is a very essential in learning a language. By mastering vocabulary, we call understand what someone says and communicate to others. We can express our ideas easily.

Every important part of learning a new language is mastering the vocabulary of that language. So it is clear teaching and learning vocabulary of language is important because when we teach certain language skill to the learners, we teach our students’ vocabulary at the same time. Vocabulary can helps students in speaking, writing, and reading. By having enough vocabulary there is no difficulty comprehending the text and impressing ideas in speaking and writing.
In this classroom action research, the researcher will focus on content word because content word consists of words that are familiar to the students and easy to understand. In this research, however, the researcher deals with content words type in forms of noun, verb and adjective. Those three kinds of content words are considered as the most important ones in the part of speech/word order. Researcher did not focus on adverb in her research because adverb rarely appears in the students’ learning material. It is expected that after learning vocabularies by using crossword puzzle game, the first grade students of SMA PGRI 1 Batanghari will master a great number of vocabularies, and they express their ideas and communicate easily to each other.

2.1.1 Vocabulary and Language Skill

Dawson (1984: 5) says that learning a language means learning pronunciation, vocabulary, and grammar by practicing the four skill: listening, speaking, reading, and writing. It means that vocabulary is one of the three components in learning language that must be related to the skills of the language. Thus, we can not learn the four skills without having adequate vocabulary.

Pronunciation refers to the way a word or a language is usually spoken. Means rules making sentences. Vocabulary is a list of, words has meaning and form which is needed to communicate with other people. These three components have correlation with learning the line skills other language.

Davies (1976: 3) says that listening and reading are bog, receptive skills. Students are passively receiving and processing information. Speaking and writing are
productive skills, “that is, -some” product- is expected. It means that a person who learns receptive skills (listening and reading) is able to process information but unable to produce one. On the other hand, person who learns productive skills (writing and speaking), will be able to produce a sentence either in spoken or written forms. In language learning, vocabulary helps the learners to learn productive and receptive skills.

Referring to the statement above, it can be inferred that vocabulary and language skills have a close relationship to each other. We cannot learn vocabulary independently. It must be related to the four skills of the language. On the other hand, we cannot learn the four skills without having adequate vocabulary. Furthermore, vocabulary helps us to produce sentences in learning productive skills (writing and speaking) and to process information in learning receptive skills (listening and reading). Thus, vocabulary helps the learners to master the four skills of the language.

2.1.2 Vocabulary in Relation to the Study

Sentences that we make every day in our daily speaking are not just a collection of, words. We cannot say that a collection of words is called sentence. Words which are put randomly without any structure will have no meaning and cannot be called as sentence. To express a meaning, we use words that are arranged in order to deliver this meaning to others. By hearing or reading these arranged words, the readers or listeners will catch what the meaning we intend to say. When we make these statements, we are essentially using the concept of word order. This concept
of word order which makes as able to put the words in order, so it becomes a meaningful sentence. In the literature, this concept of word order is acknowledged as syntax.

When we talk about language, realized it or not, we will see that a language has Structure, and that is not hotchpotch of randomly elements. Instead, the linguistic ingredients that language is made up of a sentence are arranged in accordance with set of rules. This set of rules we call the grammar language. grammar that concerns about the structure of sentences is called syntax (Aarts, 2001:3).

The vocabularies are arranged based on a certain structure to form a sentence. as a sentence is not a simply collection of words, in forming this sentence, the students should master the relationship of parts of speech or syntax itself. This statement is supported by Macaulay (1994:39) who says that utterances do not consist simply of sequences of words, the words are grouped into phrases and it is these phrases that are the units of syntax. Moreover he also states that syntax is what governs the relationship between the structural units (noun phrases, verb phrase, and so on) in an utterance.

2.2 Concept of Language Teaching

When we talk about teaching, it means that we talk about showing or helping someone to learn how to do something. It also means giving instruction, guiding, studying about something, providing with knowledge and causing to understand (Brown, 1987: 6). So, when we teach someone, we hope that s/he will have knowledge and understanding about the subject we taught at the teaching period.
Referring to the previous statement, the researcher needs good technique to transfer the material in teaching and learning activity. In general, there are some techniques that can be used in teaching learning process like using picture, game, group work, etc.

Wallace (1982:105) says that teaching vocabulary through game has two main reasons: first, an increasing emphasizes on the importance of motivation and of the appropriate mind of positive effective atmosphere in the classroom, second, an increasing emphasizes on the importance of real communication. If a game is working properly, it is very often supplies a genuine desire to communicate in target language, even within the artificial confines of classroom.

Based on the statement above, it is clear that teaching vocabulary through games can motivate the students to learn. By teaching through the games, the teacher creates a good atmosphere in the classroom so that the students are not tense to learn sometimes, students do not realize that they are learning. This enjoyable situation unconsciously also makes students eager to speaking. If students talk much, it means they can increase their vocabulary.

2.3 Concept of Teaching Vocabulary

After realizing the importance of vocabulary, it needs a serious attention in learning vocabulary not only for students, but also for the teachers. It becomes great challenging floor the teachers to teach the vocabulary and develop their students' vocabulary mastery. Here are some principles of teaching vocabulary (Norbert Smith, 1997:146):
a. **Building a large sight of vocabulary**

This principle is actually aimed at developing the students' sight of vocabulary. It means the students do not only know the meaning of each vocabulary, but by mastering a vocabulary means also mastering many meanings related to the vocabulary intended. For example, in the word look, the students do not only know the meaning of look itself as *lihat*, but also know the meaning of many meanings related to it, such as *look for* (*mencari*), *look in* (*sesaat*), *look like* (*mirip, seperti*) etc.

b. **Integrating new words with previous words**

This also means that teaching vocabulary also helps the students integrating the previous words they have memorized and the new words they learn so that the students will tend to be easier in mastering the vocabulary.

c. **Promoting deep level of processing**

In this case, while teaching vocabulary, a teacher has to let her/his students to keep the process of memorizing the vocabulary in their minds deeply, so that the students will be able to memorize the vocabulary in a long time. Most students in senior high school to the vocabularies they have memorized they have no deep level cat processing in memorizing it. The deep level of processing of memorizing it can be done using the or using the vocabulary the sentences.
d. **Facilitating Imaging**

As mentioned in the previous principle that student will tend to be easier in memorizing and mastering a vocabulary it' they visualize it. Visualization means we are using our sight to help memorizing the vocabulary. For example, when the students learn to memorize related to astronomy, the teacher should give those pictures astronomy and things of it.

e. **Making real word by connecting them to students in some way**

A new word is sometimes uneasy to remember by connecting this new word to the previous words known, the new words will be more real and become easier to remember.

f. **Using variety techniques**

The students will be bored in learning something teacher never varies the techniques used. Learning vocabulary will seem interesting if the teacher change the technique of teaching used. While the students have felt interested in learning vocabularies memorizing vocabularies will be an easy job to do for them.

g. **Encouraging independent learning strategies**

Each student has their own strategies in memorizing, the vocabularies they store. So, a teacher should encourage any strategy used by the students as long as it can help their vocabularies storage.
As there is no a best way to teach vocabulary, the teachers need to suit the vocabulary taught to the students' needs, experiences and interest.

2.3.1 What to Teach in Vocabulary

In general, there are three steps in teaching vocabulary, firstly, teaching the word forms that are spelling and pronunciation. The teacher can teach the spelling of the word by writing it on the whiteboard. While, in teaching pronunciation, the teacher can pronounce the word loudly in front of the class, and then asks the students to repeat after the teacher. Secondly, teaching the meaning of the word. In teaching the meaning of the word, the teacher can ask the students to look up in the dictionary. If the students have any difficulties, then the teacher may help the students by giving them the synonym or antonym of the words or the teacher can also directly tell the students what its meaning. Thirdly, teaching the use of the word. In teaching the use of the word, the teacher may provide some exercises in using those words, for instance, making sentences. English teacher should find an alternative technique that at least covers the three steps above in teaching vocabulary.

2.3.2 How to Select Vocabulary to Teach

Bismoko (1976: 64) states that in teaching vocabulary, the teacher must select the words which can be learnt in a limited time, which words should be chosen for teaching and which one should be fell behind. It means that the teacher should be able to choose the appropriate words in teaching vocabulary according to the level
and needs. Bismoko (1976: 64) says that the vocabulary which should be taught to beginners should meet the following requirements:

1. Must be frequently used by people whose native English. These words can, be selected from A General Service of English Words (West, 1953). West (1953, vii) says that the words represent a list of 2,000 General Service List and considered suitable as the basis of vocabulary for learning English as a second language. For example: eye, hand, book, etc.

2. Must be useful in any country and any situation especially authentic situation. It means that the words are very essential to be familiarly spoken in authentic situation. For example the words used in expressing:

   a. Greeting: Good morning, Good afternoon, Good bye, etc.

   b. Condolence: I am sorry, etc.

Prior to the statement previously, the researcher assumes in teaching vocabulary teacher should be able to supply some appropriate material in teaching vocabulary.

There are Four criteria in selecting vocabulary to he taught to the students, such as

1. Frequency of Occurrence

   Vocabulary taught should not be chosen from a high frequency of occurrence.

   It means that the teacher should not teach the vocabularies that often appear
but the vocabulary that rarely appear. In other word, the vocabulary taught should be balanced among the easy average, and difficult.

2. Simplicity

Vocabulary should be appropriate with the students' level of capability. Vocabularies considered difficult for the students should be avoided. By following the English curriculum that is appropriate with mastery. The students will be freed from the very difficult vocabularies.

3. Relevancy

Vocabulary prepared or selected by the teacher should be relevant to daily phenomena.

4. Quantity

Presenting a large number of vocabularies should be avoided, not confuse the students. It is based on the consideration that the process of mastering vocabularies will successful it is done step by step. Moreover vocabulary learned in small numbers will stay longer in the students' mind.

The four criteria above were applied in teaching vocabularies (concrete noun). According Nation (1990: 18), we can determine that vocabulary can be taught by using:

1. Frequency counts

Vocabulary counts are usually done by making list of the words in a particular text or group of, texts and counting and when they occur, by this way the teacher will be able to select which word is useful to be learnt and which word is not.
2. Word list

Word lists a list of words that have been listed by some experts. There are some word lists that have been made by some experts and can be used in preparing material to be taught on vocabulary teaching. They are General Service List of English Words by West (1953), The Cambridge English Lexicon by of Contemporary English by Mc Arthur (1981).

In this classroom action research the researcher used student's senior high school handbook, which is published. The consideration of using this book as source is that the book is arranged based on the KTSP the book is also utilized by the teacher in that school. The researcher determine to teach vocabulary by using frequency counts. The researcher make list of the words in a particular text and counted how often and where they occurred. So, the teacher is able to select words which are useful to learn.

2.3.3 How to Teach the Vocabulary

Learning a language means learning thousands of vocabulary items. Everyone has his or her own methods in learning vocabulary. For some people random word lists will seem to be the most appropriate, usually with a translation into the mother tongue. Some students will find it effective-to use vocabulary exercise in order to acquire new vocabulary, while others will use vocabulary cards and regularly test themselves to check whether new items have been learnt. All of these methods are effective in their own right and will lit different individual in different ways.
In teaching vocabulary, the teacher has responsibility to make their teaching successful. By making use of their experiences, teacher must be able to know what kinds of techniques they should use to come their goal.

Teaching vocabulary is what most teachers take for granted since it is said that the essential area of language is the lexicon or vocabulary of that language. Therefore the teachers does not take care of the number of the words that should taught in one lesson. They used to teach a large number of word to the students. As a result, many students get confused or bored in learning and acquiring vocabulary (Finnochiaro, 1964: 68)

Remirez (1975: 167 ) said that We should believe that only properly planned and constructed material can be used to improve the teaching program to enhance the classroom atmosphere and to get students’ participation.

Based on the explanation above, the writer assumed that planning and choosing the material in teaching process is necessary to be done and selected by the teacher. It is true that the teacher have to believe in their ability to choose the material he/she will use for their classroom (Dubin, 1979: 79)

This idea is similar to Bismoko (1976: 64) said that the teacher must select the words which can be learned in limited time, which words should be chosen for teaching and which ones be left out. This indicates that selecting material should be done carefully by the teacher. The words chosen be related to the curriculum, students’ level and ages as well as their needs. In addition, Krashen (1982:21)
said that we should always present material which are only a little bit beyond our students’ current level of competent.

2.4 Concept of Teacher’s Teaching Performance

In accordance with Medley and Shannon (1994) in Dunkin (1997), teacher's performance is the way in which a teacher behaves in the process of teaching teacher's performance is any behavior done by the teacher when s/he teaches the students.

It is necessary to observe the teacher's teaching performance during the teaching and learning process. According to Foster (1976: 37) a teacher is a central force that shapes the behavior of individual child as well as those of children in group. The teacher's teaching performance covers the teacher's behavior that can be described according to specific roles that stem from, the expectation of the society, school, peers, and the students themselves.

Foster (1976: 38) adds that, the qualified and competent teacher must have mastered the knowledge and skills that necessary for the performance. There are two roles that the teacher must know, psychological roles, and instructional roles. In accordance with previous description, the teacher's performance is the way a teacher behaves in the process of teaching. The behavior done by the teacher in this process shows that s/he is doing her/his roles which cover psychological roles and instructional roles.
Considering the important role of a teacher, the researcher intends to observe the teacher's performance when she teaches vocabulary by using crossword puzzle game. The main tools for assessing the teacher’s performance are observational schedules and rating scales. In this action research, the researcher will use an observation checklist in which there are some aspects that will be scored, the aspects cover the teacher's performance in pre activity, whilst activity and also post activity.

2.5 Concept of Games

Game is kind of teaching technique that can be applied in a classroom activity. A game has some components, such as a game should involve activity to do or form of play to be performed. It should also have particular objectives to achieve, and it should have particular rules to follow. Rodger (1981:1) states that the use of game can develop activities to make students forget that they are in class that is to relax the students by engaging them in stress-reducing tasks. Moreover, Nation (1974:19) states that unless there is some challenge, the learners may not have interest in learning new vocabulary to give them full attention to the teaching.

By applying game, the presentation of vocabulary will be more interesting and challenging because students have to compete with each other. By this way, each group tries to be the winner that is why the students tend to be active and to work harder to be competitive participant in the game. From this statement, the writer assumes that game can make the teaching learning process run more enjoyably and meaningfully. In this research, game is a technique in teaching vocabulary,
which will be used to relax the students in order to create a good atmosphere in classroom, which will motivate the students to learn.

2.5.1 Concept of Game in English Language Teaching

A game is a kind of teaching aid that can be applied in a classroom activity. Harmer (1991: 101) says that games are vital part of teachers' equipment, not only for the language practice but also for the therapeutic effect they have. The statement Point, out two important Functions of, using games in teaching and learning process. First, games as a tool of teaching make teacher easier in presenting the material. Second, by engaging the students in a game will give them pleasure and kill students’, boredom and laziness. This creates a good atmosphere in the classroom, where the students pay more attention to the lesson. Therefore, this might motivate the students to sustain their interest and work in learning a language.

Concerning to the ideas above, it is clear that game can be used as a teaching technique in order to make a lesson more interesting and exciting. Thus, this motivates and encourages students in learning English actively. This technique also serves to increase, learners' attention to the lesson, create a good atmosphere in the classroom and finally produce better learning (Harmer,1991:107).

In order to make a good planning of teaching and learning, it is necessary for the teacher to know the advantages and disadvantage of game. Thus, the process of teaching and learning run smoothly and achieve the target of the study.
The advantages are:

1. Students are able to learn how to solve problems in which they are involved.

2. Students are satisfied where they find and sense new ideas and concepts are formulated.

3. Game can creates a big interest through realistic participation, because this game involves the students directly.

The disadvantages are:

1. Students are interested in the game, not in the subject matter the game represents.

2. The game is time consuming.

3. The game requires only a few people to play.

2.5.2 Concept and Educational Value of Crossword Puzzle Game

Crossword is a word puzzle that normally takes the form of a square or rectangular grid of white and 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 which 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.

Squares in which answers begin are usually numbered. The clues are referred to by these numbers and a direction, In example, "4-Across" or "20-Down". At the
end of clue the total number of, letters is sometimes given, depending on the style of puzzle and country of publication. Commonly, crossword puzzle is Published in newspaper and is not always similar in every country which publishes the newspaper. Some crosswords will also indicate the number of words in a given answer, should there be more than one (D. S Mac Nutt with A Robins, 1966: 49).

The horizontal and vertical line of, white cells into which answers are written are commonly called entries or answer. The clues are usually called just that, or sometimes definitions. White cells are sometimes called lights, and the shaded cells are sometimes called darks, blanks, blocks, or just simply black squares or shaded squares. A white cell that is part of two entries (both Across and Down) is called checked, keyed or crossed. A white cell that is part of only one entry is called unchecked, unkeyed or uncrossed.

There are four types of grids according to the country publishers:

American-style grid British-style grid Japanese-style grid Swedish-style grid

Crossword grids such as those appearing in most North America areas of white
squares. Every letter is checked, and usually each anew; is required to contain at least three letters. In such puzzles shaded squares are traditionally limited to about one-sixth of the design. Another tradition in puzzle design (in North America and Britain particularly) is that the grid should have 180-degree rotational symmetry, so that its pattern appears the same if the paper is turned upside down. The design of Japanese crossed grids often follows two additional rules: that shaded cells may not share a side and that the corner squares must be white. The "Swedish-Style" grid uses no clue numbers - the clues are contained in the cells which would normally be shaded in other countries. Arrows indicate in which direction the clues have to be answered, vertical or horizontal.

"To play this game, the students must in the grids with letters based on the clues. So, they have to find out the answer of each clue. If they answer one clue correctly, this would be easier for them to fill other grids and answer the other cities, because some letters in grids will be connected each other.

Crossword puzzle design and solving is an excellent way to sharpen focus. Regardless of whether design and or solve numerous crossword puzzles, the Students will learn one or more way to enhance memory and creative expression. Crossword puzzles encourage logical thinking and correct spelling.

In this research, the researcher will use regular grid 4 crossword puzzle game.
Example:

Here is a small example of a regular crossword, regular crossword is the most common design of crossword puzzle game that is mostly used by newspaper publishers in every country, to illustrate the format:

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Across
1. Sheep sound
3. Neither liquid nor gas
5. Humor

Down
1. Road passenger transport
3. Permit
5. Shortened form of Dorothy
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The solution to this crossword is:

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1 B 9 A 2 A
9 U L
3 S 9 O 9 L 9 I 4 D
9 O O
5 W 9 I 9 T
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In line with the example, it can be seen that crossword puzzle can be used in teaching vocabulary. Crossword puzzle is appropriate with three steps in teaching vocabulary. The teacher can teach the spelling and the pronunciation of the word by writing the answer on the grid. While, in teaching pronunciation, the teacher
can pronounce the word loudly in of the class, and then asks the students to repeat
after the teacher. Secondly, teaching the meaning of the word. In teaching the
meaning of the word, the teacher can put the meaning of the word as the clues of
crossword puzzle. Thirdly, teaching the use of the word. In teaching the use of the
word, the teacher can also make the exercise as the follow up after the finishing
the crossword puzzle game. So, by using our creation and watching to the
students' need, crossword puzzle can be a good technique in teaching vocabulary.

Nation (1074:253) states that puzzle are teaching techniques which bring the
learners' motivation. Crossword puzzles are also a creative way to get students
interested in learning English vocabulary. Kreidler (1986:24) says that crossword
puzzle is a device for practicing and testing that many students find it interesting.
It gives the students practice in using the words in a sentence in addition to know
the meaning. It combines teaching students' with giving them experience in
writing the words the students are learning, which is an effective part of
memorizing vocabulary. Crossword puzzles, at a very basic level, can be a fun
way to introduce word skills to the youngest students, while older ones can add to
their vocabulary set. Older students may be interested in the actual construction of
crossword puzzles, allowing them to enhance planning, spacing and basic skills in
developing the answer grid, and critical thinking in the creation of clues.

The education value of crossword puzzles reaches into many skill areas. Some of,
the main areas in which solving and / or creating crossword puzzles can benefit
educational efforts include:
1. Vocabulary building

To solve any crossword Puzzle, the students must be able to identify and understand the terms being used. This often involves acquiring new vocabulary or terminology. It enables the students to form the letters one by one to build vocabulary.

2. Spelling skills

The teacher can teach the spelling and the pronunciation of the word by writing the answer on the grid. In filling the answer in the grids, the students put the letter one by one. It trains the students about the exact spelling of the words.

3. Reading skills

The clues and answers can be an engaging way students learns English classification of, different parts of speech, and the investigation more complex concepts like homonyms, synonyms and antonyms in reading carefully worded clues. So, while doing the crossword puzzle the students' reading skill will be improved.

4. Word comprehension skills

The students must use word clues to determine the correct word to fit into the crossword, either across the puzzle or up and down. While the Students answering the clues, they will understand the use and the meaning of the words.
5. Dictionary skills

It can also involve making differentiations between similar words or phrases. Correctly deciphering a crossword also requires exact spelling, which students may mean practicing dictionary skills.

6. Reasoning skills

To solve any crossword the students must be able to identify and understand the terms being used. They will not choose the answer which is not appropriate with the clues. The students will try to think rationally here while doing crossword puzzle.

All types of learners can benefit from the educational value. Using crossword puzzles within education can be a huge plus - teachers have great teaching tools at their disposal, while allowing students to learn while having fun. Students who might normally balk at practice tests, flashcards, or review sessions with the teacher find puzzle solving to be much less threatening and more like game play. Puzzle solving is a much more active type of learning, and will engage students with the material more than passive types of review techniques do.

Additionally, crossword puzzles can provide great value to English as Second Language teachers and also "English as Foreign Language (EFL). The clues and answers can be an engaging way for students to learn through the identification of different combinations of consonants and vowels to determine proper pronunciation, classification parts of speech, and the investigation of more
complex concepts like homonyms, synonyms and antonyms in reading carefully worded cities. The challenged students will focus attention on the language. Small crossword puzzle trains, the students to solve problems or answer the question than put the answer in the given boxes of the answer sheets. Students have to guess or find suitable words according to the context clues.

Crossword solving involves several useful skills including vocabulary, reasoning, spelling, and word attack skills. The students must use word clues to determine the correct word to fit into the crossword, either across the puzzle up and down. To solve any crossword puzzle, The students must be able identify and understand the terms being used. This often involves acquiring new vocabulary or terminology. It can also involve making differentiations between similar words or phrases. Correctly deciphering a crossword also requires exact spelling, which for students may mean practicing dictionary skills. Important skills required completing these puzzles include making inferences, evaluating choices, and drawing conclusions. The other benefit crossword puzzles in the classroom is that they are associated with recreation, and can be less intimidating for students as review tools.

2.6 Procedure of Teaching Vocabulary through Crossword Puzzle Game

Some sequences of material through crossword puzzle game in the classroom will be proposed as follow:

a. Pre activities

1. The teacher greets the students.
2. The teacher checks the attendance list.

3. The teacher involves the students in small talk to build up their schemata about the material which is going to be discussed. For example: Do you have pet in your home? What kind of cat do you have?

b. Whilst activities

1. Teacher shows the text to the students.

2. Teacher asks some of the students to read the text loudly one by one. Then the teacher asks the students if there is any difficult word from the text.

3. Teacher and students discuss about the main idea and the content of the text.

4. Teacher divides the students into small groups consisting of five students randomly.

5. Teacher gives the crossword puzzle game sheet to each group and asks them to compete in allow the Cities in crossword puzzle in certain of time. The teacher explains the rule list.

6. If the time is over, the students and the teacher discuss the answer. The group with the best answer is going to be the winner.

7. The teacher reviews the lesson by asking the students the meaning also the spelling of some words that they have learnt in the game.

8. Finally, the teacher asks the students to make 10 sentences by using the vocabulary they have learnt.
c. Post activities

1. Teacher reviews the vocabulary target including the spelling and the pronunciation.

2. The teacher asks the students whether they have any difficulties about the topic.

3. The teacher closes the meeting.

This procedure is a product which integrates playing crossword puzzle game with learning. The writer assumes that crossword puzzle game creates good atmosphere in the classroom which might motivate the students to sustain tell, interest and work in learning it language. So, the students will pay more attention and master more vocabulary in teaching learning activity. Here are the examples of the texts used in the lesson plan:

**Animal**

Wild animals are free. They live in the jungles, mountains, rivers, lakes and seas around the world. They find their own food. Some of them are in danger. It is difficult to find them. Some couldn't survive and become extinct. We cannot find them anymore.

Domestic animals and pets live with people. They are not wild. They are tame. Peopleiced or give them loud and place to live. Domestic animals are useful for us or they gives us food. Pets are also tattle but they don't work for us. They live with us as our friends.

**BB**

Do you like birds? Do you have one at home? I have one. It's a cockatoo. It's the most beautiful bird I have ever I call it fill. Well, is originally native to
Philippines. has a stiff feathered crest and powerful hooked beak. I term body size lies between 30 and 32 centimeters. You see, clever cockatoo. She is clever at mimicking a human's speech. She can say, "Good morning. I low are you today?" or sing "Twinkle, twinkle Little Stars". She whistles very loudly when she is cheerful. Everybody finds her amusing. BB has wonderful feathers. She has blue feathers with bright markings. The combination of blue, orange and pink makes her look cute. You know what, she up two ears of corn every day and she drinks a lot.

**Volvo**

Among pets, I like dogs the best because they are tame animals and they can he trained as a man's friend. I have a wonderful. I named him Volvo. You know, Volvo is a male dog. I le is a Pomeranian dog and is a bout... uhm.. Two years old. That's right, two years old. My dog is great. He has grayish-white fur, small ears, and a cone-shaped mouth. Is paws are strong. Well, my dear Volvo is a clever dog. He was always barks loudly and noisily when there is a stranger coming to my house. You know what? I le also can do many things such as sitting down quietly, bringing the newspaper to me, standing on his two hind feet, and shaking my Land.

**Manis**

I have a pet. It is cat and I call it Manis. Catty is Persian breed. It is small, fluffy, and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Catty doesn't like bones. Every day it eats soft food like steamed rice, fish or bread. When I am at school, Manis plays with my dog. They get along well and never tight may be because Manis is very nice. It doesn't scratch a lot. It treats the other animals in our house gently. And it never steals food. Manis is really a sweet and friendly animal.